



# GEORGE FOX UNIVERSITY

## **College of Social Work Bachelor of Social Work (BSW) Field Education Manual 2023-2024**

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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.<sup>1</sup>

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<sup>1</sup> Available at the GFUCSW website: [georgefox.edu/social-work/bsw](http://georgefox.edu/social-work/bsw)

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## I. Introduction

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

The motto of the George Fox University College 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 College 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 *College of Social Work BSW Student Handbook* should be consulted for additional and relevant information.

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

## College of Social Work Mission

The mission of the George Fox University College 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 College 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, 2022) and National Association of Social Workers (NASW) Code of Ethics (NASW, 2021).

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 College 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 their 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.

## **George Fox University BSW Faculty**

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### **College of Social Work and Field Education Location and Hours**

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Office location and hours: Roberts Center 215, Monday – Friday 8:00am – 4:00pm

## II. BSW Program Curriculum

The George Fox University Bachelors of Social Work Program builds its curriculum upon a 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, 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 (45 hours):*

SWRK 180: Introduction to Social Work_____	3 credits
SWRK 331: Human Behavior in the Social Environment _____	3 credits
SWRK 333: Human Rights and Social Justice_____	3 credits
SWRK 340: Statistical Procedures_____	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 420: Interventions with Diverse Populations_____	3 credits
SWRK 440: Social Work Research Methods_____	3 credits
SWRK 460: Social Work Policy_____	3 credits
SWRK 476: Field Education I_____	6 credits
SWRK 477: Field Education II_____	6 credits
SWRK 490: Senior Seminar_____	3 credits

### Council on Social Work Education (CSWE) 2022 Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable performance descriptors comprising 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. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 Religion and Spirituality with Social Work Practice\*

The following link:

<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

can be accessed for a full description and explanation of the CSWE Core Competencies.

\*The College 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 2022 Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE).

To maximize the direct integration of social work theory and knowledge into the practical skills and practice of social work, our field internships extend throughout two (Fall and Spring Semester of Senior year) 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 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 College 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 College 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 College 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 College of Social Work Mission. Field Education provides students with supervised practice experience within the context of service. Through field internships the College 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 programs 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 2022. 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 2022 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 act 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 determine 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 agency's time and professionalism, which the College of Social Work holds in the highest regard.

#### **Field Fair**

This is an annual event where agency representatives come to George Fox University to interview BSW students for internships within their agencies. Current juniors interview for their year long placement as seniors.

#### **Placement Process for Senior Internship**

1. All students complete a Student Field Application (Appendix A) in January of their junior year. The Application to Field Internship requires students to complete the application and a background check, sign a Release of Information for the College 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. The following information is presented to the students:
  - a. Students receive outline of placement process and overview of Field Fair (Appendix B)
  - b. BSW Field Director reviews placement process for students
  - c. Students receive an electronic link to a 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 on Tevera by 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.
  - f. Students receive instruction on how to set up and utilize their Tevera account for their field placement process.
3. Students review agency information through agency information documents within Tevera, visiting agency websites, and talking with current social work students who are interning at agencies students are interested in.
4. Students schedule a meeting with the 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 at Field Fair.
5. Students will schedule a meeting or attend a Resume Workshop with the IDEA center to review their resume and prepare it for professional interviews.
6. Students will submit their top 3 choices on Tevera by assigned date
7. BSW Field Director works to create a 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 the student's goals, previous experiences and qualifications to determine a goodness of fit.
  - b. Students 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 the field fair. At this time the agency may also contact students and invite students for a second interview. The process works in both directions, giving students and agencies opportunities to pursue one another.
11. Students attend scheduled on-site interviews. 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. Student will then complete "Student Post Interview Feedback Form" on Tevera to be approved by Field Director
13. After approval, student will send Agency contact an "Agency Post Interview Feedback Form" on Tevera.
14. At this time, if both student and agency wish to pursue a placement the placement is confirmed through the BSW Field Director.
15. Students will review the Agency Affiliation Agreement. Students will then sign Attachment A for this document and return to the BSW Administrative Assistant.
16. If either the student or the agency does not accept the student of placement the student will meet with the BSW Field Director and begin the process again starting at step 10 until step 13 is reached.

## Timeline for Student Placements

<b>Sophomore Year:</b>	
February	Application to BSW Program
July	Transfer student application to BSW Program
<b>Junior Year:</b>	
January	Field Education Application
February	Internship Orientation Meetings for all Junior Social Work Students
February	Individual student meetings with BSW Field Director
February/March	First interview with agency
March	Students schedule on-site or virtual second interview with the agency, inform BSW Field Director the date and time of the interview, and complete Post-Interview Feedback form on Tevera.
March/April	On-site or virtual secondary interviews take place
April	Confirmation of internship Placement is finalized
April/May	Finals Week

Students may volunteer, attend training, 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 College 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. The BSW Field Director, in conjunction with other relevant faculty, will assess each 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**

### **Senior Year Placements**

- 16 hours per week minimum
- 15 weeks each term (30 weeks for a year)
- 225 hours per term minimum (450 hours for year)

### **All Internships:**

- Days of internship: Monday, Wednesday and Fridays
- Field Faculty-led 1-hour Integrative Field Seminar at GFU Newberg Campus held weekly on Tuesdays or Thursdays from 10:45-11:45 am
- 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 College 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)
- Connect the elements of direct practice with research, evidence-based practice, and policy practice
- Interaction and practice skills development with individuals, families, groups, organizations and community that follow generalist model of practice (engage, assess, intervene, evaluate)
- Opportunities to provide services with a person-in-environment and strengths based perspective

## **Council on Social Work Education 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 experience 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 2022

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, Mid-Semester Evaluation and Semester Evaluation is presented in the students' electronic database system, Tevera. These instruments 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 their assigned Field Faculty and Agency Field Instructor 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 by the Council of Social Work Education in the 2022 Educational Policy and Accreditation Standards <https://www.csw.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

### Competency 1: Demonstrate Ethical and Professional Behaviors

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes

- use supervision and consultation to guide professional judgment and behavior.

## Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

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



Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

#### Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional

collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The College 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 Religion and Spirituality with Social Work Practice

Social workers understand that religion and spirituality characterize and shape the experiences and identities of individuals, families, groups, organizations, and communities. Social workers appreciate the role of religion and spirituality in developing a holistic view of clients and value spirituality as an important component to a bio-psycho-social assessment. Social workers recognize and are attentive to the fact that others express spirituality in diverse ways and are ethically bound to both be aware of and at times bracket their own beliefs in service to others, including following agency policies and guidelines. Social workers are called on to work with clients' spiritual and/or religious beliefs, worldviews, and traditional practices as areas of strength. Social workers also understand the reciprocal impact of the socio-political context and spirituality and religion as they engage in policy practice to effect change at the micro, mezzo, and macro levels. Social workers recognize the intricacy of spiritual and religious systems as both supportive and oppressive mechanisms in relation to human development and wellbeing. Social workers value spirituality and religion in relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals. Social workers:

- demonstrate knowledge about the role of spirituality and religion in social work practice;
- incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities;
- attend to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns; and
- understand 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 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 or Thursday 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, tracked in Tevera, 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. During the fall semester in SWRK 476 students will complete a 3-4 page Agency Overview that will include an organizational chart for the agency where they are earning internship hours. This will allow students to gain a deeper understanding of their agency's role as a system of care and will help students with their Case Presentation assignment in SWRK 477. 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 on a weekly basis.

## **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.
- Monitors Field Faculty qualifications, credentials, and training.
- Provides appropriate training and supervision of Agency Field Instructors.
- Collaborates with the Program Director to ensure integration of field and classroom theory and practice.
- Designs and updates field education curriculum.
- Evaluates outcomes of field education program.
- Plans, prepares for, and hosts BSW Field Fair.

### **Field Faculty**

- Advises a student in planning for a field internship, identifying goals and objectives and creating the learning agreement.
- Direct monitoring of student work and development through site visits to the agency each semester (An initial site visit, mid-year 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 seminars 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 the 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 training 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 follow 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.
- Helps 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 College 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 College 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 College 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 College 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 College 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 College 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 Director 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 BSW Field Director 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 students 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 students related to the student's work in the 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 College of Social Work Field Training opportunities if able.

### **Agency Task Supervisor**

- Identified by Agency Field Instructor to train and supervise student interns 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 agency field instructors to complete Mid-Term Evaluation and Final Evaluation.
- Collaborates with the agency field instructor to receive and incorporate feedback based on observation and experience with students.
- 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 students and fosters a systematic progression in learning related to the student's individual learning needs.
- Provides feedback to students related to the student's work in the 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 the 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 College 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 College of Social Work.
- Provide monthly supervision for student interns 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 students and fosters a systematic progression in learning related to the student's individual learning needs.
- Provides feedback to students related to the student's work in the 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 the 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 College 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 through Tevera
- Completes class assignments, weekly journals, and attends the weekly field seminar as scheduled.
- Completes assigned readings and participates in training provided by the 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.
- Contact 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 the 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
- College 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 College 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 College of Social Work and the Agency.

The BSW Field Director will share about:

- Environment and structure of the College 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 College 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 the 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 the agency to accommodate this documentation.

#### **Step 5: Confirmation of Partnership**

A partnership between the agency and College of Social Work is confirmed and the 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 an 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 the BSW Field Director will offer training 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' training and experiences all field instructors are encouraged to attend training 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
- Training for electronic database system, Tevera, for use in field paperwork process

The BSW Field Director will offer training 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 and Case Presentations
3. The 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.

### **Senior Year Fall Semester:**

- Weeks 1-3 Complete Learning Agreement (student and agency field instructor).
- Weeks 2-3 Initial on-site field visit (field faculty, student and AFI)
- Weeks 7-8 Student and AFI complete Mid-Term Evaluation.
- Weeks 14-15 Student and AFI 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 AFI.

### **Senior Year Spring Semester:**

- Weeks 1-2 Update Learning Agreement (student and AFI).
- Weeks 7-8 Complete Mid-Term Evaluation (student and AFI).
- Weeks 14-15 Student 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.

- Monthly timesheets should be submitted by the student on the first calendar date of the following month. The monthly logs are signed by the student upon submission, reviewed and signed by the AFI, and the Field Faculty.
- The Monthly time logs identify Social Work supervision hours, direct practice, and agency support work completed by the student.
- Reflective journals are completed weekly and submitted to Field Faculty via Tevera.
- Agency Overview Assignment and Case Presentations are completed and submitted in accordance with due dates on course syllabi.

## **Confirmation of Student Agreements for Participation in Field Education**

During the first week of internship all students are required to read the BSW Field Manual, NASW Code of Ethics, and the Affiliation Agreement created between the agency the student is assigned to and George Fox University. Upon completing the above reading, the student signs all areas of the "Confirmation of Student Agreements for Participation in Field Education, sign off completed on Tevera (Appendix O).

## **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. 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 College 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 related to the goals identified in the learning agreement. 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, training, 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 Learning agreement will be updated at the start of the second 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 the end of the semester to review the final evaluation. Other visits can be scheduled upon request if needed.

### **Monthly Timesheet**

Students are required to log all field and MSW supervision hours on Tevera, the electronic database, to document their field internship hours. Students should record all hours on the form, including the specific time spent in supervision with their Agency Field Instructor or the assigned BSW/MSW supervisor. The monthly log is signed on Tevera by the student and Agency Field Instructor.

### **MSW Supervision**

Students meet with their Agency Field Instructor or BSW/MSW Supervisor (when applicable) at a bi-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 document their time in supervision on Tevera. Students should complete at least two hours of supervision each month, totaling 8 hours per semester in a field placement.

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 affect 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 College 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.

### **Agency Overview Assignment**

Senior students are required to write a 3-4-page paper including an organizational chart. The foundation for this assignment is Chapter 9 from the Sweitzer & King text. In addition to gaining a deeper understanding of their agency's role as a system of care, completing this assignment will help students with their Case Presentation assignment in SWRK 477 and will greatly inform their Agency Analysis paper in SWRK 393.

Sweitzer, H.F. and King, M., (2019). *The Successful Internship: Transformation and Empowerment (5<sup>th</sup> Ed.)*. Pacific Grove, CA: Brooks/Cole.

### **Case Presentations**

Senior students are required as an integrative seminar assignment to complete one case presentation to their field seminar class during the fall or 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 in Tevera and submit for review, commentary and discussion from their 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. The Mid-Term Evaluation, on Tevera, will be electronically sent to each supervisor to complete collaboratively with their student.

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 Tevera and reviews it with the student.

## **Student Final Evaluation**

Field Evaluation forms provided electronically through Tevera and are completed digitally at the culmination of each semester on internship. 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. 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 BSW Field Education Program**

At the end of each internship year a student will complete an evaluation of the field agency (Appendix M) 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 Evaluation of BSW 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 College of Social Work BSW Field Program (Appendix M). 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 or video conference 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 College of Social Work Field Education are found on the Tevera 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 Tevera 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 Agency 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 College 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 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 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, personal and familial difficulties, natural disasters, pandemics, agency/organization closures, personal and familial emergencies.

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 12 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 476 Field Practicum I	SWRK 391 Practice I SWRK 392 Practice II SWRK 475 Field Practicum I
SWRK 477 Field Practicum I	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 online at [www.naswdc.org](http://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 qualifications 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 students as learners, 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.

## **Admitted Students with a Criminal Background**

George Fox University's College of Social Work holds a commitment to both protecting the public as well as honoring student self-determination. This includes ensuring that individuals deemed to pose a threat to social service clients and vulnerable populations are prevented from doing harm to those individuals and groups. At the same time, the College of Social Work does not necessarily consider the presence of a criminal record to be an adequate measure of a person's capacity to practice social work at a master's level. The school strives to embody the values of inclusion and social justice which includes admitting students with a criminal history.

Students who have been convicted of criminal offenses should be aware that these may compromise the school's ability to place the student in an internship. Many internship sites will not accept interns with criminal convictions or criminal records. Difficulties being placed in an BSW/MSW internship may delay a student's ability to graduate from the BSW/MSW program. Also, criminal convictions may impact a student's ability to obtain licensure in the field or find employment as a social worker.

## **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 College 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**

Social Work internships require a minimum of 450 hours (225 per semester). Every week students are expected to be present at their field placement for 16 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 daily on the student's Tevera hour log. Completed hours should be submitted and signed on a monthly basis on Tevera, receiving review and signatures from the Agency Field Instructor and Field Faculty.

At all times, students should communicate to the Agency Field Instructor if they have a 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](http://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.

## **Field Placement Process During Times of Disruption Due to National or Local Events**

National or local events such as communicable diseases, natural disasters or civil unrest can drastically change the field placement process as well as the overall nature of the students' BSW and MSW internship experience. Oftentimes, such events lead to a sense of crisis for agencies and communities, requiring a different response and focus when it comes to training the next generation of social workers. During such times, agency needs become different and their capacity to host a student sometimes transforms. These changes require modification and flexibility on behalf of our BSW/MSW programs and its students.

It is incumbent upon developing social work professionals to operate within the NASW Code of Ethics in ensuring that the needs of agencies and the populations they serve are met, while also engaging in social work learning that fosters the development of generalizable and applicable social work skills, knowledge, expertise, and competence. Changes to the field placement process during times of disruption due to national or local events may entail the following requirements of students:

1. Increased flexibility when it comes to the placement options and choice. Students will be provided a field placement at an agency that is willing to host and train them. Students may not have as many placement options or choices when it comes to their internship. Per the tenets of social work, the school will be responsive to community agency needs in the current opportunities.
2. Increased flexibility when it comes to internship learning. Students may be required to be increasingly flexible when it comes to meeting client, constituent and agency needs. This may result in the needs of the agency and client population driving the overall placement structure
3. Increased flexibility when it comes to supervision format. Students will be required to attend supervision. They will be expected to remain flexible when it comes to supervision format which might include: one-on-one, group supervision, either through in-person or virtual formats.
4. Willingness to engage in remote learning. Students may be required to engage in remote learning, orientation, and onboarding.
5. Willingness to utilize the context of the disruption as a learning opportunity.

Through increased flexibility and openness to engaging and learning in new ways, we can begin to address the causes and outcomes of the aforementioned national or local events.

### **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 students 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.

### **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 College 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 College 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 College 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, 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.

Students will read these expectations and sign the Professional Expectations for Social Work Students (Appendix I) and submit the signed form on Tevera for their Field Faculty's review during 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 College 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 College of Social Work policy and standards.

Students should not establish social media accounts or public pages using the George Fox University College 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 2021 *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 effect.

## **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 the 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 College 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 College 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* (2021), 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 complaints(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 College 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, College 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 College 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, College 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 members 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 to 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 College 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)

### **Field Experience Accessibility Plan**

Students who have a disability or experience barriers in learning environments are invited to request accommodations as needed for field placement. Students can request more information about accommodations on the field application (Appendix A) submitted to the field director. The field director will then connect the student to the Disability and Accessibility Services for consultation around accommodations in field education.

After a consultation with the Disability and Accessibility Services the student can determine how they would like to move forward to continue in field education without an accommodation plan, or work to develop an accommodation plan with the Disability and Accessibility Services.

The BSW Field Director will collaborate with the student and the Disability and Accessibility Services to support the accommodation plan that is made and communicate, as needed and directed by the student and the Disability and Accessibility Services, with the agency the student is placed in for field education. As per university policy, the Field Faculty will receive a copy of the accommodation plan and implement the accommodations in the classroom.



## Appendix A-O

- 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
- L. Field Experience Accessibility Plan
- M. Student Evaluation of Field Education Program
- N. Agency Field Instructor Evaluation of Field Education Program
- O. Confirmation of Student Agreements for Participation in Field Education

## Appendix A: BSW Student Field Application

### George Fox University College of Social Work

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#### 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?

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

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

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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)

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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.

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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?

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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:

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

Yes  No If yes, please explain:

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Would you like to speak to someone about accommodations in field education for a disability?

Yes  No

**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 \_\_\_\_\_

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**BSW Student Release of Information (Part 2 of 3)**

I, \_\_\_\_\_, give the BSW 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:

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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), (2021) 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 \_\_\_\_\_

## Appendix B: BSW Field Education and Field Fair Information Meeting *For Incoming Seniors*

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### **What is Field Fair?**

This is an annual event where agency representatives come to George Fox University 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.

### **Senior Year:**

**Fall term:** SWRK 476; internship 16 hours per week, for 15 weeks, 225 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 16 hours per week, for 15 weeks, 225 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?**

**The First Monday in March** in Canyon Commons; 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 a meeting with the BSW Field Director 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 This indicates areas of interest; you will not be guaranteed specific agencies. You will be informed by the second Monday in March 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 the scheduled date for your interview.

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

7. After Field Fair

- a. Schedule on-site visit to the agency no later than **April 1**, On-site, secondary interviews should be scheduled to be completed between **March 30 – April 15**.
- b. Inform Ali Toedtemeier of your appointment date no later than **April 1**.
- c. Inform Ali Toedtemeier of your decision to pursue or decline the agency you have your second interview with and Ali will contact the agency to confirm the internship. Agencies may also send an email to Ali 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 24**.
- e. Contact agency field representative to clarify tasks to be accomplished 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. Complete Tevera forms
- g. Seniors: In August confirm the starting day of senior field internship.

**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	Field Education Due Date
February	Applicant interviews
February	Field Fair/Internship Orientation Meetings for all incoming Senior Social Work Students
February	Individual student meetings with BSW Field Director
<b>February</b>	<b>Field Fair Registration Forms /Top 3 Sites submitted on Tevera</b>
March	Field Fair Interview Assignments gives to students via email
<b>March</b>	<b>Field Fair</b>
March	Students schedule on-site second interview with the agency of choice from interviews. Inform Ali Toedtemeier (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, Tevera forms completed
April	Finals Week
April	Graduation

## Appendix C: Field Fair Student Registration Form

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Spring Placement: \_\_\_\_\_ Fall/Spring Placement: \_\_\_\_\_

### Populations of interest:

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### 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:

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## Appendix D: Agency Application to Provide Field Internship

### George Fox University College of Social Work

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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 Senior Year (2 15-week terms, fall and spring/ 225 hours each term)

Check the population(s) your agency serves:

- |   |                                      |                                 |
|---|--------------------------------------|---------------------------------|
| <input type="checkbox"/> Infants/Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults |
| <input type="checkbox"/> Seniors          | <input type="checkbox"/> 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

#### Macro- Level Services

- Administration
- Advocacy
- Education/ Training
- Fund Raising
- Grant Writing
- Management
- Community Organizing
- Policy
- Program Evaluation
- Research

- Information and Referral
- Mediation
- In-home Services
- Other

- 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.

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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.

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**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:

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

Yes  No

If yes, where/when?

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Have you supervised BSW student interns?  Yes  No

If yes, when and from what programs?

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Have you supervised BSW student interns?  Yes  No

If yes, when and from what programs?

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Are there other MSW staff in your agency who want to supervise interns?

Yes  No

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Please use this space to communicate any additional information.

If you have any questions, please contact:  
Ali Toedtemeier, MSW, LCSW  
BSW Field Director  
George Fox University College of Social Work  
Phone: 503-554-2754 Email: [atoedtemeier@georgefox.edu](mailto:atoedtemeier@georgefox.edu)

## Appendix E: Student 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 immunization

## 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 shall be effective from the Effective Date for an initial term of one (1) year and thereafter shall renew for successive one (1) year terms on the anniversary of the Effective Date, subject to the termination provisions contained herein.

**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 unlawfully 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 97132  
Attn: Finance Department

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

Attention: \_\_\_\_\_

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

GEORGE FOX UNIVERSITY: \_\_\_\_\_

Signed By: \_\_\_\_\_

Its: \_\_\_\_\_

Your Title

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

Agency/Organization Name:

\_\_\_\_\_

Signed By: \_\_\_\_\_

Its: \_\_\_\_\_

Your Title

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

## **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

Witness Name/Title (Print):

## Appendix F: Application for Field Placement at Place of Employment

### GEORGE FOX UNIVERSITY COLLEGE OF SOCIAL WORK

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The College 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 College 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)

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

**BSW Field Education Director:** \_\_\_\_\_

**Appendix G: Request for Distant Placement**

**George Fox University College of Social Work**

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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: \_\_\_\_\_

## Appendix H: 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

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- 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, that 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 May 9, 2022.)

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>



## Appendix I: Professional Expectations for Social Work Students

### George Fox University College of Social Work

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Students in the College 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 College of Social Work are expected to:

1. Maintain a 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: \_\_\_\_\_

## Appendix J: Internship Remediation Plan

### George Fox University College of Social Work

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#### **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 College 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

competency(ies) 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: \_\_\_\_\_

## Appendix K: Field Experience Accessibility Plan

Student Name:  
 Student ID Number:  
 Semester and Year:  
 Dates of Field Experience:  
 Field Experience Address:

### University Field Experience Supervisor Contact Information

First Name      Last Name      Phone Number      Email Address

### Accommodations and/or Auxiliary Aids:

Requested Accommodations	Approved by DSO	Party Bearing Financial Responsibility
[Ergonomic chair at computer workstation]		[Univ., Student, or Site]

List the specific options the student/site have for meeting accommodation request. Include specific details.

If the accommodation and/or auxiliary aid is on-going in nature (i.e., sign language interpreters):  
 Identify the party who is responsible for scheduling the auxiliary aids:

Identify the party who is responsible for determining the policies for changes and rescheduling of on-going auxiliary aids, deadlines for notice of schedule changes from the student, etc.:  
 Include specific information about student’s responsibility to notify site supervisor, realistic timeline for site supervisor to act upon student request, and expectations of communication on the part of the student, site supervisor, and university representative.

Site Accommodation Contact:<sup>2</sup> \_\_\_\_\_

Any Other Pertinent Information: 

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**Confidentiality:** All disability-related information about a student must be protected as confidential information, and shall be shared with others only on a need-to-know basis in order to arrange accommodations. All accommodation records shall be stored in a secure, locked, confidential location. Only information necessary to the provision of accommodations will be disclosed. University representatives should only speak about accommodations, not diagnoses or disabilities. University representatives may only disclose diagnoses or reasons for accommodations with a separate consent form signed by the student and only if essential to provide accommodations.

I, \_\_\_\_\_ (student name), give permission for the entities listed below to communicate with each other to arrange accommodations.

Persons/Departments/Entities permitted to communicate (Student writes below)	Persons/Departments/Entities approved to receive communication (write below)

**SIGNATURES**

_____ Student	_____ Date
_____ Academic Department Representative	_____ Date
_____ University Field Experience Supervisor	_____ Date
_____ Disability Services Office	_____ Date
_____ Field Experience Site Supervisor	_____ Date

<sup>2</sup> Person at the field experience site whom the student will contact if the student encounters problems with accommodations, or if circumstances change at the field placement

## Appendix L: Student Evaluation of BSW Field Education Program

**Student Name:** \_\_\_\_\_

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

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

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

**MSW Supervisor:** \_\_\_\_\_

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

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. Rate your everyday interactions with your agency field instructor.

Highest Rating 6    5    4    3    2    1    Lowest Rating

Please describe:

3. Rate your BSW/MSW supervision sessions.

Highest Rating 6    5    4    3    2    1    Lowest Rating

Please describe:

4. Rate your and contact with staff at the agency.

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:

7. 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:

Rank the competencies you experienced the most (1) opportunity to develop at this internship to the least (10) opportunity to develop at this internship.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference of 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 Individuals, Families, Groups, Organizations, and Communities
10. Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice.

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

## **Appendix M: Agency Evaluation of BSW Field Education Program**

Scale:

1 (Strongly Disagree) – 5 (Strongly Agree)

### **Training**

1. I clearly understand the roles and responsibilities of my position as a supervisor of the BSW intern.
2. I experienced thorough training from the George Fox BSW Field Director regarding the paperwork and process required throughout the interns (Weekly logs, Learning Agreement, Mid-Term Evaluation, Final Evaluation).
3. Directions for completing the final evaluation collaboratively with my student intern were clear.
4. The Council of Social Work Education Core Competencies that shape the Learning Agreement and Final Evaluation were explained to me.
5. I knew what to expect for the Field Faculty Site Visits that occur that the beginning and end of each semester.
6. I understood that it was the student's responsibility to facilitate completion of required paperwork.
7. I was satisfied with the training I received in preparation for my role as a supervisor.

### **Goodness of fit**

1. Our agency has a prepared job description for the BSW internship role.
2. The BSW student intern was able to support the work of the agency/program.
3. The BSW student intern understood his/her role of an intern within the context of our agency.
4. The BSW student intern met my expectations in fulfilling the needs of the agency, staff, and clients within the program he/she was assigned to.

### **Communication:**

1. The BSW student intern communicated deadlines for paperwork in a timely manner.
2. I received answers to questions or concerns from the student's field faculty in a timely manner.
3. I utilized the BSW Field Education Website to access Field Forms and the BSW Field Manual.
4. I utilized the BSW Field Manual for information regarding the BSW internship program.



5. I received answers to questions or concerns from the BSW Field Director in a timely manner.
6. I felt supported in my role as supervisor by the George Fox BSW Field Education Program.

**Professionalism and Ethical Practice:**

1. The BSW student intern engaged professionally in their role as intern.
2. The BSW student inter engaged in ethical social work practice throughout their internship.
3. The Field Faculty conducted Agency Site Visits in a professional manner.
4. The Field Fair supported my professional growth as a intern supervisor.

**Overall Evaluation:**

1. My overall experience with the BSW Field Education Program was positive.
2. Open Comments: Please feel free to share with us any other feedback you have regarding your experience with the BSW Field Education Program. (Limit 200 words)

**Demographics:**

Check all that apply:

I am a: Task Supervisor, MSW/BSW Supervisor, Agency Contact

I have served as a partner with the George Fox BSW Field Education Program for:

1-2 years      3-5 years      5+ years

## Appendix N: Confirmation of Student Agreements for Participation in Field Education

### NASW 2021 Code of Ethics Agreement

Please read the National Association of Social Workers 2021 Code of Ethics. You can review it on-line at the following address:

<http://www.naswdc.org>

Once you have accessed the NASW homepage, click on "About," then "Ethics," then "Code of Ethics", then "Read the Code of Ethics online." Read all of the following: Preamble, Purpose, Ethical Principles, and the Ethical Standards.

(Student Initials) I have reviewed and understand the NASW Code of Ethics.

(Student Initials) I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.

(Student Initials) I understand that any violation of the principles contained within the NASW Code of Ethics can result in my removal from the Social Work Major.

Student's Signature:

Date

### College of Social Work Field Manual

Confirmation of Field Manual Reading

I, \_\_\_\_\_, have read the George Fox University College of Social Work MSW Field Manual and understand the policies and procedures it covers.

Student's Signature:

Date

### Affiliation Agreement Attachment A: 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)

Field Faculty (Signature)

Date