

**George Fox University
SCHOOL OF SOCIAL WORK**

**Master of Social Work
FIELD EDUCATION MANUAL
2017-2018**

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

¹ Available at the GFU SSW website: georgefox.edu/social-work/program-details/student-handbook.html

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I. INTRODUCTION

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

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

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

Upon completion of the prescribed curriculum students will be able to demonstrate 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). George Fox University's Masters of Social Work Program is in Candidacy for Accreditation by CSWE and thus able to award the MSW degree.

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

1. Aid in orienting students, agency field instructors, and new field faculty to the structure and process of the field program.
2. Outline the policies and procedures that govern the field program, and define the roles of field director, field faculty, agency contact, agency field instructor, agency task supervisor, and the social work student intern.
3. Explain the responsibilities and expectations designed to provide an educationally oriented field internship for masters level social work students in both foundation generalist and advanced social work practice.

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

The social work field director welcomes suggestions for revision of this field manual.

School of Social Work Mission

The mission of the George Fox University School of Social Work focuses on educating students to promote human well being, human rights and social justice. The School's commitment to excellence in education and scholarship is built upon professional social work values, the Quaker educational tradition and its emphasis on social justice, and the Christian gospel message of loving God and our neighbor. The School prepares competent social work professionals and instills in students a strong ethical approach to practice while helping them develop skills necessary to serve effectively in a broad range of social service settings.

Mission Statement

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

Our mission statement is consistent with the profession's purpose and values as outlined in the Council of Social Work Education's (CSWE) Educational Policies and Standards (EPAS) (CSWE, 2012) and National Association of Social Workers (NASW) Code of Ethics (NASW, 2008).

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, 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, 2012 p. 1).

The Masters 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.

Masters of Social Work Program Goals

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

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 George Fox University Master of Social Work Program builds its curriculum upon a solid liberal arts foundation. It is designed to facilitate the acquisition and integration of knowledge, skills, and ethics in order to form a foundation for lifelong learning. Students admitted to the MSW Program must have earned a bachelors degree and document in their application to the Program courses taken that show “baccalaureate coursework that demonstrates a strong liberal arts background” (*MSW Student Handbook, p.7*). Students’ transcripts must document completion of courses in the natural sciences, communication, social and behavior sciences, communication (composition or writing course), the humanities and /or history (philosophy, religion, arts, government, political science, economics, history, literature) and statistics.

MSW 2-Year Program Curriculum Plan

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

Courses

SWKG 500 Introduction to the Social Work Profession	1
SWKG 531 Human Behavior in the Social Environment I	3
SWKG 532 Human Behavior in the Social Environment II	3
SWKG 540 Research Methods & Statistics	2
SWKG 541 Research Methods & Applications	2
SWKG 560 Social Policy	3
SWKG 570 Values & Ethics; Spirituality & Religion	3
SWKG 576 Foundation Internship I	3
SWKG 577 Foundation Internship II	3
SWKG 591 Social Work Practice I: Families, Individuals & Groups	3
SWKG 592 Social Work Practice II: Organization & Communities	3
SWKG 596 Concentration Year Seminar	1
SWKG 642 Advanced Research I	2
SWKG 643 Advanced Research II	2
SWKG 676 Advanced Internship I	4
SWKG 677 Advanced Internship II	4
SWKG 685 Special Topics I	3
SWKG 685 Special Topics II	3
SWKG 691 Theories for Advanced Practice: Direct Practice (Families, Children, Individual & Groups)	3
SWKG 693 Skills for Advanced Practice: Direct Practice (Families, Children, Individual & Groups)	4
SWKG 696: Special Issues in Advanced Practice with Families, Individuals & Groups	3
SWKG 698: Program Development, Administration & Funding	3
SWKG 690: Social Work Capstone	1

MSW Advanced Standing Program Curriculum Plan

The advanced standing curriculum is designed for students who have a baccalaureate degree in social work (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 (concentration year) is designed to build on the curriculum of the bachelors of social work. *Designated courses will be offered in a Community Practice focus beginning 2016-2017.

Courses

SWKG 642 Advanced Research I	2
SWKG 643 Advanced Research II	2
SWKG 676 Advanced Internship I	4
SWKG 677 Advanced Internship II	4
SWKG 685 Special Topics I	3
SWKG 685 Special Topics II	3
SWKG 691 Theories for Advanced Practice*:	
Direct Practice (Families, Children, Individual & Groups)	3
SWKG 693 Skills for Advanced Practice*:	
Direct Practice (Families, Children, Individual & Groups)	4
SWKG 696: Special Issues in Advanced Practice with Families, Individuals & Groups*	3
SWKG 698: Program Development, Administration & Funding	3
SWKG 690: Social Work Capstone	1

Council on Social Work Education (CSWE) Core Competencies

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

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The following link: <http://www.cswe.org/File.aspx?id=13780> can be accessed for a full description and explanation of the CSWE Core Competencies.

The School of Social Work has added Competency 11 to reflect more clearly the mission and goals specific to George Fox University.

Competency 11: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.

III. FIELD EDUCATION PROGRAM AND CURRICULUM

Nature of Field Education

Field Education is a central part of the academic preparation for Masters Level Social Work. Its role in the curriculum provides the vital agency based learning experience of participation in professional practice. The structure and curriculum of our field education program adhere to the 2008 Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE).

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

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

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

Goals of Field Education

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

1. Practice in advanced areas of concentration (direct practice and community practice) that build upon a generalist practice foundation and a commitment to professional social work values.
2. Practice with diverse individuals, families, communities and organizations to promote wellbeing and social justice.
3. Evaluate research and apply evidence-based knowledge, skills and interventions.
4. Practice with competence and autonomy that is guided by an identity grounded in professional values and ethics and a commitment to ongoing learning and development.
5. Possess a balanced commitment to holistic care for self and others.

Field Education Curriculum Structure and Purpose

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

Foundation Year (1st year) and Advanced Concentration Year (2nd year/Advanced Standing) academic and field curriculum are thus informed by the following factors:

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

The purpose of the Field Education Curriculum is to graduate advanced social work practitioners who have studied, critically reflected, learned and practiced in both academic and agency based field settings, and who demonstrate an advanced level of competence as described through the Core Competencies of EPAS 2008. While we recognize individual students differ in terms of work and life experience, educational background, vocational interests, learning styles, and pace of development; and that social work practice is varied across practice settings and service populations, nevertheless there is a unified manner of understanding and approach that can be identified by the certain performance criteria expressed through the holistic requirements of the Core Competencies.

Purpose of Field Internships

In accordance with the 2015 Educational Policy and Accreditation Standards (EPAS) and the School of Social Work's mission, agency-based MSW internships 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, and the opportunity to engage in advanced direct or community practice during the concentration year.
- 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.

Placement Process for Social Work Student Interns

Placements are coordinated through the Social Work Field Education Program. Students may not contact agencies independently to arrange a placement. When a student is aware of a particular agency that might meet their needs that does not have a current affiliation with the school, the student should provide the Field Director the information of the agency and a contact. In turn, the MSW Field Director will explore the viability of the new placement site and make a determination as to whether the agency is able to provide a comprehensive educational experience.

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

Foundation (1st Year) Internship / Advance Standing Internship

The *foundation internship (16 hours/week)* is a *generalist practice placement* and will provide each student, regardless of setting/population, with basic foundation skills that are transferable from one setting to another.

The *advanced standing internship (20 hours/week)* is an *advanced practice placement* and will provide each advanced standing student with the opportunity to expand their understanding and develop practice skills to the level of an MSW practitioner.

Process

1. Students participate in the School of Social Work MSW application process. Students submit an application to George Fox University, which include 3 references, written essays, and educational transcripts. (For Advanced Standing students, copies of their Final Field Evaluation from BSW program are required.) Students participate in an individual interview with an MSW Faculty, group interview and a timed written essay. From this application process students are scored in 6 different areas:
 - a. Evidence of Writing Ability
 - b. Interpersonal Skills
 - c. Experience (work or volunteer)
 - d. Values, Ethics and Fit with Profession and Program
 - e. References
 - f. Adequate Plan for Education
2. Student is accepted into the MSW Program at George Fox University.
3. Student completes an Application to Field Internship (Appendix A) and submits it to the Field Director. The Application to Field Internship requires students to complete the application, complete a background check, sign a Release of Information for the School of Social Work, agree to the NASW Code of Ethics, and submit a CV.
4. Field Director reviews Application and accompanying documents.
5. Field Director will forward application materials to 1-2 affiliated agencies considered to be suitable placements for the student.
6. Agency contact reviews application materials and returns to Field Director with feedback related to the goodness of fit of the student and the agency.
7. Field Director and perspective student meet to discuss and determine the most suitable agency setting for student to pursue a year's internship.
8. Student will coordinate with the Agency Contact or designated Agency Field Instructor a time to visit the agency, learn about the internship placement, and discuss its suitability for the student.

- a. Agency will also learn about student's goals, previous experiences and qualifications to determine a goodness of fit.
 - b. Student should form a solid understanding of the agency mission, the internship role, expectations and requirements such as availability, screenings and pre-internship training/orientation.
9. Upon completion of the visit the student and the Agency Contact or Field Instructor will independently contact the Field Director in order to indicate if each party wishes to pursue an internship placement of the student within the agency.
 10. At this time, if both student and agency wish to pursue a placement the placement is confirmed.
 11. Student will review the Agency Affiliation Agreement. Student will then sign Attachment A of this document and return to the MSW Field Director.
 12. If either the student or the agency does not accept the student or placement the student will meet with the Field Director and begin process again starting step 7 until step 11 is reached.

Concentration (2nd Year) Internship

This internship is part of the curriculum for the advanced practice student. The *Concentration Year Internship* is an *advanced practice placement* and will provide each advanced standing 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 Foundational year, the traditional 2-year MSW program students will take SWKG 596 – Concentration Year Seminar class. This class will focus on exploring a student's calling and vocation within the broad field of social work. Students will engage in the above listed field placement process within the context of this class in order to obtain an internship placement for their concentration year of studies and internship.

Timeline for Student Placements

The George Fox University School of Social Work MSW Program offers an early admission date of January 7 and a standard admission date of March 15 with a rolling admission policy from that date forward.

Students receive notification of acceptance into the MSW Program within 2 weeks of their interview day.

Once students commit to joining the program the field process begins immediately. This process can take 1-3 weeks, or more, depending on student and agency availability.

Some individual partnering agencies may only be available to early admission candidates due to agency time lines related to student internships. The Field Director works collaboratively with these agencies to place students according to agency timelines and requirements.

Students may 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 internship for the student without prior approval. Approval may be granted in cases of mandatory training only available prior to the academic year. The student is acting as an individual separate from the School of Social Work MSW program during any time at the agency outside of the school semester and while engaging in activities with the agency or agency personnel not delineated on the learning agreement.

Student Field Readiness and Professional Behavior Expectations

A student's readiness for field placement is determined through the student's MSW Program and Field application process for both the Advance Standing Internship and the Foundation Year Internship placements. The Field Director in conjunction with other relevant faculty will assess each student's readiness for field placement. In addition, each agency sets expectations for an intern and through an interview determines their suitability.

For the 2-year concentration internship placement the student's evaluation for the foundation year placement will also be factored into the determination of the student's readiness for field placement.

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

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

Field Internship Student Time Commitment Requirements

Foundation Year Placements

- 16 hours per week minimum
- 15 weeks each term (30 weeks for a year)
- 240 hours per term minimum (480 hours for year)

Advance Standing / Concentration Year Placements

- 20 hours per week minimum (Advanced Internship I & II, 2 hours/week are credited toward the weekly minimum)
- 15 weeks each term (30 weeks for a year)
- 300 hours per term minimum (600 hours for year)

All Internships:

- Available days for internship: Class Schedules for students vary, but all are encouraged to leave to full days open for internship commitments.
- Field faculty-led 2 hour Integrative Field Seminar at GFU Portland Center or Newberg Campus weekly. (Times will vary – 1:00-3:00pm, 6:00-8:00pm)
- GFU Academic Calendar and Agency Setting set Holiday schedules. Internship hours are to be completed on alternative days(s) when a holiday is observed on a scheduled internship day, or completed off-site in a pre-arranged assignment.

Expectations for Internship Experience

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

Foundation Year Internship

- Agency orientation and introduction to agency policies and procedures
- Focus on professional development
- Development of interviewing skills
- Practice skills 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

Concentration Year/Advance Standing Internship

- 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

Practice Behaviors for Core Competencies

The knowledge, theoretical foundations, values and ethics, and practice skills of students are developed through classroom and internship curriculum in the 11 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 internship plan (Learning Agreement*) and intern assessment (Semester Evaluation*).

*See Reference Guide

Foundation Year Internship

1. Intern identifies as a professional social worker and conducts oneself accordingly.

- a. Social workers advocate for client access to the services of social work.
 - b. Social workers practice personal reflection and self-correction to assure continual professional development.
 - c. Social workers attend to professional roles and boundaries.
 - d. Social workers demonstrate professional demeanor in behavior, appearance, and communication.
 - e. Social workers engage in career-long learning.
 - f. Social workers use supervision and consultation.
2. Intern applies social work ethical principles to guide professional practice.
 - a. Social workers recognize and manage personal values in a way that allows professional values to guide practice.
 - b. Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
 - c. Social workers tolerate ambiguity in resolving ethical conflicts.
 - d. Social workers apply strategies of ethical reasoning to arrive at principled decisions.
 3. Intern applies critical thinking to inform and communicate professional judgment.
 - a. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
 - b. Social workers analyze models of assessment, prevention, intervention, and evaluation.
 - c. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
 4. Intern engages diversity and difference in practice.
 - a. Social workers recognize the extent to which culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
 - b. Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
 - c. Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.
 - d. Social workers view themselves as learners and engage those with whom they work as informants.
 5. Intern advances human rights and social and economic justice.
 - a. Social workers understand the forms and mechanisms of oppression and discrimination.
 - b. Social workers advocate for human rights and social and economic justice.
 - c. Social workers engage in practices that advance social and economic justice.
 6. Intern engages in research-informed practice and practice-informed research.
 - a. Social workers use practice experience to inform scientific inquiry.
 - b. Social workers use research evidence to inform practice.
 7. Intern applies knowledge of human behavior and the social environment.

- a. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
 - b. Social workers critique and apply knowledge to understand person and environment.
8. Intern engages in police practice to advance social and economic well-being and to deliver effective social work students.
 - a. Social workers analyze, formulate, and advocate for policies that advance social well-being.
 - b. Social workers collaborate with colleagues and clients for effective policy action.
9. Intern responds to contexts that shape practice.
 - a. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
 - b. Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Intern engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities.
 - a. Engagement:
 - i. Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
 - ii. Social workers use empathy and other interpersonal skills.
 - iii. Social workers develop a mutually agreed-on focus of work and desired outcomes.
 - b. Assessment:
 - i. Social workers collect, organize, and interpret client data.
 - ii. Social workers assess client strengths and limitations.
 - iii. Social workers develop mutually agreed-on intervention goals and objectives.
 - iv. Social workers select appropriate intervention strategies.
 - c. Intervention:
 - i. Social workers initiate actions to achieve organizational goals.
 - ii. Social workers implement prevention interventions that enhance client capacities.
 - iii. Social workers help clients resolve problems.
 - iv. Social workers negotiate, mediate, and advocate for clients.
 - v. Social workers facilitate transitions and endings.
 - d. Evaluation:
 - i. Social workers critically analyze, monitor, and evaluate interventions.
11. Intern demonstrates skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.
 - a. Social workers demonstrate knowledge about the role of spirituality and religion in social work practice.
 - b. Social workers are able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities.

- c. Social workers are attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns.
- d. Social workers understand guidelines for appropriate integration of faith and practice in agency context.
- e. Social workers follow guidelines for appropriate integration of faith and practice in agency context.

Concentration Year/Advance Standing Internship

1. Intern identifies as a professional social worker and conducts oneself accordingly.
 - a. Social workers advocate for client access to the services of social work.
 - b. Social workers practice personal reflection and self-correction to assure continual professional development.
 - c. Social workers attend to professional roles and boundaries.
 - d. Social workers demonstrate professional demeanor in behavior, appearance, and communication.
 - e. Social workers engage in career-long learning.
 - f. Social workers use supervision and consultation.
 - g. Social workers demonstrate professional use of self with client(s).
 - h. Social workers develop, manage, and maintain therapeutic relationship with clients within the person-in-environment and strengths perspectives.
 - i. Social workers understand and identify professional strengths, limitations, and challenges.

2. Intern applies social work ethical principles to guide professional practice.
 - a. Social workers recognize and manage personal values in a way that allows professional values to guide practice.
 - b. Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
 - c. Social workers tolerate ambiguity in resolving ethical conflicts.
 - d. Social workers apply strategies of ethical reasoning to arrive at principled decisions.
 - e. Social workers apply ethical decision-making skills to issues specific to clinical social work.
 - f. Social workers recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

3. Intern applies critical thinking to inform and communicate professional judgment.
 - a. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
 - b. Social workers analyze models of assessment, prevention, intervention, and evaluation.
 - c. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
 - d. Social workers evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.
 - e. Social workers utilize multiple perspectives to analyze client's strengths and problems.

4. Intern engages diversity and difference in practice.
 - a. Social workers recognize the extent to which culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
 - b. Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
 - c. Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.
 - d. Social workers view themselves as learners and engage those with whom they work as informants.
 - e. Social workers articulate how one's own personal characteristics, family history and experience with diversity influences professional practice.
 - f. Social workers research and apply knowledge of diverse populations to enhance client well-being.
5. Intern advances human rights and social and economic justice.
 - a. Social workers understand the forms and mechanisms of oppression and discrimination.
 - b. Social workers advocate for human rights and social and economic justice.
 - c. Social workers engage in practices that advance social and economic justice.
 - d. Social workers effectively advocate when issues of social and economic justice interfere with assessment, diagnosis, and access to services.
6. Intern engages in research-informed practice and practice-informed research.
 - a. Social workers use practice experience to inform scientific inquiry.
 - b. Social workers use research evidence to inform practice.
 - c. Social workers use the evidence-based practice process in clinical assessment and intervention with clients.
7. Intern applies knowledge of human behavior and the social environment.
 - a. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
 - b. Social workers critique and apply knowledge to understand person and environment.
 - c. Social workers synthesize and differentially apply theories and/or research of human behavior and social environments to guide advanced clinical practice to match client needs.
 - d. Social workers use bio-psycho-social spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments.
8. Intern engages in policy practice to advance social and economic well-being and to deliver effective social work students.
 - a. Social workers analyze, formulate, and advocate for policies that advance social well-being.
 - b. Social workers collaborate with colleagues and clients for effective policy action.
 - c. Social workers communicate to stakeholders the implications of policies and policy change in the lives of clients.
 - d. Social workers identify and evaluate agency programs and/or practices in relation to client needs.

9. Intern responds to contexts that shape practice.
 - a. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
 - b. Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
 - c. Social workers adapt micro and mezzo practice by monitoring and responding to changing context.

10. Intern engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities.
 - a. Engagement:
 - i. Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
 - ii. Social workers use empathy and other interpersonal skills.
 - iii. Social workers develop a mutually agreed-on focus of work and desired outcomes.
 - iv. Social workers establish a relationally based process that encourages client to be equal participants in the establishment of treatment goals and expected outcomes.
 - b. Assessment:
 - i. Social workers collect, organize, and interpret client data.
 - ii. Social workers assess client strengths and limitations.
 - iii. Social workers develop mutually agreed-on intervention goals and objectives.
 - iv. Social workers select appropriate intervention strategies.
 - v. Social workers use multi-dimensional bio-psycho-social spiritual assessment tools.
 - vi. Social workers select and modify appropriate intervention strategies based on continuous clinical assessment.
 - c. Intervention:
 - i. Social workers initiate actions to achieve organizational goals.
 - ii. Social workers implement prevention interventions that enhance client capacities.
 - iii. Social workers help clients resolve problems.
 - iv. Social workers negotiate, mediate, and advocate for clients.
 - v. Social workers facilitate transitions and endings.
 - vi. Social workers critically evaluate, select, and apply best practices and evidence-based interventions.
 - d. Evaluation:
 - i. Social workers critically analyze, monitor, and evaluate interventions.
 - ii. Social workers use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio- psycho-social spiritual conditions.

11. Intern demonstrates skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.
 - a. Social workers demonstrate knowledge about the role of spirituality and religion in social work practice.

- b. Social workers are able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations and communities.
- c. Social workers are attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns.
- d. Social workers understand guidelines for appropriate integration of faith and practice in agency contexts.
- e. Social workers follow guidelines for appropriate integration of faith and practice in agency context.
- f. Social workers assess client spirituality and religious affiliation as a resource and/or challenge as appropriate.
- g. Social workers examine one's own religious, faith, and spiritual frameworks and how they influence one's clinical practice.
- h. Social workers identify the relationship between theoretical perspective and spiritual and/or religious paradigms and practices.

Integrative Field Seminars

Students participating in field internships are enrolled in field seminars (SWKG 576/577/676/677). These classes meet weekly during the academic year for two hours and are taught by Field Faculty who also serves as field liaisons between the social work program and the agency. Seminars meet various days (generally evening sessions) at the Portland Center or Newberg Campus of George Fox University. The overall purpose of the seminars is to assist students in the integration of their agency based fieldwork with the academic coursework. They assist the social work student in developing a professional identity, promote self-awareness and encourage resource sharing and collaborative problem solving.

Students participate in seminars based on an attempt to create a diverse representation of social work experience. Students remain in the same seminar throughout the entire academic year and the Field Faculty is engaged with the students over the course of two semesters.

The interactive field seminar enables students to actively participate and contribute to the development of their peers and their own development as professional social workers. In order for students to be prepared for discussion, required or recommended readings are posted in the syllabus and on FoxTALE, and are connected with the intended topic for each seminar session. Extensive papers and exams are not required. Instead, students are required to prepare presentations and field-based process recordings, and to keep a reflective journal throughout the year.

IV. Roles and Responsibilities of Field Education Personnel

Collaboration in Field Education

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

School of Social Work MSW Field Director

- Serves as an administrator over the MSW field education program.
- Oversees and maintains the MSW field internship program within the School 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 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 Director of the School of Social Work and MSW Program Director to ensure integration of field and classroom theory and practice.
- Designs and updates field education curriculum.
- Evaluates outcomes of field education program.

Field Faculty

- Advises a student in planning for field internship, identifying goals and objectives, and creating the Learning Agreement.
- Monitors student work and development through site visits to the agency each semester (An initial site visit and a final site visit are required. Additional site visits may be made as needed.)
- Consults with Agency Field Instructors to develop supervisory skills and integration of course material.
- Assists agencies and students in problem solving and remediation of any difficulties that may arise.
- Advocates for the student in the agency.
- Assists the Agency Field Instructor and students with evaluation.

- Provides weekly field seminar for students and provides group supervision reinforcing social work values, ethics and professional competencies.
- Assists student integration of course work and theoretical concepts with student experience in the agency.
- Provides relevant information to the MSW Field Director and the field education advisory sub-committee.
- Encourages student development in a manner consistent with the *NASW Code of Ethics*.
- Evaluates student progress in the field and assigns semester field internship course grades.

Field Agency

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

Agency Contact

- Meets with MSW Field Director to explore and plan an agency field experience for interns.
- An agency contact is personnel in the agency who may assist students in their field practicum 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 School of Social Work.

- Works with appropriate agency personnel to complete and return the Affiliation Agreement to George Fox University.
- Identifies and chooses the agency field instructor and agency task supervisor for each school year to work with George Fox University School of Social Work interns.

Agency Field Instructor

Social work field instructors play an important role in the shaping of a student's learning experience, growth, and development as a professional social worker. The social work field instructors are chosen by the agency contact and are designated to the role in collaboration with the 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 experience in area of practice related to student's internship role.
 2. Education:
 - a. Preferred: Holds a MSW degree from an accredited school of social work.
 - b. Accepted: Professionals with a masters degree in a related field such as Psychology, Counseling, Marriage and Family Therapy, Human Development, Education, Master of Divinity, and Criminal Justice.
 - i. In this instance the School of Social Work at George Fox University is required by the CSWE to provide students with a perspective of professional social work. This requirement is met through 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 School of Social Work Field Director to support integration of the social work perspective, theories, practice, values and ethics.
 - iii. A rationale for the exception must be specified on student learning agreement.
- Submits a CV and completes School of Social Work short questionnaire, Agency Field Instructor Survey and returns it to School of Social Work Field Director.
 - 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 15 week term.
 - Contacts the MSW Field Director when changes occur in the field agency that affects the student or field program requirements.
 - Teaches and models specific and general areas of knowledge and skill.

- Provides a stimulus for the student's systematic and reflective thinking about social work theory and practice and serves as a source of feedback and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learning and developing social work intern.
- Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice.
- Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
- Sets clear goals with 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 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 School of Social Work Field Training opportunities if able.

Social Work Student Intern

- 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.
- Is punctual in attendance and professional in dress and demeanor.

- Contacts the Agency Field Instructor as soon as possible when illness or emergency requires absence.
- Collaborates with Agency Field Instructor 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.
- Gives conscientious attention to social work values, ethics, and principles.
- Provides honest reflection of agency experiences and professional and personal growth.
- Provides feedback to the agency and field education program by completing evaluation at end of internship.

V. Agency Field Sites

Process for Development of School/Agency Partnership

Step 1: Initial Contact

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

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

Topics for initial contact discussion:

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

Step 2: Scheduling a Meeting

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

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

Step 3: On-site Meeting

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

The MSW Field Director will share about:

- Environment and structure of the School of Social Work 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
- Internship vision

Other areas discussed:

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

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

Step 4: Affiliation Agreement

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

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

Step 5: Confirmation of Partnership

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

Criteria for Agency Field Sites

Following is a list of criteria for field internship sites:

1. Non-profit status. Private practices are not utilized.
2. Function/mission of the agency
3. Mission and service delivery consistent with social work values.
4. Qualified staff available to provide field instruction
 - a. Field instructors, with some exceptions (see section IV), have an MSW degree, and are experienced in the practice area and services for which they will supervise the student.
5. Available for a welcome luncheon and orientation meeting facilitated by the social work program field faculty.
 - a. Topics covered include field requirements and documentation, social work curriculum and field related academic assignments, reflective journals and process recording.
 - b. If field instructors do not have prior experience in providing MSW field instruction, the social work program will provide training in structuring the placement, training and task assignment, supervision, reflective feedback, and evaluation.

Orientation, Trainings and Supports for Agency Personnel

Field Instructor Training

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

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

The Field Instructor Training will cover the following areas:

- Orientation to the MSW Field Education Program
- Academic Requirement for students
- Collaborative Evaluation of Student Process used for:
 - Learning Agreement
 - Mid-term evaluation
 - Final evaluation
- Seeing and Being Seen: Observation, Feedback, Reflective Practice
- 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) and invitation to join Book Group
- Process of welcoming and orienting student to an agency

The MSW Field Director will offer trainings for Field Instructors in small group or individualized settings focused on developing and supporting the Agency Field Instructors and cover topics including:

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

Book Group for Social Work CEU Credits

The MSW Field Director will make available to all Field Instructors the opportunity to participate in a facilitated monthly Book Group study of the following books related to field instruction and supervision for CEU credits:

Bogo, M. (2010). *Achieving competence in social work through field education*. Toronto, Canada: Toronto Press.

Ortiz-Hendricks, C., Bertrand Finch, J., & Franks, C. (2013). *Learning to teach, teaching to Learn: A guide for social work field education (2nd ed.)*. Alexandria, Virginia: CSWE Press.

Additional relevant book studies will be offered in the future in Ethics and other requested areas.

On-line Resources

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

Field Instructors are provided access to the George Fox University Library resources upon completion of the Library Enrollment Form. This access is renewable yearly.

VI. The Internship Experience

Timeline for Student Internship

Students are responsible to complete internship hours over 15 weeks in Fall term and 15 weeks in Spring term.

Fall Semester:

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

Spring Semester:

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

Foundation Year:

Weeks 2-3	Student Intern and Field Instructor complete Learning Agreement
Weeks 3-4	Field Faculty completes first on-site field visit
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 visit by Field Faculty)
Weeks 14-15	Field Faculty completes final on-site field visit

Advanced Standing/Concentration Year:

Weeks 2-3	Student Intern and Field Instructor complete Learning Agreement
Weeks 2-3	Field Faculty completes first on-site field visit
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 visit by Field Faculty)
Weeks 14-15	Field Faculty completes final on-site field visit

- Weekly logs should be signed by Student Intern and Field Instructor on a weekly basis and submitted on a weekly basis.
- The student should fill out MSW Supervision logs weekly. Supervision logs are then signed by the student and Field Instructor and submitted on a monthly basis.
- Reflective journals are completed weekly and submitted to Field Faculty via FoxTALE. Journals may also be shared with agency field instructor(s) when helpful to supervision.
- Process Recordings and Case Reviews are completed and submitted in accordance with due dates on course syllabi.

Learning Agreement

In order to structure and focus a student intern's learning experience, the student intern and the Field Instructor work together in the first weeks of a student's internship to create a Learning Agreement (Available in MSW Field Paperwork Reference Guide). The Learning Agreement is structured around the 10 areas of competency identified by the CSWE and the 1 area of competency specific to the George Fox University School of Social Work. 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 signed. The student should keep one copy for continual referencing; submit one to the Field Faculty and one to the Field Instructor. The student and Field Instructor are encouraged to utilize the Learning Agreement throughout the internship in order to focus the student's learning experience.

The Learning Agreement is a living document and can be updated throughout the time of the student internship. 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 to reflect the continuing and additional learning goals of that semester.

First Field Faculty Site Visit

A plan is made for the faculty to visit in the first few weeks of the placement to review and establish the learning agreement, support the student's orientation into their agency role and assist as needed. Task supervisors are also encouraged to attend this meeting along with field instructors.

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

Weekly Hour Log

Students are required to complete hard copy weekly hour logs (Available in MSW Field Paperwork Reference Guide) to document their field internship hours. The weekly log should be signed by the Field Instructor during weekly supervision, or by the task supervisor, and then submitted to the Field Faculty during the Weekly Integrative Field Seminar.

Students should retain of a copy of weekly hour logs for their own records. A Field Instructor may request the student to provide copies of these weekly hour logs.

MSW Supervision

Students meet with their 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 procedures. This time should be prioritized and interruptions avoided.

Students are required to submit Weekly Supervision Reports (if required by Field Faculty) and Monthly MSW Supervision Logs (Available in MSW Field Paperwork Reference Guide) with the Field Instructors signature to the Field Faculty on assigned due dates (one time per month).

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

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

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

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

Critique should be given constructively in the manner of on-going feedback and in the amount that the student can assimilate. The focus should be kept on the case material so the student may understand the relevancy of the 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 a student request for input or learning opportunities related to course requirements. Course syllabi can be made available as a resource for field instructors. It is not the responsibility of the field instructor to assist a student in course assignments nor are students to work on course assignments during internship hours.

Process Recordings

Students are required, as an integrative seminar assignment, to complete two process recordings each semester of their internship experience. Students should use the School of Social Work's Process Recording Form (Available in MSW Field Paperwork Reference Guide) 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 George Fox University's FoxTALE system and submit for review, commentary and discussion with their Field Seminar student colleagues and field faculty. Students may also send an emailed copy of their journals to the Field Instructor. Students are required to uphold confidentiality of client information in reflective journals and in discussions with their student colleagues and field faculty.

Mid-Term Evaluation

Midway through each semester, the field instructor and the student engage in a joint assessment of the

student's work and of the supervision process so far. There is a brief two-page mid-term evaluation form to guide this process (Available in MSW Field Paperwork Reference Guide).

The student and field instructor review the learning agreement, create and update selected tasks and note comments on the learning agreement document of progress towards the completion of the identified tasks.

The field instructor and student also complete a Mid-Term Evaluation Cover Sheet (Available in MSW Field Paperwork Reference Guide) and attach it to the mid-term review of the learning agreement. The student then submits the cover sheet and learning agreement with comments to the field faculty.

This evaluation is one of the first steps in ensuring that the student and the field instructor are working in tandem to achieve the learning goals previously identified by both in the Learning Agreement. The mid-term evaluation sets the stage for the end of semester evaluation since learning needs as well as emerging strengths can be noted. This early assessment also allows amendments to be made before the end of semester. Early identification of any problem area gives the field instructor and student the opportunity to devise a plan of action to correct the situation. Even if direct intervention from the field faculty is not needed at this time, the field instructor should alert the faculty to any serious problems that have been discussed. At this time, areas of concern may be addressed in a Remediation Plan (Appendix I), designed to specify a plan for necessary improvement in competency areas (see Page 41 for further explanation).

A copy of the mid-semester evaluation is signed and submitted to the student's field faculty.

Observation of Student Intern by 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.

Semester Evaluation

Field Evaluation forms (Available in MSW Field Paperwork Reference Guide) may be completed hard copy or digitally at the culmination of each semester- fall and spring. The field instructor and student 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 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 'advanced 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. Students are expected by the end of the spring semester of the advanced standing internship or the concentration year internship to be evaluated as competent in all 11 areas of competency. In addition to Practice Behaviors (PBs), Advanced Practice Behaviors- Direct Practice (APB-DP) must be evaluated for students within the Direct Practice Concentration and Advanced Practice Behaviors- Community Practice (APB-CP)s for students within the Community Practice Concentration. A site visit is made by the field faculty to discuss the evaluation. Original signed copies of Field Evaluations are kept in the student academic file in the social work administrative office.

Once the student and field instructor complete the Final Evaluation, it is reviewed during the final site visit and submitted with signatures to the field faculty.

Student Evaluation of Field Education Program

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

Field Instructor Evaluation of the Field Education Program

At the end of each internship year the field instructor will complete an evaluation of the School of Social Work MSW Field Program (Available in MSW Field Paperwork Reference Guide). This evaluation feedback is submitted to the Field Director and will be used to inform procedures, policy and curriculum and to strengthen the MSW Field Program.

Final Site Visit

At the end of each semester the field faculty will conduct an on-site visit. The student and field instructor both are required to be present at the final field visit.

During this time the field faculty meets with the student and field instructor to review the student's progress towards learning goals, the observation of the student, and the final evaluation. The student and the field faculty are given time to reflect and share about the experience and internship. 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 these areas should be addressed in an updated Learning Agreement to guide the second semester. During this visit the student, field faculty, and field instructor sign the final evaluation.

** The MSW Field Reference Guide can be found on the George Fox University School of Social Work website. **

VII. Evaluation and Feedback Process

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

Throughout the course of the semester reflective feedback and evaluation are an ongoing activity within the internship. Written evaluations consist of: Mid-term evaluation, observation of student intern by field instructor or task supervisor, final semester evaluation, program evaluations, and final site visit as described on pages 33 – 35 of this manual. The program emphasizes the importance of evaluation and feedback to inform the field internship and field program.

Assignment of Field Internship Grades

Field Internship (SWKG 576, 577, 676, 677) is a semester long course and is assigned a letter grade by the field faculty who has served as the student's seminar instructor and field faculty. A total of 50% of the grade is based on successful completion of the agency-based field internship, 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. Any event disruptive to the field internship prior to completion of the semester will result either in an extension of the placement or withdrawal from the field course for that year, with the expectation that the field seminar course the student is enrolled in (SWKG 576, 577, 676, or 677) will be repeated in its entirety the following year. Examples of such events that disrupt the flow of fieldwork include, but are not limited to, pregnancy, illness, and personal difficulties.

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

VII. Field Education Policies and Procedures

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 Student Field Readiness and Professional Behavior Expectations, Appendix H, in this manual for further detail in this area.)
2. The student completes Student Field Application (Appendix A). 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 Field Application is reviewed and approved by the Field Director.
4. The student completes the Rubric for Student Self-assessment of Professional Development (Appendix D).

Field Internship at Place of Employment

Students may be able, if desired, to meet their field internship requirement through the social service agency where they are employed. Students interested in this option indicate this preference on the field 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 field internship site for graduate social work students.

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

- Students must have been employed by the agency for at least six months prior to the start date of field internship.
- Students must have a learning experience new and different from their work responsibilities for the hours spent in their field internship.
- The 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 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.

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

Field Internship Outside of the Greater Portland Area

Students may choose to request a field 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 distance and who desire to have an internship near home. A field placement is considered local if it is within 50 miles of the George Fox Portland Campus. A Request for Distant Placement form (Appendix F), 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* (Appendix G) 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 School of Social Work reserves the right to deny permission for a student to intern at an agency where issues of dual roles or other conflicts may be problematic. This may include not allowing students to enter an internship agreement where they or a close family member or friend currently or has previously received services, or where a close family member or friend is employed. Large agency settings with multiple programs may be considered appropriate on a case-by-case basis.

Hours, Holidays, Absences

Foundation year internships require a minimum of 480 hours (240 for each semester) and Advanced-Standing/Concentration year internships require a minimum of 600 hours (300 per semester). Every week students are expected to be present at their field placement for 16 hours (foundation year) or 20 hours (advanced standing/concentration year) and for the full 15 (Fall)/14 (Spring) weeks of each term. Lunch hour is not included in the computation of internship hours. Hours are to be tracked, signed and submitted to field faculty on a weekly basis.

In the concentration year, two hours per week **can** be off-site engaged in research, preparation for client work or on-line documentation entry. Two hours per week are credited as well by attendance at the integrative seminar on campus. These activities must be listed on the weekly log and appear in the learning agreement.

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

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

Guidelines for Personal Safety

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

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

In the event of an emergency during the placement the field instructor should be notified as well as the field faculty. The MSW Field Director should be notified if the field faculty is unavailable.

Student Travel for Field Internship

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

Student Identification

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

Statement of Nondiscrimination

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

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

Professional Conduct

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

1. Maintain an acceptable total GPA of 3.0 within the Master of Social Work Program.
2. Demonstrate honesty and integrity by
 - a. Being truthful about background, experiences, and qualification

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

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

Confidentiality

Students are required to follow the standards and guidelines within the NASW Code of Ethics (Appendix G) 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 agency/internship. Students should review and sign any agency confidentiality form(s) during their orientation to the agency/internship.

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 internship placement, role, responsibilities, colleagues, or clients. Confidentiality of the 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 field internship during each semester. Agencies and George Fox University both sign an Affiliation Agreement to this affect.

Transfer of Credits and Life Experience

Transfer of Credits

The Director of the School of Social Work (SSW) may approve up to 15 hours of course work for inclusion into the MSW standard two-year degree requirements or up to 9 hours of course work in the advanced standing program. Students may only transfer a maximum of 15 semester credits for the 2-year program or 9 semester credits for the advanced standing program in order to preserve the integrity of his/her education at the degree granting institution; field practicum credits will not be transferred.

The Director, in consultation with MSW faculty, will make decisions about acceptance of transfer of credit.

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

The courses were taken in a graduate program accredited by the Council on Social work Education.

A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.

Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

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

Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation.

The work must have been done while the student was enrolled in good standing as a graduate student.

The work must have been done within five years prior to the award of the master's degree from George Fox University.

The school from which the credits are transferred must be accredited by a regional accreditation agency.

No earned grade for transfer credit is less than a —B.

None of the transfer coursework consists of extension or workshop courses.

Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

A student may not use a course from a previous degree to count in their MSW degree completion. This

is also in accordance to the University's policy on credit for transfer graduate work.

For matriculating students who wish to transfer credit from an accredited graduate program that is not social work, the MSW program has a written policy stipulating the transfer of such credits as follows.

Students who seek to transfer credits from another graduate program must make the request and present relevant syllabi and transcripts at least six (6) weeks prior to the beginning of the first semester of matriculation.

The work must have been done while the student was enrolled in good standing as a graduate student.

The work must have been done within five years prior to the award of the master's degree from George Fox University.

The school from which the credits are transferred must be accredited by a regional accreditation agency.

No earned grade for transfer is less than a —B.

None of the transfer coursework consists of extension or workshop courses.

Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

Students may only transfer a maximum of six (6) semester units, or two (2) courses to replace one (1) elective course and/or one (1) research course.

Life Experience Course Credit

The Social Work Program does not grant credit for either life or work experience in lieu of any required social work courses or the internship. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case - by - case basis by the Registrar and Social Work Program 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 field placement are clients of the agency, and not the student. Students must terminate appropriately with all clients at the end of the year's field placement.

Disruptions to Placements Based on Agency Challenges

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

Reasons for change of placement may include, but are not limited to, problems with the site's ability to provide a sound educational environment, problems with the student's progress within the learning environment, or the conduct-related termination of a student from the field placement that does not involve serious violations in agency policy or Code of Ethics.

In the event of a student continuing in the field internship course, a solution will be sought that supports

the appropriate learning context for the student. A student will receive a to-date evaluation and be able to apply the accrued hours to a new placement setting.

Field Incidents or Concerns

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

Internship Remediation Plan

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

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

The goals for change and development in professional behavior and skill should be written in a measurable and time specific format. The Remediation Plan should be signed by the student, the field instructor, field faculty, and MSW Field Director. The original copy should be submitted to the field director by the field faculty. The student, field instructor, and field faculty should retain copies of the plan.

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

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

1. The George Fox University Policy on Academic Honesty

It is assumed 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 field internships. 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 Office of Academic Affairs handles academic dishonesty issues in conjunction with the Office of Student Life.

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

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

1. The student shall not destroy or conceal library holdings or other resources needed by others.
2. The student shall not misrepresent himself/herself professionally (e.g. events surrounding an incident involving professional conduct or fabrication of client data pertaining to course or internship assignments).
3. The student shall not misrepresent his/her professional qualifications, education, experience, or affiliations.
4. The student shall not engage in the practice of social work while under the influence of drugs, alcohol, or other chemicals.
5. The student shall not commit breaches of professional confidentiality.
6. The student shall not verbally, physically, or sexually harass, threaten, stalk, etc. patients/clients, colleagues, or supervisors.
7. The student shall not exploit professional relationships for personal gain.
8. The student shall not engage in any form of discrimination on the basis of political affiliation, race, color, gender, sexual orientation, age, religion, national origin, or physical/mental handicap.
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 Social Work Program office.

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

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

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

Consistent with the National Association of Social Work's *Code of Ethics* (2008), it is strongly recommended that informal resolution be the first step in resolving a conflict or concern with a student. When concerns arise, the complainant should contact the student in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint process.

Complaints may be made against students for the following reasons:

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

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

Complaints against students will be handled in the following manner:

1. Complaints against a student must be written, signed, dated and sent to the Social Work Program Director, with a copy sent to the Social Work Program MSW Field Director.
2. The Social Work Program Director sends the written complaint to the Social Work Program committee within five working days of receipt of the complaint.
3. The Committee Chair notifies the student that a complaint(s) has been made within two working days of the complaint from the Social Work Program Director.
4. The Social Work Program Committee gathers necessary information from faculty, concerned students, Agency Field Instructors, Agency Coordinators, or the client.
5. The Social Work Program Committee provides the student with written documentation of the specific complaint(s) and concerns of the Committee within 20 working days of receipt of complaint from the Social Work Program Director.
6. The Social Work Program Committee interviews the student to obtain additional information and his/her response to the allegations within 10 working days of written notification to the student of specific complaints(s). The student may offer the Committee names of persons who may provide information on behalf of the student. This is not a litigious process, and attorneys should not be involved at this level.
7. The Social Work Program Committee recommends a decision to the Social Work Program faculty within ten working days of the student interview. Possible recommendations include:
 - a. Dismiss complaint
 - b. Letter of reprimand
 - c. Remedial actions without probation. The student must submit documentation of satisfaction 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 Social Work Program.
8. The Social Work Program faculty decides on the committee recommendation and notifies the student in writing within three working days.
9. The Social Work Program Director notifies the MSW Field Director, the Agency Field Instructor, Agency Coordinator, and Academic Affairs of the faculty decision.
10. Students who are dismissed from the Social Work Program may not continue in the Field Practicum and lose credit for the current semester. In addition, they cannot reapply to the Social Work 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 Social Work Program Director within ten working days of receipt of the faculty decision. Copies of the appeal are sent to the Social Work MSW Field Director and the Dean of the School of Behavioral and Health Sciences.
2. The chair appoints an ad hoc committee composed of three faculty members, at least one of which must be from the Social Work 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, Social Work Program Director, Social Work MSW Field Director, the Agency Field Instructor, Agency Contact, the student's GFU Field Faculty, and the Dean of the School of Behavioral and Health Sciences. The decision of the ad hoc appeal committee is final.

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

George Fox University guidelines for faculty response to academic integrity issues: (These policies can be found in the Office of Academic Affairs)

In order to bring order and consistency to dealing with academic integrity issues, the following guidelines for administering penalties and processing appeals were developed. 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 your school dean if you have questions about how a case should be handled.

The Office of Academic Affairs monitors academic offenses in conjunction with Student Life and in cases where students are violating standards in two or more classes, additional penalties may be warranted.

6. Procedures for Appealing an Academic Disciplinary Action

1. Student meets with faculty member to discuss rationale for reversing the disciplinary action. The student wishing to appeal a disciplinary action must meet with the faculty member within the first three (3) academic weeks, excluding May term, following the imposed disciplinary action. After meeting with the faculty member, the student may elect to pursue the appeal.
2. Student sends written appeal to the Academic Affairs Office. Students wishing to pursue an appeal must do so within five (5) working days of meeting with the faculty member.
3. Academic dean discusses appeal with the faculty member and student. The decision from the academic dean will be rendered in writing to the faculty member and student.

4. The academic dean's decision may be appealed to the Academic Appeals Board. To request a hearing, the student or faculty member must submit a written appeal to the Academic Appeals Board within two (2) working days after receipt of written decision from the academic dean.
5. Academic Appeals Board decides whether or not to hear the appeal. If the Board meets to consider the appeal, then the decision is submitted in writing to the Vice President of Academic Affairs, faculty member, academic dean, and the student.

The decision of the Academic Appeals Board is final.

7. *Student Complaints Against Social Work 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 the College of Behavioral and Health Sciences with a copy sent to the Social Work Program Director.

Appendix A-I

- A. Student Field Application
- B. Agency application to provide internship
- C. Affiliation Agreement
- D. Rubric for Student-Self Assessment of Professional Development
- E. Internship at Place of Employment Agreement Form
- F. Request for Distant Internship Placement
- G. NASW Code of Ethics
- H. Professional Expectations for Social Work Students
- I. Internship Remediation Plan

Appendix A. Student Field Application

Student Field Application

George Fox University School of Social Work

Name: _____ Date: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell: _____

Email: _____

MSW Program Status: _____ Two-year _____ Advanced Standing

Area of Concentration: _____ Direct Practice _____ Community Practice

Please attach a **resumé** that reflects career goals, educational background, and a summary of your volunteer and work experience. This application and your resume will be sent to prospective field agencies.

Please thoughtfully respond to the questions:

What are your current areas of professional interest?

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

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

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

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

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

Do you have reliable access to an automobile? Yes No

Do you have automobile insurance? Yes No

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

If you live more than 50 miles outside of the Portland area, would you prefer a field placement that is near your home?

Yes No

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

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

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

Yes No If yes, please explain:

Do you wish to discuss the option of a field internship at your current place of employment? Yes No

For Advanced standing and transfer students only:

Please provide the Agency Name, Location, and Name of Supervisor (this also should appear on your resume) of your previous field internship(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?

Important: Please attach copies of your final field evaluation(s) from your BSW internship).

For All students applying for a Field Practicum

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

Student Signature _____ Date _____

Release of Information Form

George Fox University School of Social Work

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

Student Signature: _____ Date: _____

Witness: _____ Date: _____

Student Agreement Contract

George Fox University School of Social Work

Personal Safety

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

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

Confidentiality Agreement

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

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

- D. I will notify the field supervisor of any previous relationship with a client, such as a friend, relative, or fellow George Fox University student. I will never read such files.
- E. I will keep all client information and sensitive program data confidential during and after the field placement and during and after my Social Work Field Education experience at George Fox University.

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

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

Social Work Code of Ethics

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

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

Name (Printed): _____

Signature: _____ Date: _____

*Appendix B. Agency Application to Provide Internship***AGENCY APPLICATION TO PROVIDE FIELD INTERNSHIP****George Fox University School of Social Work**

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

Agency Information:

Agency Address _____

Phone _____ Agency Website _____

How many interns will be appropriate to your agency setting?

___ MSW Students ___ BSW Students

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

___ No Preference

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

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

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

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

Check the population(s) your agency serves:

 Infants/Children Adolescents Adults Seniors Community

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

Micro- Level Services

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

Macro- Level Services

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

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

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

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

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

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

If so, when are these offered? _____

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

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

Field Instructor Information:

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

Your name _____ Title _____

Phone _____ Email _____

Do you have a MSW degree? Yes No

Do you have Professional Licensure? State _____

LCSW LMSW LPC

LMFT Other _____

Other professional certifications:

Have you attended training(s) to provide field supervision for social work students in MSW programs? Yes No

If yes, where/when? _____

Have you supervised MSW student interns? Yes No

If yes, when and from what programs? _____

Have you supervised BSW student interns? Yes No

If yes, when and from what programs? _____

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

Yes No

Please use this space to communicate any additional information.

If you have any questions, please contact:

Sik Yin Chan, MSW, LCSW

MSW Field Director

George Fox University School of Social Work

Phone: 503-554-6077 Email: schan@georgefox.edu

Appendix C. Affiliation Agreement

STUDENT AFFILIATION AGREEMENT

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

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

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

1. **Responsibilities of the School**

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

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

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

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

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

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

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

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

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

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

2. Responsibilities of the Agency

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

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

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

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

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

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

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

3. Terms and Conditions.

A. Insurance:

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

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

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

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

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

and the Agency shall be responsible for providing insurance coverage for such students' activities as an employee.

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

4. Indemnity.

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

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

5. **FERPA Re-Disclosure**

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

6. **Term and Termination.**

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

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

7. **Nondiscrimination.**

Agency and School agree that neither will 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 97312
Attn: COO

To Agency: _____

Attention: _____

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

GEORGE FOX UNIVERSITY

Agency Name

By: _____
Theodore E. Allen

By: _____
Print Name

Its: Chief Operating Officer

Its: _(Title)_____

Date: _____

Date: _____

**ATTACHMENT A
TO STUDENT AFFILIATION**

AGREEMENT Confidentiality

Understanding

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

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

Student’s Signature

Date

Student’s Name (Print)

Witness (Signature)

Date

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

Rubric for Assessing Professional Development

George Fox University School of Social Work

Student Name: _____ Date: _____

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
Attendance: Attend classes and meetings.	I have missed 20% or more of total class time in one or more of my classes.	I have missed class for reasons that are not necessarily rare or unusual but rather for my own convenience.	I attend all of my classes except in rare or unusual circumstances.	I attend all of my classes.	
Punctuality: Be punctual and engaged	I have been late to class or left early from class three or more times any given semester.	I have occasionally been late to class or left early from class but no more than twice per semester.	I am on time and stay until the end for all of my classes except in rare or unusual circumstances.	I am always on time and stay until all of my classes end.	
Manage communications and contacts.	I don't usually contact the instructor to inform her/him of my tardiness to or absence from class and therefore, provide no rationale.	I contact the classroom instructor or Field Instructor to inform her/him of my tardiness/absence, but I do it after my presence was expected.	I contact the instructor prior to the beginning of class (or Field) to inform him/her of tardiness or absence except in emergencies and then I contact the instructor immediately thereafter.	I always contact my instructor prior to the beginning of class (or Field) to inform her/him of anticipated tardiness, illness, etc.	
Demonstrate respect and support in relationships.	I am frequently disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am occasionally disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am usually respectful and supportive to classmates, staff, faculty, and clients.	I am always respectful and supportive to classmates, staff, faculty and clients.	
Demonstrate self-awareness.	I rarely show self-awareness about the impact of my verbal and non-verbal communications.	I only occasionally show self-awareness about the impact of my verbal and non-verbal communications.	I almost always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	I always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
Demonstrate awareness and responsiveness to diversity.	My classroom interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions always reflect an appreciation of diverse opinions, experiences, and/or people.	
Demonstrate collegiality and collaborative interactions.	I have not demonstrated collaborative skills in my work with others, and my relationships with my classmates have been affected by this.	I am reluctant to collaborate with others and struggle with maintaining positive relationships.	I almost always work collaboratively with all team members while relating easily and positively with others.	I always work collaboratively with all team members, while relating easily and positively with others.	
Strive for a high level of Oral Expression.	I consistently get feedback from instructors that my oral expression is unprofessional.	My professional oral expression is challenging for others to understand. It may contain grammatical errors or slang words or it may be poorly organized.	I am usually articulate and professional in my oral expression.	I am always articulate and professional in my oral expression.	
Strive for a high level of Written Expression.	I consistently get feedback from instructors that my written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.	My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.	I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required.	I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
Demonstrate Self-Initiative, Reliability and Dependability.	I rarely take initiative to plan my work and complete it in a timely manner. I rarely get the reading done or leave enough time to turn in my best work.	I only occasionally take initiative to plan my work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and print written assignments.	I almost always take initiative to plan my work and complete it in a timely manner.	I always take initiative to plan my work and complete it in a timely manner.	
Demonstrate evidence of motivation to improve one's self. Responds to suggestions and feedback.	I have not demonstrated that I am receptive to suggestions and feedback from others, and, therefore, make no effort to adjust my performance accordingly.	I am usually receptive to suggestions and feedback but I often don't adjust my performance accordingly.	I am almost always receptive to suggestions and feedback and adjust my performance accordingly.	I am always receptive to suggestions and feedback from others, and I adjust my performance accordingly.	
Show respect and use the NASW Code of Ethics (especially confidentiality).	I am unaware of the NASW Code of Ethics.	My knowledge of the NASW Code of Ethics is not evident in my thinking or my behavior.	I respect the NASW Code of Ethics which is evident in both my thinking and behavior.	I consistently demonstrate leadership with my colleagues in discussions of ethical issues.	
Professional Attire: Demonstrate respect for the professional environment through style of dress.	I don't see the connection between my style of dress and the professional impression I communicate. I rarely come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I am unclear about the connection between my style of dress and the professional impression I communicate. I occasionally come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I understand the connection between my style of dress and the professional impression I communicate. I usually come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity. For example, my clothing could be described as clean, neat and modest. I choose not to wear hats or sunglasses indoors.	I understand and can explain the connection between my style of dress and the professional impression I communicate. I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
Appropriate use of technology	I don't see the connection between my use of technology while involved in classroom or community assignments and my professional social work identity, and therefore I frequently engage in personal communications via social media, etc while involved in social work program activities	I am unclear about the connection between my use of technology for personal reasons and my professional social work identity, and I occasionally use technology/social media for personal reasons while involved in social work classes or community assignments.	I understand the importance of the appropriate use of technology/social media as it may impact the development of my professional social work identity. Generally I do not engage in personal communications during social work classes or community activities, unless absolutely necessary	I understand and can articulate the connection between the role of technology/social media and my professional social work identity. During class or community activities I always demonstrate leadership with my peers by refraining from unprofessional use of technology.	
Use Departmental communications.	I never check my WSU designated e- mail account (the one the Department has on record), and therefore I am unresponsive to the contents of these communications.	I rarely check my WSU designated e-mail account (the one the Department has on record), and my response to the contents of these communications is therefore delayed or non-existent.	I consistently check my WSU designated e-mail account (the one the Department has on record). I consistently respond in a timely manner.	I consistently demonstrate leadership with my colleagues with regard to e-mail and other methods of communication.	
				TOTAL	

*Appendix E: Internship at Place of Employment Agreement Form***APPLICATION FOR FIELD PLACEMENT AT PLACE OF EMPLOYMENT****GEORGE FOX UNIVERSITY SCHOOL OF SOCIAL WORK**

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

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

Student _____ Email _____
Phone _____

Agency _____ Email _____
Phone _____

Field Instructor _____ Email _____
Phone _____

Supervisor for Employment _____ Email _____
Phone _____

A. Job Title and description of Job-Related Duties/Responsibilities

Weekly schedule for Employment

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

B. Description of Social Work Field Internship Responsibilities/Tasks

Weekly schedule for Field Internship

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

C. Signatures

Student _____**Agency Field Instructor** _____**Agency Director** _____**Field Faculty** _____**MSW Field Director** _____

Appendix F: Request for Distant Internship Placement**Request for Distant Placement****George Fox University School of Social Work**

Student Name _____ Date _____

Student Phone Number: _____

Student E-mail: _____

Student Address:

Reason for request of distant placement:

Preferred State of Placement: _____

Preferred County of Placement: _____

Preferred City of Placement: _____

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

Student Signature: _____ Date: _____

Please submit form to Sik Yin Chan, MSW Field Director at schan@georgefox.edu**Appendix G: Code of Ethics Website Address**

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

Overview

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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

(Retrieved June 10, 2015.)

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

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

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

*Appendix H: Professional Expectations for Social Work Students***Professional Expectations for Social Work Students****George Fox University School of Social Work**

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

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

Signature of Student: _____ Date: _____

Print Name: _____

Appendix I: Internship Remediation Plan**Internship Remediation Plan****George Fox University School of Social Work**

Instructions:

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

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

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

Student Performance Report:

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

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

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

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

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

Remediation Plan:

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

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

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

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

Behaviors to be Demonstrated to Exhibit Improvement:	Identified Competency Needing Improvement:

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

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

Field Instructor Signature: _____ Date: _____

Field Instructor Printed Name: _____

Field Faculty Signature: _____ Date: _____

Field Faculty Printed Name: _____

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

Student Signature: _____ Date: _____

Student Printed Name: _____

