



BSW Field Paperwork Reference Guide 2017-2018



Table of Contents

Fall BSW Internship Calendar of Important Dates	3
Spring BSW Internship Calendar of Important Dates	4
Professional Expectations for Social Work Students	5
Orientation Checklist.....	6
Internship Weekly Hour Log.....	7
Weekly Field Journal Template.....	8
Monthly Supervision Time Log and Student Report Form	21
Mid-Term Evaluation.....	23
Progress Note Template (Junior- Spring Semester)	26
Process Recording (Senior - Fall Semester).....	27
Student Case Presentation Assignment (Senior - Spring Semester)	29
Student Observation Form.....	31
Direction for Final Evaluation of Student in Field Internship.....	32
Student Evaluation of Field Placement.....	33



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Fall BSW Internship Calendar of Important Dates

August 2017

8/28 Senior students begin internships at field placement

September 2017

9/11-9/22 Initial Site Visits held onsite at internships

9/19 Student Learning Agreements due to Social Work Department

9/26 First MSW Supervision Due

October 2017

10/17 Mid-Term Evaluation Due

10/24 Second MSW Supervision Due

10/31 Process Recording Due

November 2017

11/21 Third MSW Supervision Due

December 2017

11/27-12/8 End of Semester Site Visits and Student Observations to be completed

12/5 Fourth MSW Supervision Due

12/8 Last day of internship for fall semester:
❖ Students 150 hours of field work completed

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

12/11-12/15 George Fox University Finals Week
❖ Students only at internship if needed to complete 150-hour requirement or agreement made between student and agency



Spring BSW Internship Calendar of Important Dates

January 2018

- 1/8 Senior students return to agencies and Junior students begin internships
- 1/15-2/2 Initial Site Visits for Junior Students held onsite at internships
- 1/23 Updated Learning Agreements due for Senior students.
First MSW Supervision form due for Senior students.
- 1/25 First MSW Supervision form due for Junior students.

February 2018

- 2/1 Learning Agreements due for Junior students
- 2/20 Mid-Term Evaluation due for Senior students.
- 2/22 Mid-Term Evaluation due for Junior students.
- 2/27 Second MSW Supervision form due for Senior students.

March 2018

- 3/1 Second MSW Supervision form due for Junior students.
- 3/12 Field Fair held at George Fox University
- 3/22 Progress Note due for Junior Students.
- 3/26-3/30 George Fox University Spring Break

April 2018

- 4/3 Third MSW Supervision form due for Senior students.
- 4/5 Third MSW Supervision form due for Junior students.
- 4/9-4/20 Final Site visits and Observation for Junior and Senior students.
- 4/17 Fourth and final MSW Supervision Form Due for Senior students.
- 4/19 Fourth and final MSW Supervision Form Due for Junior students.
- 4/20 Last day of internship for Spring semester - Students 150 hours of field work completed
- 4/24 *Final Evaluations and all paperwork should be completed and turned in to Field Faculty or Social Work Office by 5:00pm***
- 4/23-4/27 George Fox University Finals Week
- ❖ Students only at internship if needed to complete 150-hour requirement or agreement made between student and agency



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Professional Expectations for Social Work Students

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

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

Signature of Student: _____

Date: _____

Print Name: _____



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Orientation Checklist

Agency Overview

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

Agency Policies and Protocols

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

Field Instructor/Student Responsibilities

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



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Weekly Field Journal Template

1. Time and dates at the placement for the week

2. List of activities involving direct client contact

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

3. List of activities involving indirect client service

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

4. Progress toward learning goals

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

5. Discovered areas I need to address

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

6. Discussion of Key Topic or Issue

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



BSW Learning Agreement

Student Name:

Cell Phone:

Field Agency Name:

Program or department:

Agency Address:

Agency Phone Number:

Agency Task Supervisor:

Email:

Phone:

Agency Field Instructor (MSW/BSW Supervisor):

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

Email:

Phone:

Additional Agency Team Members:

Days and Hours of Practicum:

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



The Learning Agreement:

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

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

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

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

Student Signature: _____ **Date:** _____

Agency Field Instructor: _____ **Date:** _____

Field Faculty Signature: _____ **Date:** _____

BSW Field Director Signature: _____ **Date:** _____

Erin Johnson, MSW



Competency 1: Demonstrate Ethical and Professional Behavior

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



Competency 2: Engage Diversity and Difference in Practice

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



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

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



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

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



Competency 5: Engage in Policy Practice

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



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

Performance Descriptors:	Working with: Individuals: Activities, Roles and Responsibilities	Working with Families: Activities, Roles and Responsibilities	Working with Groups: Activities, Roles and Responsibilities	Working with Organizations: Activities, Roles and Responsibilities	Working with Communities: Activities, Roles and Responsibilities
Intern applies knowledge of human behavior and the social environments, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.					
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.					



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

Performance Descriptors:	Working with: Individuals: Activities, Roles and Responsibilities	Working with Families: Activities, Roles and Responsibilities	Working with Groups: Activities, Roles and Responsibilities	Working with Organizations: Activities, Roles and Responsibilities	Working with Communities: Activities, Roles and Responsibilities
Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.					
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths needs, and challenges within clients and constituencies.					
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					



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

Performance Descriptors:	Working with: Individuals: Activities, Roles and Responsibilities	Working with Families: Activities, Roles and Responsibilities	Working with Groups: Activities, Roles and Responsibilities	Working with Organizations: Activities, Roles and Responsibilities	Working with Communities: Activities, Roles and Responsibilities
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.					
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.					
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.					
Intern facilitates effective transitions and endings that advance mutually agreed on goals.					



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

Performance Descriptors:	Working with: Individuals: Activities, Roles and Responsibilities	Working with Families: Activities, Roles and Responsibilities	Working with Groups: Activities, Roles and Responsibilities	Working with Organizations: Activities, Roles and Responsibilities	Working with Communities: Activities, Roles and Responsibilities
Intern selects and uses appropriate methods for evaluation of outcomes.					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.					
Intern critically analyzes, monitors, and evaluates intervention and program process and outcomes.					
Intern applies evaluation findings to improve practice.					



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

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:
Demonstrate knowledge about the role of spirituality and religion in social work practice.	
Able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities.	
Attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns.	
Understands and follows guidelines for appropriate integration of faith and practice in agency context.	



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Monthly Supervision Time Log and Student Report Form

Student Name: _____ Month/Year: _____

Agency: _____ Field Faculty: _____

Supervision Time Log:

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

Signatures:

Student Signature: _____ **Date:** _____

MSW/BSW Supervisor: _____ **Date:** _____

Please check one:

- MSW/BSW Supervisor is the Agency Field Instructor
- MSW/BSW Supervisor is different from Agency Field Instructor (follow directions below)

If MSW/BSW Supervisor is different from student's Agency Field Instructor, student should review what they have learned with their Agency Field Instructor through the supervision session and Agency Field Instructor then signs below.

Agency Field Instructor: _____ Date: _____



Monthly Supervision Student Report Form:

Instructions:

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

Supervision Session #: _____ **Date:** _____ **Total time:** _____

Student Preparation for Supervision Session:

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

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

Student Follow-up to Supervision Session:

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

What are areas of focus for future supervision session?

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



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Mid-Term Evaluation

Student Name:

Agency:

1. **Learning Agreement Update:** Now, at mid-term, the social work student intern, task supervisor, and agency field instructor review the current learning agreement established at the start of the semester.
 - a. Make comments in the margin on the learning agreement that indicate tasks that have been completed, are in process, and will be addressed by the semester's end. Once the review is completed the learning agreement is attached to this form.
 - b. Add new tasks the student has been assigned or has completed.
 - c. Attach updated Learning Agreement (with comments visible).

2. **Competency Assessment:** The field instructor and student discuss each area of competency and mark the student's current level of skill development. A number representing the skill level chosen should be written next to each area of competency.

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



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Competencies:

Number	Competency:	Skill Development Level Number:
1.	Demonstrate Ethical and Professional Behavior	
2.	Engage Diversity and Difference in Practice	
3.	Advance Human Rights and Social, Economic, and Environmental Justice	
4.	Engage Practice-Informed Research and Research-Informed Practice	
5.	Engage in Policy Practice	
6.	Engage with Individuals, Families, Groups, Organizations, and Communities	
7.	Assess Individuals, Families, Groups, Organizations, and Communities	
8.	Intervene with Individuals, Families, Groups, Organizations, and Communities	
9.	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
10.	Demonstrate Ethical Integration of Faith and Social Work Practice	



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

Please check one of the following:

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

Comments/elaboration:

4. Signatures:

Student Signature: _____

Date: _____

Agency Field Instructor: _____

Date: _____

Field Faculty Signature: _____

Date: _____

BSW Field Director Signature: _____

Date: _____

Erin Johnson, MSW



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Progress Note Template (Junior- Spring Semester)

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

Student Name: _____ Date: _____

Situational Context:

Persons Present:

Location:

Purpose:

Progress Note:

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

Student Signature: _____ **Date:** _____

Print name here

Task Supervisor: _____ **Date:** _____

Print name here



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Process Recording (Senior - Fall Semester)

Student Name: _____ Date: _____

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

TERMS:

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

Situational Context: Brief description of event environment.

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

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

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

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



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Situational Context:

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

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

Supervisor Signature: _____

Date: _____

Student Signature: _____

Date: _____



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Student Case Presentation Assignment (Senior - Spring Semester)

Agency introduction

Location

Size

Government/Community non-profit - funding sources

Program Overview

Clients served

Services offered

Presentation of Problem (client or agency based)

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



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



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Student Observation Form

Student Name: _____ Date _____

Agency: _____

Observer: _____

Observation of student in Field Related Practice

Activity Observed:

Appropriate methods and skills demonstrated by student:

Areas of strength exhibited by student:

Areas for further development and growth:

Student Signature: _____ Date: _____

Observer's Signature: _____ Date: _____



Direction for Final Evaluation of Student in Field Internship

Introduction:

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

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

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

Instructions:

- ❖ **Week 11 of internship:** Student and Agency Field Instructor set up a time to collaboratively complete the *Electronic Final Evaluation* together. Feedback should be gathered from task supervisors and outside MSW/BSW supervisors (if applicable).
- ❖ **Week 11 of internship:** Agency Field Instructor will receive a link via email to the electronic final evaluation from the BSW Field Director.
- ❖ **Week 12-13 of internship:** Student and Agency Field Instructor collaboratively complete final field evaluation and submit.
 - *The Learning Agreement should be consulted during the collaborative evaluation in order to discuss the student activities, roles, and responsibilities related to competencies being evaluated.*
- ❖ **Week 14 or 15 of internship:** Final evaluation is reviewed and discussed during field faculty's final site visit.



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Student Evaluation of Field Placement

Student Name:

Agency:

Task Supervisor:

Agency Field Instructor (MSW/BSW Supervisor):

Faculty Liaison:

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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

3. Rate your everyday supervision and contact with staff.

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:



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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

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

Student Signature: _____ **Date:** _____