



Master of Social Work

Field Education Manual

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GEORGE FOX
UNIVERSITY

COLLEGE OF SOCIAL WORK

Master of Social Work (MSW) FIELD EDUCATION MANUAL 2023-2024

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 education program and is a complement to the MSW Student Handbook. Students are responsible for ensuring familiarity with both program documents.¹

¹ Available at the GFU SSW website: <https://www.georgefox.edu/socialwork/current-students.html>

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I. INTRODUCTION

Greetings and welcome to the George Fox University (GFU) Master of Social Work (MSW) Field Education 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 MSW 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 advanced 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).

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

1. Aid in orienting students, agency field instructors (AFI), and 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 (AFI), agency task supervisor, and the social work student intern.
3. Explain the responsibilities and expectations designed to provide an educationally oriented practicum for masters level social work students in both foundation generalist and advanced social work practice.

The current *George Fox University Graduate Catalog* and the *MSW Student Handbook* can be consulted for additional and relevant information.

The GFU MSW field education team welcomes suggestions for revision of this field manual. Student voice and input is strongly encouraged in improvement activities.

NOTE: *Since it has been recognized that the word ‘field’ has historical negative and painful connotations for certain people groups, the GFU MSW program is moving away from using the word ‘field’ and moving toward using the word ‘practicum’, in the context of students’ learning at agency placements. However, CSWE has not removed this word/term from the accreditation standards, therefore, certain titles and items must keep the word ‘field’ to be in compliance with accreditation.*

College of Social Work Mission

The mission of the GFU College of Social Work Program is to educate students to promote human well-being, human rights and social justice. The College'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 College 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 George Fox University College of Social Work Program is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

Our mission statement is consistent with the profession's purpose and values as outlined in the 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, social work's purpose 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 (CSWE, 2022 p. 14).

The MSW Program is built on the values, knowledge, and skills that undergird the purpose of the social work profession. Competent practitioners are being prepared at advanced levels of practice to serve and to lead as social work professionals who are intent on promoting human and community wellbeing.

Master of Social Work Program Goals

Students completing the MSW program will be able to, at an advanced level:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

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II. MSW Program Curriculum

The GFU MSW 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 MSW Program must have earned a bachelor's degree, and document in their application, courses taken that show "baccalaureate coursework that demonstrates a strong liberal arts background" (*MSW Student Handbook, p.10*). Students' transcripts must document completion of courses in the natural sciences, communication, social and behavioral sciences, communication (composition or writing course), the humanities and /or history (philosophy, religion, arts, government, political science, economics, history, literature) and statistics.

The generalist (foundation) curriculum 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 generalist year and the advanced generalist year courses are then applied to practice through agency practicum experiences.

The advanced standing curriculum is designed for students who have a Bachelor's of Social Work degree (BSW) from a CSWE accredited program and meet all of the requirements of admission for advanced standing. The advanced standing curriculum consists of 32 semester credit hours. The advanced standing (advanced generalist year) is designed to build on the curriculum of the BSW.

For more detailed information about individual courses and graduation requirements, please see the MSW Student Handbook, which can be found at:

<https://www.georgefox.edu/socialwork/current-students.html>

Council on Social Work Education Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors consisting of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies listed below are used to operationalize the curriculum and assessment methods.

1. Demonstrate ethical and professional behavior.
2. 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

The following link:

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2022-EPAS/2022EPASandGlossary.pdf.aspx> can be accessed for a full description and explanation of the CSWE Core Competencies.

GFU CSW has added Competency 10 to reflect more clearly the mission and goals specific to GFU. Competency 10 states: Demonstrate Ethical Integration of Religion and Spirituality with Social Work

The intersection of classroom learning and the demonstration of the above core competencies is afforded to students in field education. Field education is the signature pedagogy in social work education. Therefore, extension of classroom learning must be aligned and demonstrated into components of the field education curriculum. Students are evaluated for competencies in both curricula areas and one does not supersede the other.

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. It is the role in the curriculum that provides the vital agency-based learning experience of participation in professional practice. The structure and curriculum of our field education program adheres to the 2022 Educational Policy and 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 practicums extend throughout two 16-week semesters and are concurrent with academic coursework. Agency based practicums are 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 faculty-led integrative field seminars that each student attends weekly to reflect on the intersection of course work and agency practicum experience.

Field education practicum sites are social service agencies; federal, state, county and non-profit; that work in close collaboration with the GFU MSW Program to plan learning opportunities. These provide individual students with ongoing training, supervision, and professional engagement that reflect the educational mission and goals of the CSW and serve the service mission of the partnering agencies. Our affiliated agencies represent the broad range of social work practice in the Portland-Metro area, Tri-County areas, Yamhill County, and the greater Salem, Albany and Eugene areas. Affiliated agencies undergo a process of approval prior to becoming an available site. Agency affiliations also include more distant areas of Oregon and Southern Washington when this best suits the needs and professional goals of individual students. Distant site placements require additional approval upon request of the student and are subject to additional procedures. Distance placements incur additional fees to cover travel expenses for field faculty to perform site visits. See Appendix I for request for distance placement form.

The GFU MSW 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 the GFU MSW field education program are derived from the CSW Mission. Field education provides students with supervised practice experience within the context of service. Through agency practicums, the MSW program seeks to prepare graduates to:

1. Practice as a generalist social worker, including micro, mezzo and macro practice.
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 social work 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 education curriculum and classroom academic curriculum are considered as a whole, as they are designed to complement, inform and strengthen each other. Theory and practice skills learned through course assignments, class discussions and simulations are applied to the agency practice setting. Students within the program, and the many agency instructors who offer to guest lecture in our classes, bring current examples and experiences from agency programs and intervention to the classroom setting.

Generalist (1st year) and Advanced Generalist Year (2nd year/Advanced Standing) academic and agency-based curriculum are thus informed by the following factors:

1. Awareness of clients' needs and their own 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 advanced social work practitioners who have studied, critically reflected, learned and practiced in both academic and agency-based settings, and who demonstrate an advanced level of competence as described through the 2022 EPAS Competencies. 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. 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 2022 EPAS Competencies. The process of evaluation of EPAS competencies occurs in the student practicum evaluation. Ratings reflecting areas of performance which need improvement and fail to demonstrate and achieve competency are subject to remediation.

Purpose of Practicums

In accordance with the 2022 EPAS, and the GFU CSW mission, agency-based MSW practicums are intended to:

- Develop the student's commitment to the professional values and ethical standards of social work.
- Provide foundation year students with a generalist view of social work in agency-based practice in both micro and macro spheres. Provide advanced standing or second year students an advanced generalist perspective with a focus on a specific population or issue.
- Help students identify best practice 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 holistic assessment and engage diverse client populations.
- Increase student awareness of the challenges to social service posed by economic, political, environmental and organizational pressures, and help them learn to work with systems and oppose injustice.

Tevera Field Education Software

The GFU MSW Program uses an online electronic field education software system called Tevera. Tevera allows students to:

- Complete GFU practicum application, resume and preliminary assignments.

- Complete practicum placement through the site placement program (including submitting agency preferences, post interview forms, field instructor application and confirmation of agency)
- Run time tracking reports for field instructors to sign.
- Automate the process for submitting course field assignments, site evaluations, and other program assessments during practicum.
- Track practicum hours toward graduation and licensure after graduation

Students are responsible for managing their Tevera account through the use of the Tevera “HELP” function. Further tutorials and support are available at:

<https://knowledge.tevera.com/page/knowledgehub-support>

Placement Process for Social Work Student Interns

Placements are coordinated through the GFU MSW field education program. Students may not contact agencies independently to arrange a placement. When a student would like to consider engaging in a practicum experience at a particular agency, that does not have a current affiliation with GFU, the student may provide the field director the agency and an agency contact information. In turn, the MSW field director may explore the viability of the new placement site and make a determination as to whether the agency is able to provide a comprehensive educational experience.

The following process outlined below is individualized and collaborative. This process is time intensive, and it is an effective way to provide a smooth transition for the student into their practicum placement. Furthermore, this process is respectful of the agency personnel time and professionalism, which the CSW holds in the highest regard.

Newly Admitted MSW Students

The GFU MSW Program offers early admission in January and a late admission deadline in the spring, with *possible* rolling admissions policy after that date for both two year students and advanced standing incoming students. Students receive notification of acceptance into the MSW Program within a couple of weeks of their preview day. Once students accept an offer for admittance, the practicum placement process begins immediately. This practicum placement process may take up to several weeks, depending upon the student and agency availability and agency interview processes. Some agencies *may* only be available to early admission candidates due to agency timelines. The field director works collaboratively with these agencies to place students according to agency timelines and requirements.

The generalist internship (14 hours/week for practicum activities, 2 hours a week in seminar class) will provide each student, regardless of setting/population, with basic foundational skills that are transferable to many settings.

The advanced generalist/advance standing internship (18 hours/week for practicum activities and 2 hours a week in seminar class) will provide each student with the opportunity to expand their foundational skills and specialize on a specific type of social work practice, while also continuing the development of advanced generalist practice skills.

Process

1. Student participates in the GFU MSW application process. Students submit an application to GFU, which include 3 references, written essays, and educational transcripts. (*For Advanced Standing students, copies of their Final Field Evaluation from their BSW program are required.)
2. Student is accepted into the GFU MSW Program.
3. Student initiates their Tevera account (pays the deposit, and sets up account).

4. Student completes a practicum application (Appendix A) and submits it to the field director. The practicum application requires students to complete the application, consent to the completion of a background check, sign a Release of Information for the CSW to disseminate information relevant to the placement process, agrees to the NASW Code of Ethics, and submits a CV/resume. These documents are completed in Tevera.
5. Field director reviews application and accompanying documents.
6. Field director will forward application materials to the agency contact at an affiliated agency of the student's choice considered to be suitable placements for the student.
7. Agency contact reviews application materials and reports back to the field director if they want to interview the student for a practicum placement.
8. Student and the agency contact will set up a time to visit the agency, learn about the practicum 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 are encouraged to form a solid understanding of the agency mission, the internship role, expectations and requirements such as availability, screenings and pre-internship training/orientation.
9. Upon completion of the visit, the student and the agency contact will complete post interview forms on Tevera, indicating if each party wants to pursue a practicum placement.
10. Field director will review post interview forms and confirm practicum placement on Tevera. If the student is denied placement, field director will provide a consultation with the student, and the student will start the process over at step 5.
11. If the student is chosen for the practicum placement, the student will need to make arrangements to start the onboarding process for the agency.
12. The student will make sure that all onboarding requirements are completed with the agency prior to the start of the semester.
13. Upon the beginning of the fall semester, student will read, review, and sign the Confirmation of Student Agreements for Participation in MSW Field Education in Tevera.

Advanced Generalist - Continuing Students Internship

This practicum is part of the curriculum for the advanced practice student. The advanced generalist practicum is an advanced practice placement and will provide each student with the opportunity to expand their understanding and develop practice skills to the level of an MSW practitioner.

Process

In the spring semester of the generalist year, these 2-year MSW students will attend SWKG 596; Concentration Year Seminar. This course will focus on exploring a student's calling and vocation within the broad field of social work. Students will engage in the above listed practicum placement process within the context of this course in order to obtain a practicum placement for their advanced generalist year of studies and practicum.

During the beginning of spring semester, the practicum placement process begins. Advanced generalist students will engage in steps 4 through 12 above until placement can be confirmed. It is essential for students to express their desired population of interest and understand their advanced generalist placement must be an advanced placement. Advanced generalist year placements are intended to extend and enhance foundational year practicum experiences.

Student Practicum Readiness and Professional Behavior Expectations

A student's readiness for practicum placement is determined through the student's MSW program and practicum application process for both the generalist year and the advanced generalist year. The field director in conjunction with other relevant faculty will assess each student's readiness for practicum placement. In addition, each agency sets expectations for an intern and through an interview determines their suitability.

For the advanced generalist practicum placement, the student's evaluation from the generalist year placement will also be factored into the determination of the student's readiness for practicum placement.

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

- Academic performance
- Capacity to meet the physical demands of the placement
- 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

Individuals with Criminal Record and History Policy

GFU MSW Program 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 GFU MSW Program 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 with criminal convictions need to be aware that these may compromise the GFU MSW Programs ability to place them in a practicum. Many agencies will not accept student interns with a criminal record. This may in turn impact a student's ability to graduate from the MSW Program. A criminal conviction **may** also impact a student's ability to find social work employment, after completing the GFU MSW Program, as well as obtaining licensure (LCSW). Students need to be aware that communication and disclosure of criminal history may become part of the practicum placement process and the GFU MSW field education program is committed to preparing students for such sensitive conversations.

Internship Course Requirements

Generalist Year Placements

- 16 hours per week minimum (Foundation Internship I & II, 2 hours/week are credited toward the weekly minimum)
- 14 weeks each term (28 weeks for a year)
- 224 hours per term, minimum (448 hours for the academic year)

Advanced Standing / Advanced Generalist Year Placements

- 20 hours per week minimum (Advanced Internship I & II, 2 hours/week are credited toward the weekly minimum)
- 14 weeks each term (28 weeks for a year)
- 280 hours per term, minimum (560 hours for the academic year)

All practicums:

- Class schedules for students vary, but all are encouraged to leave 2 full days open for practicum commitments. Students are expected to communicate with their agencies about their course schedule and engage in collaborative discussions to solidify an appropriate internship schedule. Attendance in required courses is a priority and shall take precedence over accommodations to practicum commitments. The field director is available to advise students and advocate for the most reasonable course of action if conflicts arise.
- All students will register for and attend a field faculty led, weekly, two-hour field seminar course.
- Attention needs to be made to the GFU academic calendar and the agency holiday schedules. Practicum hours are to be completed on alternative days(s) when a holiday is observed by the agency on a scheduled practicum day, or completed off-site in a pre-arranged assignment.
- **All students will participate in weekly one-hour supervision with a MSW (or other allied professional) at the agency. Students who do not have a MSW on site for supervision, but have another allied professional providing supervision, will also attend supplemental MSW supervision provided by GFU. These supervision hours are credited toward the weekly practicum hours.**

Timeline for Student Placements

Students begin their practicum placements at the start of each academic term. These dates align with the academic calendar and course dates. Students may, with permission from the agency field instructor and the field director, volunteer, attend trainings, or attend agency events prior to the official start date of their internship experience. These hours and roles may not fall under a learning agreement and are not credited towards the required semester hours of practicum for the student without prior approval. In this scenario, the student is acting as an individual separate from the CSW MSW program during any time they are 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. Students must complete the minimum practicum semester hours (and assignments) by the Wednesday of each semester finals week.

However, approval may be granted, when the agency necessitates a student begin their practicum before the start of either semester, for such things as mandatory training, orientation, or other agency mandated on-boarding activities. Approval must be granted from the GFU field director and the agency field instructor prior to counting these accrued hours, prior to the start of the designated semester. A student may accrue a maximum of 20 hours of practicum related internship hours that does count toward their semester hour total.

Expectations for Practicum Experience

With the understanding that each practicum placement and relationship between the student and agency personnel are unique, it is the goal of the MSW Program to provide these universal experiences for students while they serve as interns at their assigned agencies. The GFU MSW field faculty are available to discuss with students and agency personnel how these various experiences can be incorporated into each placement.

Generalist Year Practicum

- Agency orientation and introduction to agency policies and procedures
- Focus on professional development
- Development of interviewing skills
- Practice skill development with individuals, families, and groups
- Interaction with agencies, organizations, and community activities
- Opportunities to work with diverse groups of individuals (focused on different dimensions of diversity) different from the social work student intern.
- Opportunity to develop documentation skills according to agency's policies and procedures

Advanced Generalist/Advanced Standing Practicum

- Agency orientation and introduction to agency policies and procedures
- Opportunities to navigate ethical dilemmas
- Introduction and training of evidence-based practices used and implemented by the agency
- Opportunities to develop advanced assessment, intervention, and evaluation skills
- Development of advanced practice experiences with individuals, families, groups, and communities
- Opportunities to be involved with evaluation methods of agency programs and practices, government policy and advocacy
- Professional development in areas related to agency mission, goals, and service focus
- Leadership development and opportunities for training
- Opportunities to work with diverse groups of individuals (focused on different dimensions of diversity) different from the social work student intern.

Practice Behaviors for Core Competencies

The knowledge, theoretical foundations, values and ethics, and practice skills of students are developed through classroom and practicum curriculum in the ten areas of competence upon which the MSW program is built. Students' learning experiences and growth are enhanced and formed through the unique experiences students receive from their place of internship. The following list provides information regarding practice behaviors to be developed in each area of competency within the agency setting. These competencies and practice behaviors form the scaffolding for the practicum plan (Learning Agreement*) and intern assessment (Semester Evaluation*). *These forms are on Tevera.

2022 EPAS Competencies

For the 2023-2024 academic year, Generalist year students will be assessed on the generalist competencies listed below, via their learning agreement (Tevera- GFUSW-1082 and GFUSW-1053A). Advanced Generalist year/Advanced Standing students will be assessed on the advanced competencies outlined in their respective field learning agreements (Tevera- GFUSW-1081 and GFUSW-1058A).

Competency 1: Demonstrate Ethical and Professional Behavior

Social work interns will:

- a. 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;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Advanced Practice Behaviors

- a. Intern demonstrates professional use of self with client(s).
- b. Intern understands and identifies professional strengths, limitations, and challenges.
- c. Intern applies ethical decision-making skills to issues specific to clinical social work.

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

Social work interns will:

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

Advanced Practice Behaviors

- a. Intern recognizes and manages personal biases as they affect the therapeutic relationship in the service of the clients' well-being.
- b. Intern articulates how one's own personal characteristics, family history and experience with diversity influences professional practice.
- c. Intern researches and applies knowledge of diverse populations to enhance client well-being.

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

Social work interns will:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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.

Advanced Practice Behaviors

- a. Intern effectively advocates when issues of social and economic justice interfere with assessment, diagnosis, and access to services.
- b. Intern can articulate the intersection between issues of social and economic justice and micro and mezzo practice.

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

Social work interns will:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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.

Advanced Practice Behaviors

- a. Intern evaluates, selects, and implements appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.
- b. Intern uses the evidence-based practice process in clinical assessment and intervention with clients.
- c. Intern uses research to evaluate direct practice effectiveness and/or outcomes.

Competency 5: Engage in Policy Practice

Social work interns will:

- a. 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
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Advanced Practice Behaviors

- a. Intern communicates to stakeholders the implications of policies and policy change in the lives of clients.
- b. Intern identifies and evaluates agency programs and/or practices in relation to client needs.

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

Social work interns will:

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

Advanced Practice Behaviors

- a. Intern synthesizes and differentially applies theories and/or research of human behavior and social environments to guide advanced clinical practice to match client needs.
- b. Intern assesses the quality of clients' interactions within their social context.
- c. Intern adapts micro and mezzo practice by monitoring and responding to changing contexts.
- d. Intern establishes a relationally-based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

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

Social work intern will:

- a. 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
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Advanced Practice Behaviors

- a. Intern utilizes multiple perspectives to analyze client's strengths and problems.
- b. Social workers use bio-psycho-social spiritual theories and diagnostic classification systems in formulation of comprehensive assessments.
- c. Intern selects and modifies appropriate intervention strategies based on continuous clinical assessment.

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

Social work interns will:

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

Advanced Practice Behaviors

- a. Intern develops, manages, and maintains therapeutic relationships with clients within the person-in-environment and strengths perspectives.
- b. Intern critically evaluates, selects, and applies best practices and evidence-based interventions.

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

Social work interns will:

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

Advanced Practice Behaviors

- a. Intern uses clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Competency 10: Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice

Advanced Practice Behaviors

- a. Intern assesses client spirituality and religious affiliation as a resource and/or challenge as appropriate.
- b. Intern examines one's own religious, faith, and spiritual frameworks and how they influence one's clinical practice.
- c. Intern identifies the relationship between theoretical perspectives and spiritual and/or religious paradigms and practices.

Internship Courses

Students participating in practicums are also enrolled in Internship courses (SWKG 576/577, or SWKG 676/677). These classes meet weekly for two hours during the academic year and are taught by field faculty who also serve as field liaisons between the GFU MSW Program and the practicum agency. Seminars meet various days (generally evening sessions) at the Portland Center campus of GFU or synchronous online. The overall purpose of the seminars is to assist students in the integration of their agency-based work with the academic coursework. The seminars assist the social work student in developing a professional identity, promote self-awareness and encourage resource sharing and collaborative problem solving.

Students participate in seminars in an attempt to create a diverse representation of social work experience. Students usually 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 Internship courses enables students to actively participate and contribute to the development of their peers and their own development as professional social workers. In order for students to be prepared for discussion, required or recommended readings are posted in the syllabus and on Canvas, and are connected with the intended topic for each seminar session. Extensive papers and exams are not required. Instead, students are required to prepare presentations and practice-based process recordings, and to keep a reflective journal throughout the year. Social work practice skills at the mezzo level of intervention are also acquired in these didactic field seminar discussions and activities

IV. Roles and Responsibilities of Field Education Personnel

Collaboration in Field Education

Practicum agencies, students, and the GFU MSW field program all have important responsibilities and are vital to the collaborative nature of the field education curriculum. To formalize and emphasize the collaboration, an affiliation is formed between the GFU and agency partners to mutually support the professional development of social work students in agency-based practicums. 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 practicum 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.

MSW Field Director

- Serves as an administrator over the MSW field education program.
- Oversees and maintains the MSW field education program within the College of Social Work at George Fox University.
- Assists the field faculty, agency field instructors, and students in meeting the educational objectives of the MSW field curriculum.
- Identifies, develops, and evaluates appropriate MSW practicum sites (and BSW field practicum sites in collaboration with the BSW field director).
- Develops and monitors placement forms (i.e. agency agreements, student learning agreements, student and agency evaluations).
- Collaborates with the BSW field director to oversee 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 MSW program director to ensure integration of field and classroom theory and practice.
- Designs and updates field education curriculum.
- Evaluates outcomes of field education curriculum.

Field Faculty

- Advises students in planning for practicum; identifying goals and objectives, and creating the Learning Agreement.
- Monitors student work and development through site visits to the agency each semester (A site visit at the beginning of the fall semester, a site visit at the end of the fall semester, and a final site visit at the end of the academic school year are required. Additional site visits may be made as needed. 1/3 site visits need to be in-person, at the agency if possible.)
- Consults with agency field instructors to develop supervisory skills and integration of course material.
- Assists agencies and students in problem solving and remediation of any difficulties that may arise.

- Advocates for the student in the agency.
- Assists the agency field instructor and student with evaluations.
- Provides a weekly two-hour field seminar for students and provides group supervision reinforcing social work values, ethics and professional competencies.
- Assists student integration of course work and theoretical concepts with student experience in the agency.
- Provides relevant information to the MSW field director and CSW Advisory Board when appropriate
- Encourages student development in a manner consistent with the NASW Code of Ethics.
- Evaluates student progress at their practicum and assigns semester course grades.

Practicum Agency

- The agency administration needs to provide time for the agency field instructor to fulfill practicum related activities such as weekly supervision, site visits and other possible university related meetings.
- The agency needs to provide services to consumers, assignments consistent with the social work program's curriculum, opportunities to attend staff meetings, in-service trainings and other activities for the student intern that provide professional development. advanced generalist practicums need to include substantial client and/or community contact, whether on a short-term or long-term basis.
- A student's time at the agency needs to be focused on educational experiences, 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.
- The agency is expected to be committed to viewing students as learners and to recognize that the workload and expectations are not that of employees.
- The agency provides orientation to agency policies and safety procedures.
- The agency's 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.
- The agency needs to inform the social work field education program of the following changes: address, telephone, or email contact information; absence of field instructor from the agency for more than one week, student absence for more than two days, significant program or agency changes that affect internship.
- The agency is expected to adhere to the NASW Code of Ethics and to have written policies and be in compliance with those policies regarding sexual harassment, affirmative action, non-discrimination and ADA.

Agency Contact

- Meets with MSW field director to explore and plan a practicum experience for interns.

- An agency contact is a personnel at the agency who may assist students in their practicum placement agency (e.g. volunteer coordinator, agency or program director).
- Works with the agency field instructor to provide an appropriate internship experience for students.
- Provides assistance with projects students need to complete for academic credit (i.e. copies of policies on confidentiality, a mission statement, objectives, organizational chart).
- May contribute information to the agency field instructor regarding students' completion of learning objectives for the evaluations.
- May attend training through the GFU MSW Program.
- Works with appropriate agency personnel to complete and return the Affiliation Agreement to GFU.
- Identifies and chooses the agency field instructor and agency task supervisor, for each school year, to work with GFU MSW interns.

Agency Field Instructor

Agency field instructors play an important role in the shaping of a student's learning experience, growth, and development as a professional social worker. These agency field instructors are chosen by the agency contact and are designated to the role in collaboration with the MSW field director. Agency field instructors must meet the following criteria in compliance with CSWE Accreditation Standards:

1. A minimum of 2 years post-master's work experience in an area of practice related to student's internship role.
2. Education:
 - a. Preferred: Holds a MSW degree from an accredited social work program.
 - b. Accepted: Professionals with a graduate degree in a related field such as Psychology, Counseling, Marriage and Family Therapy, Human Development, Education, Master of Divinity, or Criminal Justice.
 - i. In this instance the GFU MSW program is required by the CSWE to provide students with a perspective of professional social work. This requirement is met through weekly group supervision provided in the integrative field seminar (required for all MSW students) by a field faculty with an MSW. Agencies may also provide MSW support from contracted or volunteer MSW professionals.
 - ii. Resources are available for field instructors from the MSW field director to support integration of the social work perspective, theories, practice, values and ethics.
 - iii. A rationale for the exception must be documented with the GFU field administration.
3. Upon request, provides proof of credentials by completing Agency Field Instructor Form, in Tevera.

Responsibilities Include:

- Coordinates student internship placement and experience.
- Identifies and utilizes task supervisors to oversee specific aspects, roles, and responsibilities of the student intern's work.
- Serves as a professional role model for the student.
- Establishes a Learning Agreement with the student and the field faculty.

- Collaborates with the student to complete Mid-Term Evaluation and Final Evaluation. Collaborates with task supervisors to receive and incorporate feedback based on observation and experience with the student.
- Communicates first with the field faculty and secondly the field director in a timely manner about students when questions or concerns arise.
- Attends training opportunities relevant and supportive to supervisory role.
- Provides the student with appropriate learning experiences in the agency.
- Provides formal supervision as appropriate to the student's learning style and need for a minimum of one hour per week throughout each 16-week term.
- Contacts the MSW field director when changes occur in the field agency that affect the student or field program requirements.
- Teaches and models specific and general areas of knowledge and skill.
- Provides a stimulus for the student's systematic and reflective thinking about social work theory and practice and serves as a source of feedback and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learning and developing social work intern.
- Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice.
- Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
- Sets clear goals with student and fosters a systematic progression of learning related to the student's individual learning needs.
- Completes end of year evaluation of field program to assist the field director in program improvement.

Agency Task Supervisor

- Identified by agency field instructor to train and supervise student intern in individual and specific tasks and areas of learning and development. These should be specific to the task supervisor's role and responsibility at the agency.
- Provides feedback to student related to student's work in assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction and reflective discussion of supervised and observed tasks.
- Provides supportive instruction in area, program, and role of expertise to support the student intern in learning through specific tasks, projects, or assignments as directed by agency field instructor.
- Supports and responds to the day-to-day tasks of assigned student intern projects or tasks, and collaborates with agency field instructor to provide feedback and evaluation to the student on the assigned projects and tasks.
- Communicates regularly with agency field instructor regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Provides feedback and input to the mid-term evaluation and the final evaluation.
- Attends GFU CSW field training opportunities if able.

Social Work Student Intern

- Follows all professional agency guidelines and GFU MSW Program guidelines, outlined in section VIII of this manual.
- Fulfills agency responsibilities as agreed upon with the agency field instructor and field faculty as specified in the Learning Agreement.
- Reads and reviews the Affiliation Agreement for Agency. Signs Attachment A, and returns to field director.
- Completes class assignments and attends the weekly field seminar as scheduled.
- Completes assigned readings and participates in trainings from the agency field instructor.
- Maintains confidentiality of the client according to agency policy and adheres to all agency policies.
- Participates in appropriate meetings, including supervision as scheduled.
- Contacts the agency field instructor as soon as possible when illness or emergency requires absence.
- Collaborates with agency field instructor and task supervisor 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.
- Adheres to the NASW Code of Ethics.
- Advises agency field instructor and field faculty of conflicts with agency policy and the NASW Code of Ethics.
- Advises field faculty (first) when there is interpersonal conflicts between the student and any practicum agency personnel.
- 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 Practicum Sites

Process for Development of School/Agency Partnership

Step 1: Initial Contact

Contact between an agency and the GFU MSW field director occurs by phone or email to discuss the possibility of a partnership; either party can initiate this contact. Prospective practicum agencies are identified through a number of ways. An agency representative may contact GFU to request student interns, current field instructors, faculty members and students, in the course of their academic and service work, often provide the GFU MSW field team with contacts to possible new practicum sites.

Topics for initial contact discussion:

- Agency mission and programs; how diversity and inclusion are addressed in the agency's mission
- Availability of an agency field instructor to support a student intern
- Agency pre-field requirements, trainings, qualification of applicants, opportunities and expectations
- GFU MSW field education program mission, approach to practicums, time frame, and expectations.

Step 2: Schedule a Meeting

A meeting is scheduled with the GFU MSW field director with the agency contact and other interested agency personnel.

- MSW field director emails the agency contact the GFU MSW field manual, and the MSW Agency Profile.
- Agency contact develops an internship description and completes the MSW Agency Profile form (Appendix E) that outlines the student role and identifies a field instructor.

Step 3: Meeting

A meeting is held and attended by the GFU MSW field director, agency contact and other interested agency personnel. The goal of this meeting is for mutual information sharing and planning between the GFU MSW Program and the practicum agency.

The GFU MSW team member will share about:

- Environment and structure of the GFU MSW 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
- Vision for the practicum placement

Other areas discussed:

- Supervision of student intern

- How the agency's work helps to inform MSW 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 CEUs and library access

A George Fox University Affiliation Agreement will be given to the agency contact for administrative personnel's review, approval, and signature.

Step 4: Affiliation Agreement

The Affiliation Agreement is an agreement between the agency providing a practicum and George Fox University and is valid for one year, and is automatically renewed annually on the signature date, unless one of the parties ends the agreement. This agreement is not specific to students or programs within the agency.

1. Agency returns signed Affiliation Agreement to MSW office by email or hard copy, or by mail.
2. MSW field director submits Affiliation Agreement to George Fox University's Chief Financial Officer (CFO) 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 CFO 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.
5. The field director will ensure that both the agency and GFU both have a fully signed agreement.

Step 5: Confirmation of Partnership

A partnership between the agency and the GFU MSW program is confirmed and the agency is now considered a practicum placement site for a GFU MSW student intern. (Please see Section V. Student Placement Process for Practicum.)

Criteria for Agency Practicum Sites

1. The agency is of Non-profit auspice, city, county, state or federal status. (Private practices are not utilized.)
2. The agency has a mission and agency information.
3. Their service delivery is consistent with social work values.
4. The agency has qualified staff available to provide practicum instruction
 - a. Field instructors, with some exceptions (see section IV), have an MSW degree, and are experienced in the practice area and services for which they will supervise the student.
5. Available for a welcome orientation meeting facilitated by the social work program field faculty.
 - a. Topics covered include practicum requirements and documentation, social work curriculum and practicum related academic assignments, reflective journals and process recording.
 - b. If field instructors do not have prior experience in providing MSW field instruction, the MSW 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

At the start of each academic year, the GFU MSW field director will offer training for new and returning field instructors and agency personnel. With deep respect and acknowledgement of all supervisors' expertise and professional experiences, all field instructors are encouraged to attend trainings as a refresher and to generate new strategies for supervision and instructing interns. First-time field instructors are required to attend the training.

The first-time field instructor training will cover the following areas:

- Orientation to the GFU MSW field education program
- Review of Tevera; field education software
- Academic requirements for students
- Collaborative evaluation of student process used for:
 - Learning Agreement
 - Mid-term evaluation
 - Final evaluation
- Seeing and being seen: observation, feedback, reflective practice
- MSW 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 welcoming and orienting student to an agency

The GFU MSW team will also provide ongoing and additional training of agency field instructors. The focus of these trainings will be ongoing support, a focus on developing and supporting the agency field instructors and cover topics including:

1. Basics of Field Education
 - a. Social Work Education
 - b. Social Work Field Internship Structure and Coordination
2. Documentation
 - a. Learning Agreement
 - b. Weekly Logs
 - c. Supervision Logs
 - d. Process Recordings
3. The Weekly Supervision Hour
 - a. The mandate, importance, responsibility for the weekly one-hour meetings
 - b. Topics and ideas for the supervision hour
4. Evaluation
 - a. Ongoing reflection
 - b. Mid-Term Evaluation
 - c. End of semester/year evaluation

Online Resources

Online resources (e.g. field education forms, MSW manual and student handbook) are currently available through the MSW website (www.georgefox.edu/msw).

VI. The Practicum Experience

Timeline for Student Practicum

Students begin their practicum placements on or before the start of each academic semester. Students are responsible to complete practicum hours over 14 - 16 weeks in the fall semester and over 14 – 16 weeks in spring semester. Students must complete their minimum practicum hours over the course of the entire semester, over a minimum of 14 weeks. Students may not stop going to their practicum placements before finals week of each semester, even if they have completed their hours for the semester. Students need to be at their practicum placements over as much time as possible, to gain as much learning as possible.

Students must complete the minimum required semester practicum hours by Wednesday of finals week, for each semester. Students may not continue accruing fall semester hours over the winter break, past Wednesday of fall semester finals week. However, students may, with prior approval from the GFU field director and the agency field instructor, prior to counting these accrued hours, accrue a maximum of 20 hours of practicum related practicum hours that will count toward their spring semester practicum hour total.

Fall Semester:

In the fall semester GFU Portland Center is closed on Labor Day and the Thursday and Friday of Thanksgiving week. Students are not required to complete practicum hours during the entire week of Thanksgiving, or during finals week. If agreed upon by the agency field instructor, students may do practicum hours during these weeks, but they are not required to do so. These weeks may be used to make up hours that were lost due to agency closures, emergencies, and health reasons. All required practicum hours must be complete by week 15 of the semester, unless there is an exceptional circumstance, which is approved by the agency field instructor and the field faculty, that allows a student to attain practicum hours until Wednesday of finals week/week 16 of a semester.

Spring Semester:

In the spring semester GFU is closed on Martin Luther King Jr. Day, and one week for spring break in March. Students are not required to complete practicum hours during the week of spring break or finals week. If agreed upon by the agency field instructor, students may do practicum hours during these weeks and holidays, but they are not required to do so. These weeks may be used to make up hours that were lost due to agency closures, emergencies, and health reasons. All required practicum hours must be complete during week 15 of the semester, unless there is an exceptional circumstance, which is approved by the agency field instructor and the field faculty, that allows a student to attain practicum hours until Wednesday of finals week/week 16 of a semester.

Use the following link to access the [2023-24 GFU Academic Calendar](#)

Generalist Year:

Weeks 2-4:	Student intern and field instructor complete Learning Agreement
Weeks 3-5:	Field faculty completes first practicum meeting (fall semester only)
Weeks 8-9:	Student intern and field instructor complete Mid-Term Evaluation
Weeks 14-15:	Student intern and field instructor complete Final Evaluation, prior to final site visit by field faculty (both fall and spring semesters).
Weeks 14-15:	Field faculty completes final practicum meeting (both fall and spring semesters)

Advanced Generalist/Advanced Standing Year:

Weeks 2-3:	Student intern and field instructor complete Learning Agreement
Weeks 3-4:	Field faculty completes first practicum meeting (fall semester only)
Weeks 7-8:	Student intern and field instructor complete Mid-Term Evaluation
Weeks 14-15:	Student intern and field instructor complete Final Evaluation, prior to final site meeting by field faculty (both fall and spring semesters).
Weeks 14-15:	Field faculty completes final practicum meeting (both fall and spring semesters)

- Weekly practicum and supervision hours need to be completed by student intern on Tevera.
- Monthly logs (inclusive of supervision hours) need to be signed by student intern and agency field instructor, and submitted in Tevera on a monthly basis.
- Reflective journals are completed weekly by student intern and submitted to field faculty via Canvas. The student intern may share their journal entry with agency field instructor(s) when helpful to supervision, but otherwise only the members of the students' field seminar class can read a students' journal entry.
- Process Recordings, Case Reviews, and other assignments described in the Field Seminar syllabi, are completed and submitted in accordance with the Field Seminar course and the due dates on course syllabi.

Learning Agreement

In order to structure and focus a student intern's learning experience, the student intern and the 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 nine areas of competency identified by the CSWE and the one area of competency specific to the GFU CSW. Practice behaviors for each area of competency are identified in the Learning Agreement.

The student intern and field instructor work together to identify learning tasks, roles, trainings, and opportunities according to the areas of competency and practice behaviors. Once the Learning Agreement is completed with designated learning tasks and experiences it is reviewed during the first site visit by the field faculty, approved, and then signed. The student will upload the Learning Agreement to Tevera. The student and field instructor are encouraged to reference the Learning Agreement throughout the practicum to focus the student's learning experience.

The Learning Agreement is a living document and can be updated throughout the time of the student practicum. The student, field instructor and field faculty revisit the Learning Agreement for the student's mid-term evaluation and final evaluation each semester. At the start of the student's second semester, the Learning Agreement is updated/revised to reflect the continuing and additional learning goals of that second semester.

Practicum Site Meetings

The field faculty has three site visits in the academic year; once at the beginning of the academic year, once at the end of the fall semester, and once at the end of the spring semester. The student, the agency field instructor, and any other appropriate agency personnel attend these meetings at the agency site. In-person meetings are preferred, and 1/3 of the meetings must be in person unless there is an agency policy or a health concern against such a visit.

Weekly Hour Log

The student intern is required to track their own practicum hours and records them in Tevera. Weekly, the student intern adds their practicum hours to their log in Tevera. Monthly, the student intern, field instructor, and field faculty sign the monthly logs in Tevera. Students are strongly encouraged to retain records of their own hours (in a journal, calendar, etc). A field instructor may request the student to provide these records. Field seminar grades are reflective of the confirmation of required practicum hours. Delay of logs and/or delays in review and submittal, may result in loss of assignment points, impacted final course grade, or an incomplete course grade. It is the student's responsibility to ensure that hour logs are submitted in a timely manner to ensure grading timelines are met.

MSW Supervision

Students must meet with their agency field instructor at a weekly scheduled time for a minimum of one hour. This can be individual or group supervision as determined by the agency. This time needs to be prioritized and interruptions avoided. If the agency field instructor does not hold an MSW degree, GFU will provide supplemental supervision; an additional two hours a month of MSW specific supervision for the student intern.

Supervision sessions need to 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 and practice behaviors should be regularly reflected upon and ways of enhancing development discussed and rehearsed.

The student ought to be able to connect learning experiences at the practicum with theory, practice, assessment and evaluation skills, and the NASW Code of Ethics within supervision sessions. The field instructors' teaching needs to be focused on specific situations and tied to appropriate principles and concepts in order to help the student integrate theory and practice.

Modeled after the Oregon Board of Licensed Clinical Social Workers Content of Supervision Guidelines, MSW intern supervision may include (but is not limited to) the following content areas. This has been modified to appropriately meet the needs of a developing generalist MSW student.

- Orientation
 - Purposes of supervision and the necessity for an initial discussion and review of the student's learning agreement.
 - Agency history and mission.
 - Specific services offered by the agency, including any conditions under which services are offered.
 - Organizational structure, including responsibilities of various positions and lines of authority and communications.
 - Basic policies and practices related to functioning as a social work intern of the agency.
 - Organizational processes of program planning and policy making.
 - Community network of human services resources.
 - Role of social work in the community network and the responsibility of the profession to develop community awareness of gaps in human services resources.

- Professional Content
 - Application of social work goals, values, ethics, and professional behavior in fulfilling responsibilities to clients, agency, and community.
 - Student's identification with the profession and with agency purposes and practices.
 - Personal management of time and effort.
 - Strategies of clinical decision-making.
 - Interpretation and application of agency policies and practices in specific situations.
 - Responsibility for, and contribution to, staff morale, including competitive behavior toward other staff members, difficulties in relating constructively to administrative personnel, or any wish for special consideration.
 - Behavior in administrative relationships.
 - Ethical and cultural considerations in public relations and clinical practice.
 - Support in dealing with stresses, related to agency limitations, changes in agency function or administration, new role responsibilities, and/or demands of specific responsibilities.
 - Ongoing evaluation of student's performance within the mid-term and final evaluations.
 - Issues of diversity, equity and inclusion and possible student bias' about these topics.

- Practice Content
 - Assessment and identification of presenting problems.
 - Application of social work values and ethics in specific situations, especially when competing values are involved.
 - Develop ability to use critical inquiry in problem assessment.
 - Enlargement and application of knowledge of human behavior and of the social environment.
 - Termination of the treating relationship.
 - Development and management of the professional relationship and recognition of differences in its use in different social work methods.
 - Maintaining clinical/professional boundaries.
 - Development of assessment, diagnosis and treatment plans and skills.
 - Develop ability to formulate and implement appropriate therapeutic interventions and/or treatment approaches.
 - Develop ability to identify and assess strengths and weaknesses of the student and its impact on delivery of services to the client.

Students are required to submit Monthly MSW Supervision Logs with the field instructor's signature to the field faculty on assigned due dates in the syllabi (one time per month). During the student's placement at the agency, the field instructor needs to be accessible to the student for brief periods outside of scheduled supervision time, but this may not take the place of the individual field supervision hour. The time given by the field instructor for coordination of the internship, e.g., selecting assignments, reading student's records or planning for students need to be outside of individual supervision time.

Critique needs to be given constructively in the manner of on-going feedback and in the amount that the student can assimilate. The focus needs to be kept on the case material so the student may understand the relevancy of the feedback 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 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.

Field instructors are encouraged to contact the field faculty when clarification is needed about student issues related to course requirements. Course syllabi can be made available as a resource for field instructors upon request. It is not the responsibility of the field instructor to assist a student in course assignments (with the exception of Process Recording feedback and necessary signatures on various assignments). **Students are not to work on course assignments during internship hours, unless it is directly connected to the student's Learning Agreement.** Practicum hours are for engaging in the activities and work of the agency, not for course work.

Process Recordings

Students are required, as an integrative seminar assignment, to complete two process recordings each semester of their practicum experience. Students will use the Process Recording Form (Available on Canvas) for these assignments. Students are required to review completed Process Recordings with their field instructor for feedback during a supervision session prior to submitting the assignment to the field faculty.

Reflective Journals

Students complete weekly reflective journals on the GFU Canvas system and submit for review, commentary and discussion with their Field Seminar student colleagues and field faculty. Students, and field faculty, are required to read and respond to each other's journal entries, within their Field Seminar class. Students may also send an e-mailed copy of their journal entry to the agency field instructor, otherwise, the agency personnel do NOT have access to these journals. Students are required to uphold confidentiality of client information in reflective journals and in discussions with their student colleagues and field faculty.

Mid-Semester Evaluation of Student

This Mid-Semester Evaluation is completed halfway through the fall and spring semesters, and is completed and documented in Tevera. This is a **joint** assessment with the agency field instructor and the student intern of the student's work and of the supervision process. This mid-semester assessment is to ensure the agency field instructor and the student intern are working in tandem, that learning goals are being met, the Learning Agreement is being achieved, and it sets the stage for the end of semester evaluation.

This is an important time to identify any problem areas, and it gives the agency field instructor and the student intern the opportunity to devise a plan of action to correct any problem areas. Even if direct intervention from the field faculty is not needed at this time, the field instructor needs to alert the field faculty to any serious problems that have been discussed. At this time, areas of concern may be addressed in a Remediation Plan (Appendix H), designed to specify a plan for necessary improvement in competency areas.

End of Semester Evaluation of Student

The Final Field Evaluations are completed at the end of the fall and spring semesters, and are completed and documented in Tevera. As with the mid-semester evaluation, this end of the semester evaluation is a **joint** assessment with the agency field instructor and the student intern. They review the semester's work in light of the Learning Agreement tasks and collaboratively discuss and complete the evaluation. Input is also sought from task supervisors or other agency

personnel, who have been involved in the training and observation of agency-based work. Students are evaluated on a scale that ranges from 'No opportunity to observe or discuss' to 'superior competence' across practice behaviors that demonstrate social work competencies. This collaborative evaluation gives the student and the field instructor an opportunity to review the student's progress towards learning goals and the development of the student as a professional social worker.

By the end of the spring semester, students are expected to be evaluated at least 'competent' in 90% of all 10 areas of competency. In addition to Practice Behaviors (PB), Advanced Practice Behaviors (APB) must be evaluated for students in their advanced generalist/advanced standing year. A meeting occurs with the field faculty, the agency field instructor and the student intern to discuss the evaluation. Once the student and field instructor complete the Final Evaluation it is reviewed during the final site meeting and submitted with signatures to the field faculty. Copies of the Final Field Evaluations are retained by the department in the student academic file.

End of Semester Practicum Site Visit

At the end of each semester the field faculty will conduct a meeting with the student intern, the agency field instructor, and if applicable, task supervisors or other agency personnel who have been involved with the student intern. This meeting can be in-person (at the agency) or virtual. During this time, there is a review of the student's progress towards learning goals, student observations, and reviewing the final evaluation. All parties are given time to reflect and share about the practicum experience. The student, field faculty, and 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.

At the end of the first semester, the above mentioned areas need to be addressed in an updated Learning Agreement to guide the students' learning in the second semester.

Observation of Student Intern by Agency Field Instructor or Task Supervisor

Growth and development of the student as a professional social worker comes from direct observation of the student at work. 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.

Student Evaluation of Field Education Program

At the end of each school year, the student intern will complete an evaluation of their practicum agency, and their agency field instructor on a form in Tevera. This is an assignment that will be completed in SWKG 577 and SWKG 677. The purpose of this evaluation is to present feedback to the agency and inform future students about the placement and student experiences. Students **may** share the evaluation with their field instructor for professional and collaborative feedback and discussion around the student's experience within the practicum agency. At the conclusion of each school year, these student evaluations will be read through and assessed by the MSW field director. Consideration for placing future students at sites will be partially based on these evaluations.

Field Instructor Evaluation of the Field Education Program

At the end of each academic year, the field instructor will have an opportunity to evaluate the MSW field program. This evaluation feedback is submitted to both the program director and the field director and will be used to inform procedures, policy and curriculum and to strengthen the MSW field program.

VII. Evaluation and Feedback Process

Evaluation is an important part of the educational process and should be ongoing throughout the school year. As stated above, there are Mid-Term and Final Evaluations each semester that are completed collaboratively with the student intern and the agency field instructor, and/or any other relative agency personnel. These written evaluations are accompanied by site meetings/visits. There are also formal agency evaluations that the students complete. These formal evaluations enable the agency, GFU, 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 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, and the evaluation process can also serve as a planning tool for future areas of focus and development for the student. This competency-based evaluation guides the field instructor in making relevant assignments and monitoring the student's work. The end of semester evaluations assess the student's performance on 10 core competencies, thresholds for professional practice, established by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS).

Assignment of Internship Course Grades

Internship I & II courses (SWKG 576, SWKG 577, SWKG 676, SWKG 677) are each semester-long courses and are assigned a letter grade by the field faculty who has also served as the student's seminar instructor. Roughly 50% of the grade is based on successful completion of the agency-based field internship. Successful completion is outlined in the syllabus, and 50% of the grade is based on attendance, participation, and academic assignments associated with the seminar. Specific grading criteria are listed in the course syllabi.

Student interns must receive a 'competent' (or above) score on 90% of the practice behaviors on the 10 competencies by the end of their spring semester. The rating scale on the Mid-term and Final Evaluations are subjective. The idea is to rate the student where they need to be based on the length of time they have been in the program and at their practicum placement. The students are not to be compared to a seasoned career social worker. The evaluations are also a developmental process; the student needs to demonstrate progress and improvement over the course of the academic year, and the evaluations need to reflect this developmental and professional growth process.

If the student does not have 90% 'competent' (or above) ratings by the Spring Mid-term Evaluation, and the student or the agency field instructor does not think the student will reach the 90 % 'competent' rating by the end of the spring semester/academic year, the field faculty needs to be notified and Remediation Plan (Appendix H) needs to be made to ensure the students' success by the end of the academic year.

Any event disruptive to the practicum, prior to completion of the semester, will result either in an extension of the placement or withdrawal from the Internship course for that school year, with the expectation that the field seminar course the student is enrolled in (SWKG 576, 577, 676, or 677) will be repeated in its entirety the following school year. Examples of such events that disrupt the practicum experience include, but are not limited to, pregnancy, illness, and other personal difficulties. If a student does not complete the requirements of the Internship course, receives a semester grade below a "B" (below 83%), or chooses to withdraw, the Internship course must be retaken. The completed practicum hours cannot be transferred when the course is retaken.

VIII. Other Field Education Policies and Procedures

Student Criteria for Acceptance into the Field Program

1. The student is accepted by the MSW Admissions Committee into the MSW Program at George Fox University and meets all acceptance standards and criteria. (Please see Confirmation of Student Agreements for Participation in MSW Field Education, Appendix B, in this manual for further detail in this area.)
2. The student completes the Practicum Application (Appendix D). This includes the student's review and agreement to uphold the confidentiality policy and procedures, the NASW Code of Ethics, and signature of a Release of Information.
3. The student's Practicum Application is reviewed and approved by the field director.

Practicum at Place of Employment

Students **may** be able, if desired, to meet their practicum requirement through the social service agency where they are employed. Students interested in this option indicate this preference on the Practicum Application. They are asked to speak first to the director of their agency, or agency department, to gain approval for this request. The field director will then discuss with the agency its ability to meet the requirements as a practicum site for graduate social work students. Due to the nature of ensuring equitable practicum opportunities, the field director must review such requests to ensure no overlap of paid employment and practicum education activities exist.

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 their practicum.
- Students must have a learning experience new and different from their work responsibilities for the hours spent in their practicum. There must be separate roles, responsibilities and supervisors between the paid hours and the hours that count as their practicum hours.
- The field instructor must meet qualifications outlined in this MSW Field Manual. The field instructor must have practice experience related to the internship tasks. The prospective 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. Though training and activities assigned as part of the student's employment will also promote professional development.

After the field director meets with the agency contact ensuring that these requirements can be met, a one-year Practicum at Place of Employment Agreement form (Appendix G) is established and an Affiliation Agreement signed. If an agency where the student is employed is large enough to accommodate a second year of practicum, with a change of assignment and field instructor, a new request can be made.

If there is a situation where a student becomes unemployed at an agency, where their practicum is co-occurring,

1. the student needs to immediately (within 24 hours) notify their field faculty and the field director.
2. The field director, and/or the field faculty, and the student will have a meeting, where the field director and the field faculty will learn of the circumstances that created this situation.
3. The field director and/or the field faculty will meet with the agency field instructor (and other agency personnel if appropriate), to learn of the circumstances that created this situation.
4. The field director and/or the field faculty, the agency field instructor, and the student will then have a meeting to determine what the best plan is for all parties involved, moving forward. It will be determined if the student can continue their practicum at the agency, or if the student will need a new practicum placement to complete their hours.

If the student needs to move to a new practicum site, the student and the field director will work on this together as soon as possible.

Practicum Outside of the Greater Portland Area

Students may choose to request a practicum placement with an agency that is located near their permanent residence outside of the Portland metro area. This may be helpful to students who commute long distances and who desire to have a practicum near home. A practicum placement is considered local if it is within 50 miles of the GFU Portland Campus. A Request for Distance Placement form (Appendix I), must be submitted to the MSW field director and an appointment made to discuss options. Once a placement has been identified and approved as meeting the required criteria for an MSW internship, standard procedure is followed to confirm an internship placement. A **fee of \$300** is charged to the student to cover the additional travel expenses incurred by the field education program for site visits.

Avoidance of Dual Roles and Conflicts of Interest

The [NASW Code of Ethics](#) emphasizes the need to avoid conflicts of interest that may potentially interfere with the exercise of professional discretion and impartial judgment. In accordance with this directive, the GFU CSW 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 attend a practicum 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

Generalist year practicums require a minimum of 448 hours (224 for each semester) and Advanced Generalist/Advanced Standing year practicums require a minimum of 560 hours (280 per semester). Every week students are expected to accumulate 16 hours (Generalist year) or 20 hours (Advanced Generalist/Advanced Standing year) and for the full 14 weeks of each semester. In other words, the student intern needs to space out their practicum hours so they complete them over the course of the entire 14 weeks of each semester. Lunch hour is not included in the computation of internship hours. The student intern inputs their practicum hours weekly into Tevera. On a monthly basis, the student intern, agency field instructor, and field faculty sign a monthly hour log form in Tevera.

If necessary, and approved by the agency field instructor and field faculty, two hours per week can be off-site work for activities such as research, preparation for client work, special projects, or on-line documentation entry. Also, two hours per week are credited by attendance in the student's field seminar course on campus. These activities must be listed on the monthly log and appear in the learning agreement.

It is crucial that the student intern has clear and consistent communication with their agency field instructor about their practicum site schedule, and if they will be absent for any reason. A plan to make-up missed hours needs to be constructed between the student and the agency field instructor. Students also need to 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 practicum, are listed in the academic calendar available on the [George Fox University website](#). Students are not credited with practicum 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 practicum schedule and the student agrees to be present at the agency.

Students must be aware of not only the GFU holidays and breaks, but the federal and state holidays that their agencies may be closed. It is the students' responsibility to monitor the holidays and how they will complete their hours.

Guidelines for Personal Safety

Practicum agencies need to provide security to student interns in the same measure as provided to their employees. Policies and procedures need to be established to protect student interns 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 will follow for their own safety within the agency, and outside the agency, while performing the duties of their practicum placement (such as home visits). Generally, students may not be in the agency alone. Students need to always be aware of the emergency protocols and safety procedures, and have access to emergency contacts while completing practicum hours.

Home visits are an important part of the social work experience and need to be included in the practicum experience when appropriate. The agency and the student intern need to make provisions for safety in general. Additionally, the agency needs to make provisions for safety in high-risk areas or situations, for example, providing students with a cellular phone or an escort. Student interns are expected to follow all agency safety protocols as well as any Oregon State laws (and CDC guidelines) pertaining to health issues.

In the event of an emergency at a practicum site that involves a student intern, the agency field instructor needs to be notified as well as the field faculty. The MSW field director needs to be notified if the field faculty is unavailable.

Student Travel for Practicum

Students who drive as part of their practicum duties, must have a valid driver's license and automobile insurance. It is customary for practicum agencies to reimburse students for travel expenses or to provide use of a staff vehicle when travel is part of the required practicum work assignment. However, some agencies do not reimburse for mileage. It is therefore important for prospective interns to discuss this matter with their agency in advance of placement. 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 GFU MSW field education program prior to the student providing transportation of clients in the student's personal vehicle.

Student Identification

Student interns need to always identify themselves to clients and staff at their practicum site as a "social work intern." If agency protocol requires student interns to have identification badges it ought to be arranged that this be issued during the students' first week of practicum 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 GFU MSW Program 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 GFU 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, national or ethnic origin, gender, age, sexual orientation, marital status, religion, 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 GFU MSW Program are required to adhere to the following expectations, which are associated with the ability to become effective social work practitioners. Students must:

1. Earn a minimum cumulative GPA of 3.0 to stay in good academic standing.
2. Demonstrate honesty and integrity by
 - a. Being truthful about background, experiences, and qualifications
 - b. Completing one's own work as original work for each assignment (no plagiarism)
3. Demonstrate behavior consistent with the NASW Code of Ethics:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>, GFU 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 practicum 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, GFU faculty and staff, field agency personnel, and clients. Students will 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 as part of the Student Agreement (Appendix B) and submit it in Tevera at the beginning of the school year. Violation of these expectations may result in a remediation plan, dismissal from the agency, and/or dismissal from the social work program. Dismissal from an agency for unethical behavior or violation of agency policy may result in a failing grade in Field Internship course.

Confidentiality

Students are required to follow the standards and guidelines within the [NASW Code of Ethics](#) 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 and professional behavior policies during their orientation to the practicum agency. Students will review and sign any agency confidentiality form(s) during their orientation to the practicum agency.

Social Media and Confidentiality

Students are required and expected to refrain from the use of any social media to report, comment, or distribute any information related to their practicum placement, role, responsibilities, colleagues, or clients. Confidentiality of the practicum agency, its personnel, and the clients it serves should be respected and upheld at all times.

Personal Liability Insurance / University Insurance

All students enrolled in the MSW Program are covered through the George Fox University liability insurance. The insurance covers students in roles and time commitments of the agency practicum during each semester. Agencies and George Fox University both sign an Affiliation Agreement to this effect.

Fees Related to Onboarding at Practicum Agency

Students may be placed at a practicum site that has extensive onboarding processes (for ex. medical agencies). If the onboarding items have a fee (for ex. a drug test), the student is responsible to pay any and all fees regarding onboarding processes for their agency. This is a topic that may be discussed in the placement process, so the student is aware of the cost associated with completing their practicum at the agency.

Transfer of Credits and Life Experience

Transfer of Credits

The MSW director may approve up to 15 credit hours of coursework for inclusion into the MSW standard two-year degree requirements or up to 9 credit hours of coursework in the Advanced Generalist/Advanced Standing program in order to preserve the integrity of his/her education at the degree granting institution; practicum credits/hours will not be transferred. Petition for transfer of credit occurs after enrollment in the GFU MSW Program. *Please see the MSW Student Handbook and MSW Graduate Catalog for specific requirements and conditions related to transfer of credits.*

Life Experience Course Credit

A student may not use a course from a previous degree to count in their MSW degree. The GFU MSW 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 may have their materials reviewed on a case - by - case basis by the Registrar and GFU MSW director to determine comparability with CSWE social work requirements. While past professional experiences may strengthen an application, no academic credit will be given for life experiences.

Termination with Clients

Clients with whom a student works while in a practicum are clients of the agency, and not the student. Students must terminate appropriately with all clients at the end of the year's practicum placement.

Disruptions to Placements Based on Agency Challenges

If a circumstance occurs that prevents an agency from fulfilling the requirements for a practicum, the field faculty will meet with the agency to discuss whether supportive assistance or a change of placement is required. Examples of why there could be a disruption in a practicum placement are: the illness or departure of the agency field instructor, the canceling of a program essential to the student's practicum, the practicum site's lack of 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 practicum placement that does not involve serious violations in agency policy or the agency or NASW Code of Ethics.

In the event of a student needing to change practicum sites, and continuing in the field seminar 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 practicum placement setting. The student will not be penalized, in any way, if the placement disruption is based on the agency's inability to provide the student what they need to complete their practicum commitment.

Practicum Incidents or Concerns

When a student, agency field instructor, or field faculty brings an incident or concern to the attention of the field director, the field director will document the incident and coordinate follow-up as needed.

Practicum 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 GFU MSW Program expectations within the practicum setting and role, a Practicum Remediation Plan (Appendix H) will be constructed through the collaboration of the student, agency field instructor, and field faculty. This document ought to be completed in collaboration with the field director when an elevated concern related to a student's area of competence as identified by the field faculty and/or agency field instructor.

Prior to the utilization of the Practicum Remediation Plan form, the area of concern needs to be addressed in supervision by the field instructor, in the classroom, or in an individual meeting with the student's field faculty. Students will 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 will be written in a measurable and time specific format. The Practicum Remediation Plan will be signed by the student, the field instructor, field faculty, and MSW field director. The original copy will be submitted to the field director by the field faculty. The student, field instructor, and field faculty may retain copies of the plan.

The Practicum Remediation Plan will 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.

If the student does not fulfill the remediation plan by spring final evaluation, the student will not pass the Internship course. The student is responsible for managing the remediation plan.

Criteria for Possible Dismissal from the MSW Program at George Fox University and Student Appeal Procedure

The following policies and procedures are referenced from the GFU MSW student handbook and additional university policies. They are reiterated here as they also apply to field education in the process of addressing both academic and non-academic performance. Appeal information is also provided and is consistent with the MSW student handbook.

1. The George Fox University Policy on Academic Honesty

It is expected that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their university life, including their agency-based practicums. 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 is submitted is one's 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 GFU Office of Academic Affairs handles academic dishonesty issues in conjunction with the College of Social Work.

2. Criteria for Possible Dismissal or Termination from the George Fox University Master of Social Work Field 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 GFU Student Handbook. Along with these expectations the GFU MSW Program expects students enrolled in the GFU MSW Program to adhere to the following:

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 can be obtained from the GFU MSW program office.

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

Social work is a very challenging, but also rewarding profession. 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 Graduate/DPS Student Life Policies will be handled by the appropriate office with procedures found at www.georgefox.edu/grad-sps-policies

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 ought to 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 Manual.

Complaints may be made by a faculty member, GFU student, agency field instructor, agency coordinator, or a 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 MSW program director, with a copy sent to the MSW field director.
2. The MSW program director sends the written complaint to the MSW Academic and Performance 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 MSW director.
4. The MSW Academic and Performance Committee gathers necessary information from faculty, concerned students, agency field instructors, agency coordinators, or the client.
5. The MSW Academic and Performance 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 MSW director.
6. The MSW Academic and Performance 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 MSW Academic and Performance Committee recommends a decision to the Social Work Program faculty within 10 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 with 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, mandatory 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 Social Work Program Committee or its representative for a length of time determined appropriate by the Committee.
 - e. Dismissal from the GFU MSW Program.
8. The GFU MSW faculty decides on the committee recommendation and notifies the student in writing within three working days.
9. The MSW program director notifies the MSW field director, the agency field instructor, agency coordinator, and GFU Academic Affairs of the faculty decision.
10. Students who are dismissed from the GFU MSW Program may not continue in the practicum experience and lose credit for the current semester. In addition, they cannot reapply to the GFU MSW Program for six months following the dismissal action unless an appeal reverses the decision of the faculty.

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 MSW program director within 10 working days of receipt of the faculty decision. Copies of the appeal are sent to the MSW field director and the Dean of Behavioral Health Science.
2. The program director appoints an ad hoc committee composed of three faculty members, at least one of which must be from the GFU MSW Program, 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, MSW program director, MSW field director, the agency field instructor, agency contact, the student's GFU MSW field faculty, and the Dean of Behavioral Health Science. The decision of the ad hoc appeal committee is final.

5. Dismissal of a Student from the Social Work Program – Academic Integrity Issues

George Fox University guidelines for faculty response to academic integrity issues can be found in the GFU Office of Academic Affairs policies. In order to consistently address academic integrity issues, the following guidelines for administering penalties and processing appeals are in place. This is not intended to be a legal document, but rather a tool for faculty. The examples given are designed to aid the faculty member in making decisions about what kind of penalties are appropriate and who should be involved in dealing with the issue. While the document is not exhaustive, the examples and procedures will fit most of the situations that arise. Contact the GFU Dean of Behavioral Health Sciences if you have questions about how a case should be handled. The GFU Office of Academic Affairs monitors academic offenses and confers with program administration to impose additional penalties if warranted.

6. Procedures for Appealing an Academic Disciplinary Action

- a. Student meets with faculty member to discuss rationale for reversing the disciplinary action. The student wishing to appeal a disciplinary action must meet with the faculty member within the first three (3) academic weeks, following the imposed disciplinary action. After meeting with the faculty member, the student may elect to pursue the appeal.
- b. Student sends written appeal to the Academic Affairs Office. Students wishing to pursue an appeal must do so within five working days of meeting with the faculty member.
- c. Dean of Behavioral Health Science 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.
 - 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 working days after receipt of written decision from the academic dean.
- d. 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.
- e. The decision of the Academic Appeals Board is final.

Furthermore, in order for a student to stay in good standing academically, they must maintain a 3.0 GPA while in the MSW Program.

7. Student Complaints Against GFU CSW MSW Program Faculty

Complaints against faculty members may be made by other faculty members, staff or students. Complaints must be written, signed, dated, and sent to the Dean of Behavioral Health Sciences with a copy sent to the GFU MSW program director.

Student Transfer Out of GFU MSW Program

If an enrolled student decides to leave the program, to transfer to another MSW Program, and if they have already been placed at a practicum placement, they may not transfer the practicum placement. The student must let the practicum agency and the field director know they are changing MSW programs, and they need to free up that practicum placement for another GFU student; the GFU student forfeits their spot at the agency. For example, if a student who completed their generalist year at GFU, and decides to transfer to Fancy University for their second year, and GFU has already placed them at Amazing Mental Health, the student may not keep that GFU spot at Amazing Mental Health.

Disability and Accessibility

If a student has specific physical, psychiatric, mental health, or learning disabilities and requires accommodations for a practicum placement, please contact Disability & Accessibility Services as early as possible so that your needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu. The field director also needs to be notified to ensure the student receives an appropriate practicum placement. The Practicum Experience Accessibility Plan form (Appendix J) needs to be completed and given to the field director and the DAS office at GFU.

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 practicum placement process as well as the overall nature of the students' MSW practicum 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 MSW program 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 practicum 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 practicum 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 practicum. 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 practicum 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.

Appendix A-J

The following appendices include relevant MSW field education forms and resources. They are provided in this handbook to students and field faculty to become familiar with. However, many of these forms have been adopted into electronic formats and can be found in Tevera. Visual formatting and presentation may appear different in Tevera.

Student Signature Forms

- A. Emergency Contact Form (Tevera)
- B. Confirmation of Student Agreement (Tevera)
- C. George Fox University MSW Program Professionalism Rubric
- D. Student Practicum Application (Tevera)

Agency Forms

- E. Agency Profile (Tevera)
- F. Affiliation Agreement

Forms for Specific Situations

- G. Practicum at Place of Employment Agreement Form
- H. Practicum Remediation Plan
- I. Request for Distance Practicum Placement
- J. Practicum Experience Accessibility Plan

Appendix A. Emergency Contact Information Form



Emergency Contact Information

Please provide your emergency contact information below.

(1) Name:

Relationship:

Address:

City, State, Zip:

Cell Phone #:

Home Phone #:

Work Phone #:

Employer:

(2) Name:

Relationship:

Address:

City, State, Zip:

Cell Phone #:

Home Phone #:

Work Phone #:

Employer:

I have voluntarily provided the above contact information and by signing this document, I authorize George Fox faculty to contact any of the above on my behalf in the event of an emergency.

Student Signature

Date

Appendix B. Confirmation of Student Agreement



Confirmation of Student Agreements for Participation in MSW Field Education

Professional Expectations for Social Work Students

Students in the GFU MSW Program are required to adhere to the following academic and professional expectations. Each student must:

1. Maintain a minimum GPA of 3.0 within the Master of Social Work Program.
2. Demonstrate honesty and integrity in every way while involved with the GFU MSW program, in both practicum related activities and classroom related activities.
3. Demonstrate behavior consistent with the NASW Code of Ethics, George Fox University's Student Handbooks (including the MSW Student Handbook, and the MSW Field Manual), 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 practicum 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 will 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.

Student Signature

Date

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.

I have reviewed and understand the NASW Code of Ethics.

- I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.
- I understand that any violation of the principles contained within the NASW Code of Ethics can result in my removal from the Social Work Program.

Student Signature

Date

GFU MSW Field Manual

Confirmation of Field Manual Reading

I, _____ have read the George Fox University MSW Field Manual and understand the policies and procedures it covers.

Student 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 Signature

Date

Field Faculty Signature

Date

Appendix C: George Fox University MSW Program Professionalism Rubric

George Fox University MSW Program Professionalism Rubric

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable
Attendance	Misses more than 20% of classes; Does not inform professor of reason for absence	Misses 10-20% of class sessions; does not inform or inconsistently informs professor of reason for absence	Never or seldom misses; informs professor in advance of absence; provides valid excuse/note
Active Listening	Does not listen when others talk; dominates discussion; demonstrates disrespect to others' ideas; interrupts others	Rarely does not listen with others talk, dominates discussion, demonstrates a lack of respect for others' ideas or interrupts others	Listens when others talk; actively demonstrates respect for others' ideas; participates in but does not dominate discussion; uses reflection
Punctuality	Late to class more than once; Misses deadlines for multiple assignments	Late to class one time; occasionally misses deadlines for work	Early or on time to class; completes assignments on time
Participation/Preparation	Does not participate in class discussion; is not prepared for class	Seldom participates in class; infrequently prepared for class	Offers meaningful contributions to classroom discussion and activities; comes prepared to class and actively participates
Social Work Values/Ethics	Does not follow any one aspect of Code of Ethics in interactions with peers, faculty/staff, agency personnel and clients; demonstrate a lack of awareness or practice of ethical decision making and behavior; does not demonstrate appropriate boundaries	Lacks consistency or knowledge of following Code of Ethics in interactions with peers, faculty/staff, agency personnel and clients; developing ethical decision making and behavior; developing appropriate boundaries	Consistently follows Code of Ethics in interactions with peers, faculty/staff, agency personnel and clients; demonstrate ethical decision making and behavior; demonstrates appropriate boundaries
Communication (oral, written, electronic)	Language used is not consistent with professional interaction with faculty, staff, peers or agency personnel; does not self-monitor communication in and outside of class; does not resolve conflict with others by addressing it with person first; does not follow appropriate lines of communication; work consistently has multiple errors or does not follow APA guidelines.	Rarely is language used that is not consistent with professional interaction with faculty, staff, peers or agency personnel; rarely does not self-monitor communication in and outside of class; rarely does not resolve conflict with others by addressing it with person first; rarely does not follow appropriate lines of communication; rarely does work consistently has multiple errors or does not follow APA guidelines.	Language used is consistent with professional interaction with faculty, staff, peers or agency personnel; self-monitors communication in and outside of class; resolves conflict with others by addressing it with person first; follows appropriate lines of communication; work consistently follows APA guidelines and has few errors.

Classroom Behavior	Recurring behavior that distracts others (i.e.: socializing, sleeping, leaving early or during class; reading unrelated material; doing homework for another class; wearing inappropriate attire); Recurring use of unapproved electronic devices; Consistently not respectful of faculty, peers, or learning environment	Rarely demonstrates behavior that distracts others (i.e.: socializing, sleeping, leaving early or during class; reading unrelated material; doing homework for another class; wearing inappropriate attire); rarely uses unapproved electronic devices; Rarely not respectful of faculty, peers, or learning environment	Behavior is not a distraction; does not use unapproved electronic devices; is respectful to faculty; peers and the learning environment.
Respect (peers)	Does not demonstrate pro-social behaviors with peers; initiates or participates in gossip about peers (including online/social media) or speaks about peers in a negative manner	Rarely demonstrates negative behaviors or interactions with peers	Demonstrates pro-social behaviors, develops positive relationships with cohort; fully cooperates and participates in group projects; avoids gossip or speaking about peers in negative manner
Respect (faculty/staff/agency personnel)	Publically critical of faculty/staff/agency personnel (including social media/Internet); gossips about faculty/staff/agency personnel; interacts with faculty/staff/agency personnel in angry, hostile, abusive, dismissive or otherwise inappropriate manner	On one occasion demonstrates either a lack of self-control, lack of a professional demeanor, or inappropriate interaction with faculty/staff/agency personnel	Demonstrates self-control; Maintains professional demeanor; is appropriate in all interactions with faculty/staff/agency personnel
Integrity	Work reflects little or no effort; knowingly violates policies; misrepresents or falsifies information (including cheating or plagiarism)	Work reflects minimum effort; unaware of policies or violates policies unintentionally; information presented minimally meets citation or other guidelines	Produces high-quality work; adheres to policies; positive, proactive behavior; does not misrepresent or falsify work
Feedback	Unreceptive, rejects or does not follow constructive criticism; does not seek to improve based on feedback; responds to feedback in hostile or aggressive manner.	Inconsistently responds to constructive criticism; shows some effort to change based on feedback given	Receptive to and able to accept and follow constructive criticism; seeks to improve based on feedback given

Sources: UNCC BSW Program; University of Vermont BSW program

Appendix D. Student Practicum Application



**GEORGE FOX
UNIVERSITY**

COLLEGE OF SOCIAL WORK

Student Practicum Application

Student's Name:

Date:

Street Address:

City:

State:

Zip Code:

Cell Phone:

Email (GFU Email):

MSW practicum application corresponding to:

- Generalist Year
- Advanced Generalist Year
- Advanced Standing Year

Please thoughtfully respond to the following questions:

What are your current areas of professional interest?

What type of social work employment do you want to obtain with your MSW?

What experience and skills do you want to obtain during your practicum?

What special skills/abilities/resources do you have that you would be able to offer in your work with an agency?

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

What does it mean for you to have a commitment to diversity, equity and inclusion? How would you demonstrate this serving vulnerable and marginalized populations in practicum settings?

What are your preferred geographical areas for your practicum?

What kind(s) of populations or issues would you not be comfortable working with at your practicum? Explain why.

Do you plan on holding a job during the semesters you are accruing practicum hours?

- Yes
- No

Do you speak a second language?

Yes

No

Do you have a driver's license?

Yes

No

Do you have access to an automobile?

Yes

No

Do you have automobile insurance?

Yes

No

You are required to meet your own transportation needs to and from the field agency. Do you anticipate any transportation problems or limitations i.e. no license, no car, etc.?

Yes

No

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

Yes

No

Do you have any accommodations that need to be considered in the selection of an agency placement?

Yes

No

Please choose 2-4 areas of practicum experiences you are interested in:

Administration

Aging/Gerontology

Child Welfare

Community Planning

Criminal Justice

Developmental Disabilities

Domestic Violence

Family Services

Group Services

Health

Housing

Mental Health

Program Evaluation

Public Assistance

Refugees

Rehabilitation

School Social Work

Social Policy

Substance Abuse

Veterans

For Advanced Standing, Advanced Generalist Year, and transfer students only:

Please provide the agency name, location, and name of supervisor (this also should appear on your resume) of your previous practicum(s), and write a brief description of your experience as an intern. Include the client population(s) served, the range of problems presented and skills you developed.

What did you discover about your strengths as a social worker? What personal limitations did you become aware of?

What type of agency environment is most conducive to you as a learner? What style of supervision is most beneficial to you?

Release of Information

I, _____, give the social work faculty and/or MSW Practicum Director at George Fox University permission to mutually exchange information with potential agencies, my practicum instructor or other designated practicum personnel for the purpose of coordination and support of my practicum. Information to be released may include information contained in the practicum application, resume, narrative, year in school, courses completed, transcripts, academic strengths or limitations, and problems

Tevera Form - MSW Student Practicum Application (GFUSW 1049)

and resolutions that may arise in the practicum experience. Background check information may also be released in order to support the agency practicum placement screening process. Permission will expire after the final grade for the last practicum instruction course has been submitted to the registrar's office by the social work faculty.

Student Agreement Contract

Attestation

Students are expected to follow all policies and guidelines related to COVID-19 from George Fox University (which are based on state and CDC policies) and their practicum agencies (if applicable). If a student's practicum placement site is open, the student should plan to attend practicum as scheduled while closely monitoring their own health and safety. As emerging professionals, students are empowered to make an informed decision and consider options regarding attendance in practicum related to health and safety. As per CDC and State of Oregon guidance, students should consult with their personal physician regarding their own health situation. We support the informed decisions that students will make. However, some decisions may impact the student's eligibility to enter into or remain in a practicum placement. By signing this form, I attest that I have received information regarding potential vaccination requirements of practicum agencies and am willing to share vaccination status if asked.

Personal Safety

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

1. Students are expected to conform to the standards established by the practicum 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 drive for their practicum, must have a valid driver's license and automobile insurance. It is customary for agencies to reimburse students for travel expenses or to provide use of a staff vehicle when travel is part of the required practicum work assignment. However, some agencies do not reimburse for mileage. It is therefore important for prospective interns to discuss this matter with their agency in advance of placement. 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 GFU CSW Field Education Program prior to the student providing transportation of clients in the student's personal vehicle.

Confidentiality Agreement

As a student in the social Work field education program at George Fox University, I understand that the nature of practicum 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 practicum 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 practicum supervisor.

- D. I will notify the practicum 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 practicum placement and during and after my social work practicum education experience at George Fox University.

Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from practicum placement, for denial of admission to the MSW program or practicum placement, and for disciplinary action in the MSW program.

Social Work Code of Ethics

As a student of the MSW 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) 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.

Signatures

Student's Signature

Date



MSW Agency Profile

Thank you for your interest in partnering with us to provide a social work practicum 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 Name:
Agency Address:
City:
State:
Zip Code:
Phone:
Agency Website:

How many social work interns will be appropriate to your agency setting?

BSW Students:
MSW Students:

Which kinds of social work interns do you accept? (select all that apply)

- BSW (two 16-week terms, fall and spring/ 224 hours each)
- MSW Foundation Year (two 16-week terms, fall and spring/ 224 hours each)
- MSW Advanced/Concentration Year, (two 16-week terms, fall and spring/ 280 hours each)

Check the population(s) your agency serves:

- Infants/Children
- Adolescents
- Adults
- Seniors
- Community

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

Micro-Level Services

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

Macro-Level Services

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

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

- | | |
|---|---|
| <input type="checkbox"/> Aging/Gerontology | <input type="checkbox"/> Child Welfare |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Criminal Justice |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Physical Disabilities |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Foster Care/Adoptions | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Public Health | <input type="checkbox"/> HIV/AIDS |
| <input type="checkbox"/> Hospice | <input type="checkbox"/> Immigration |
| <input type="checkbox"/> International Social Work | <input type="checkbox"/> Legal Services |
| <input type="checkbox"/> LGBTQ Services | <input type="checkbox"/> Maternal/ Child Health |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Housing/Homelessness |
| <input type="checkbox"/> Poverty | <input type="checkbox"/> Gang Outreach |
| <input type="checkbox"/> Government | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Substance Abuse | <input type="checkbox"/> Other: |

Practicum Information

Practicum Description:

Please list specific expected practicum duties:

Are there multiple programs and locations for your agency?

- Yes No

If so, please list them:

Does your agency offer varied work hours for interns?

- Weekend Evening

Are there orientation and training required by your agency?

Yes

No

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

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

Practicum Instructor Information

Is there an MSW employee with two years post-graduate experience available to supervise the intern on hour, once a week for 14 weeks each semester?

Yes

No

Languages spoken by supervisor:

What type of supervision is available?

Individual

Group

Please use this space to communicate any additional information.

Authorized Site Representative

Date



**GEORGE FOX
UNIVERSITY**

STUDENT AFFILIATION AGREEMENT

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

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:
 - (a) A Student may be referred with shorter notice in emergency circumstances, the agency reserving the right to accept or reject such referrals.
 - (b) 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 the Agency, to help plan the practicum program for student experiences.
- 1.4. **Program Description.** School will provide Agency with an annual announcement or description of the program, curriculum and objectives to be achieved at Agency

- 1.5. **Student Compliance**. School will instruct students to abide by the policies of Agency while using Agency facilities, including policies related to confidentiality of client and program data information. School will instruct students not to copy or remove confidential information from Agency premises. Students will be expected to conduct themselves in a professional manner; their attire as well as their appearance will conform to the accepted standards of Agency. School will ensure that each student shall sign and deliver to agency a copy of the “Confidentiality Understanding,” attached hereto as Attachment A and incorporated herein by this reference, prior to the beginning of the practicum.
- 1.6. **HIPAA**. Agency shall ensure that students are trained on HIPAA rules and regulations and are familiar with and agree to comply with the Social Work Code of Ethics.
- 1.7. **Student Qualifications**. School will refer to Agency only those students who have met the academic and reference requirements for admission into the social work program.
- 1.8. **Student Health**. Inform Students, and enforce the requirements that Students shall meet the health-related criteria as required of Agency personnel including any medical examinations, tests and immunizations.

2. **Responsibilities of the Agency**

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

3.1 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 the Agency under the terms of this Agreement.

3.2 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

Agency/Organization Name

By: _____
Signed

By: _____
Signed

Its: _____
Your Title

Its: _____
Your Title

Date: _____

Date: _____

Signature and date:
Rhonda Andrews, LCSW
MSW Field Director

Appendix G: Practicum at Place of Employment Agreement Form



Application for Practicum Placement at Place of Employment

The College of Social Work recognizes that students may be employed at agency settings that would meet the criteria for a practicum placement. Or it may occur that students are offered employment with the agency in which they are completing their practicum. 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 2022 CSWE's Accreditation Standard 3.3.7.

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 practicum. The educational focus, that is the focus on learning opportunities related to professional development across all competencies, and opportunities of the internship, that is, the social work student's learning, must not be compromised by the employee status. The Agency Practicum Instructor will maintain the responsibility and authority to coordinate and evaluate the student's field practicum assignment.

Student Name:

Student Email:

Phone:

Agency Name:

Agency Practicum Instructor Name:

Agency Practicum Instructor Email:

Phone:

Supervisor for Employment Name:

Supervisor for Employment Email:

Phone:

Student's Employment Job Title:

Description of Job-Related Duties/Responsibilities:

Weekly schedule for Employment (include days of the week and hours per day)

Description of Social Work Practicum Responsibilities/Tasks:

Weekly schedule for Practicum (include days of the week and hours per day)

Student Signature

Date

Agency Practicum Instructor

Date

Agency Director

Date

MSW Practicum Director

Date

Appendix H: Practicum Remediation Plan



Practicum 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 MSW Program expectations within the practicum setting and role, a Practicum Remediation Plan will be constructed through the collaboration of the student, field instructor, and field faculty. This document will 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 MSW Program) is present.

The student intern and the field instructor will complete the following form collaboratively. The form needs to be submitted to the field faculty for review. All three parties may retain copies of this plan.

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
practicum placement at _____ (agency name).

Currently _____ (student's name) displays the following
strengths, skills, and knowledge at the practicum:

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) growth have been
identified as follows:

In order to support _____ (student's name) development as a
professional social worker intern in this practicum 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 behaviors will be demonstrated to exhibit improvement. These behaviors are connected to an identified competency needing development. This table is a tool for the student in order to help guide the student in attending to the listed expected behaviors and identified competencies.

Identified Competency(s) Needing Improvement	Behaviors to Demonstrate Improvements::

Another follow-up meeting will be scheduled three 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 their practicum 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 Internship course and continue in the student's current practicum placement.

Date/time of follow up meeting: _____

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 the Internship course (which includes completing the practicum hours)..

Student Signature

Date

Student Printed Name

Field Instructor Signature

Date

Field Instructor Printed Name

Field Faculty Signature

Date

Field Faculty Printed Name

Appendix I: Request for Distance Practicum Placement



Request for Distance Practicum Placement

Student Name _____ Date _____

Student Phone Number: _____

Student Email: _____

Student Address:

Reason for request of distance Practicum Placement:

Preferred State of Practicum Placement: _____

Preferred County of Practicum Placement: _____

Preferred City of Practicum Placement: _____

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

Student Signature

Date

Please submit form to MSW Field Director

Appendix J: Practicum Experience Accessibility Plan



Practicum Experience Accessibility Plan

Student Name: _____

Semester and Year: _____

Practicum Agency Name Practicum Agency Address: _____

Practicum Agency Contact: _____

Field Director Name and Email: _____

Request Accommodation / Aid:

Approved by GFU DAS (circle one): Yes or No

Party bearing Financial Responsibility (GFU, student, agency): _____

List the specific options the student and/or agency has for meeting the accommodation request:

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

Any other pertinent information: