



GEORGE FOX

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

¹ Available at the GFUCSW website: georgefox.edu/socialwork/bsw

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The mission of the George Fox University College of Social Work focuses on educating students to promote human well-being, human rights and social justice. The School's commitment to excellence in education and scholarship is built upon professional social work values, the Quaker educational tradition and its emphasis on social justice, and the Christian gospel message of loving God and our neighbor. The School prepares competent social work professionals and instills in students a strong ethical approach

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, F

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

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

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

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

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

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

The purpose of the Field Education Curriculum is to graduate generalist social work practitioners who have studied, critically reflected, learned and practiced in both academic and agency-based field settings, and who demonstrate a generalist level of competence as described through the Core Competencies of EPAS 2022. While we recognize individual students differ in terms of work and life experience, educational background, vocational interests, learning styles, and pace of development; and that social work practice is varied across practice settings and service populations, nevertheless there is a

work.

Provide students with a generalist view of social work in agency- based practice in micro, me

- e. All students sign up for a one-on-one meeting with the BSW Field Director to discuss students' past experiences, areas of interest, transportation, strengths and areas for focused growth, and possible internship options.
 - f. Students receive instruction on how to set up and utilize their Tevera account for their field placement process.
3. Students review agency information through agency information documents within Tevera, visiting agency websites, and talking with current social work students who are interning at agencies students are interested in.
 4. Students schedule a meeting with the BSW Field Director to review student choices, discuss areas of student's interests, strengths, and areas for growth and development. During this meeting students will review options that will be a good fit for interviewing at Field Fair.
 5. Students will schedule a meeting or attend a Resume Workshop with the IDEA center to review their resume and prepare it for professional interviews.
 6. Students will submit their top 3 choices on Tevera by assigned date
 7. BSW Field Director works to create a schedule for Field Fair. Students will interview with 3 agencies attending Field Fair. BSW Field Director, with the assistance of the Administrative Assistant will inform students of scheduled interviews via email.
 8. Students will prepare for interviews with assigned agencies by gaining more information about the agency and developing 3-4 questions per interview for the agency representative.
 9. Students will attend Field Fair and complete 3 interviews as scheduled. During interviews students will learn about the internship placement, and discuss its suitability for the student.
 - a. Agency will also learn about the student's goals, previous experiences and qualifications to determine a goodness of fit.
 - b. Students should form a solid understanding of the agency's expectations and requirements such as

Timeline of Student Placements

February	Application to BSW Program
February	Transfer student application to BSW Program
January	Field Education Application
February	Internship Orientation Meetings for students
February	Individual student meetings with BSW Director
February/March	First interview with agency
March	Students schedule on-site or virtual BSW Field Experience for the date and time
March	Post-Interview Feedback form on Tevea
March/April	For virtual secondary interview to be placed
April	Final Internship Placement Call is held

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

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

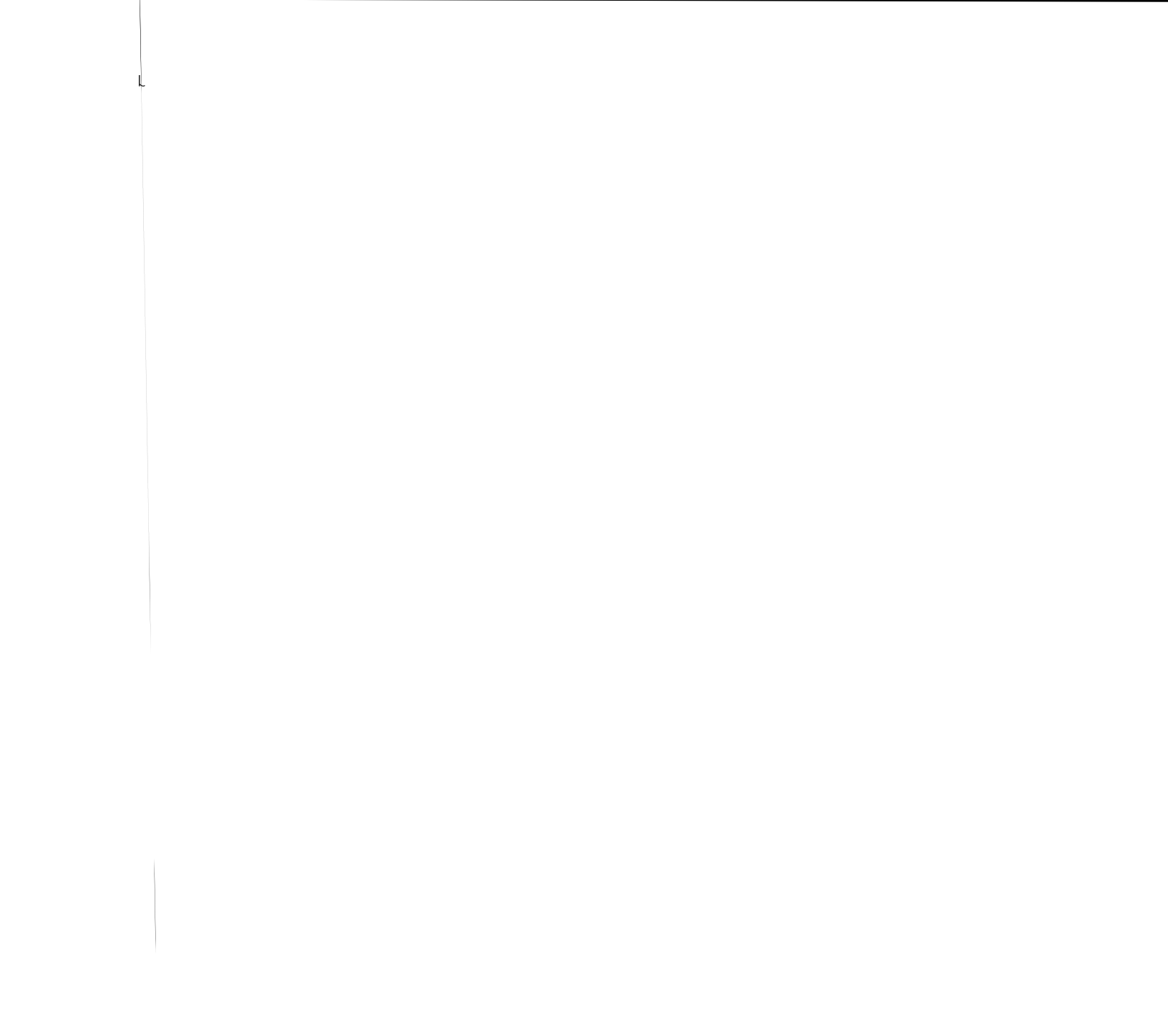
With the understanding that each internship placement and relationship between the student and
agency personnel are unique, it is the goal of the BSW program to provide these universal experiences
for students while they serve as interns at their assigned agencies. The College of Social Work Field
Faculty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

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Educational Policy and Accreditation Standards (EPAS). These competencies and performance descriptors form the scaffolding for the internship plan (Learning Agreement) and intern assessment (Semester Evaluation).

The outline for the Learning Agreement, Mid-Semester Evaluation and Semester Evaluation is presented in the students' electronic database system, Tevera. These instruments will be used to develop a Learning Agreement for each internship placement and will be used as the final evaluation for each semester of internship.

By identifying specific activities (based on agency services, internship roles and responsibilities, clientele served, training opportunities, etc.) to be carried out by the intern in relation to the different performance descriptors for each competency, the student will demonstrate knowledge, values, and skills in each area of competency. Students will demonstrate their agency's responsibilities, etc.



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

Social workers:

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

Competency 5: Engage in

Social workers understand that ev

field liaisons between the social work program and the agency. Seminars meet on Tuesdays or Thursday at

- Assists the Field Faculty, Agency Field Instructors, and students in meeting the educational objectives of the BSW field curriculum.
 - Identifies, develops, and evaluates appropriate BSW field practicum sites.
 - Develops and monitors placement forms (i.e. agency agreements, student learning agreements, student and agency evaluations).
 - Oversees Field Faculty and Agency Field Instructors.
 - Monitors Field Faculty qualifications, credentials, and training.
 - Provides appropriate training and supervision of Agency Field Instructors.
 - Collaborates with the Program Director to ensure integration of field and classroom theory and practice.
 - Designs and updates field education curriculum.
 - Evaluates outcomes of field education program.
 - Plans, prepares for, and hosts BSW Field Fair.
-
- Advises a student in planning for a field internship, identifying goals and objectives and creating the learning agreement.
 - Direct monitoring of student work and development through site visits to the agency each semester (An initial site visit, mid-year site visit, and a final site visit are required. Additional site visits may be made as needed).
 - Consults with Agency Field Instructors to develop supervisory skills and integration of course material.
 - Assists agencies and students in problem solving and mediation of any difficulties that may arise.
 - Advocates for the student in the agency.
 - Assists the Agency Field Instructor and students with evaluation.
 - Provides weekly field seminars for students and provides group supervision reinforcing social work values, ethics and professional competencies.
 - Assists student integration of course work and theoretical concepts with student experience in the agency.
 - Provides relevant information to the BSW Field Director.
 - Encourages student development in a manner consistent with the NASW Code of Ethics.
 - Evaluates student progress in the field and assigns semester supervisor.

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- Communicates regularly with Agency Task Supervisors and BSW/MSW Supervisor (if applicable) regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Attends College of Social Work Field Training opportunities if able.

- Identified by Agency Field Instructor to train and supervise student interns in individual and specific tasks and areas of learning and development. These should be specific to the task supervisor's role and responsibility at the agency.
- Collaborates with student and agency field instructors to complete Mid-Term Evaluation and Final Evaluation.
- Collaborates with the agency field instructor to receive and incorporate feedback based on observation and experience with students.
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- Sets clear goals with student and provides a systematic program of learning related to the student's individual learning
- Provides feedback to student on the student's work in the assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction, and discussion of supervised and observed tasks, projects, or assignments as identified on the student's Learning Agreement.
- Provides supportive supervision to the student intern in learning through tasks, projects, or assignments as identified on the student's Learning Agreement.
- Communicates regularly with the Field Instructor regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Attends College of Social Work Field Practicum opportunities if able.

- Fulfills agency responsibilities as outlined in the Learning Agreement.
- Reads and reviews the student's Learning Agreement and provides feedback to the student.

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possible placements.

Topics for initial contact discussion:

- Agency mission and programs

- Availability of an Agency Field Instructor

- Agency pre-field requirements, trainings, qualification of applicants, opportunities and expectations

- College of Social Va

Professional development opportunities for Field Instructors, Social Work CEU's and library access.

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

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

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

The Field Instructor Training will cover the following areas:

Orientation to the BSW Field Education Program

Academic Requirement for students

Collaborative Evaluation of Student Process used for:

- o Learning Agreement
- o Mid-term evaluation
- o Final evaluation

Seeing and Being Seen: Observation, Feedback, Reflective Practice

BSW Supervision requirements and supportive resources

Overview of program paperwork, interactive journal format, and process recording

Review of relevant syllabus

Resource list for Field Instructors (books and articles)

Process of orienting student to an agency

Training for electronic database system, Tevera, for use in field paperwork process

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

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

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

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

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

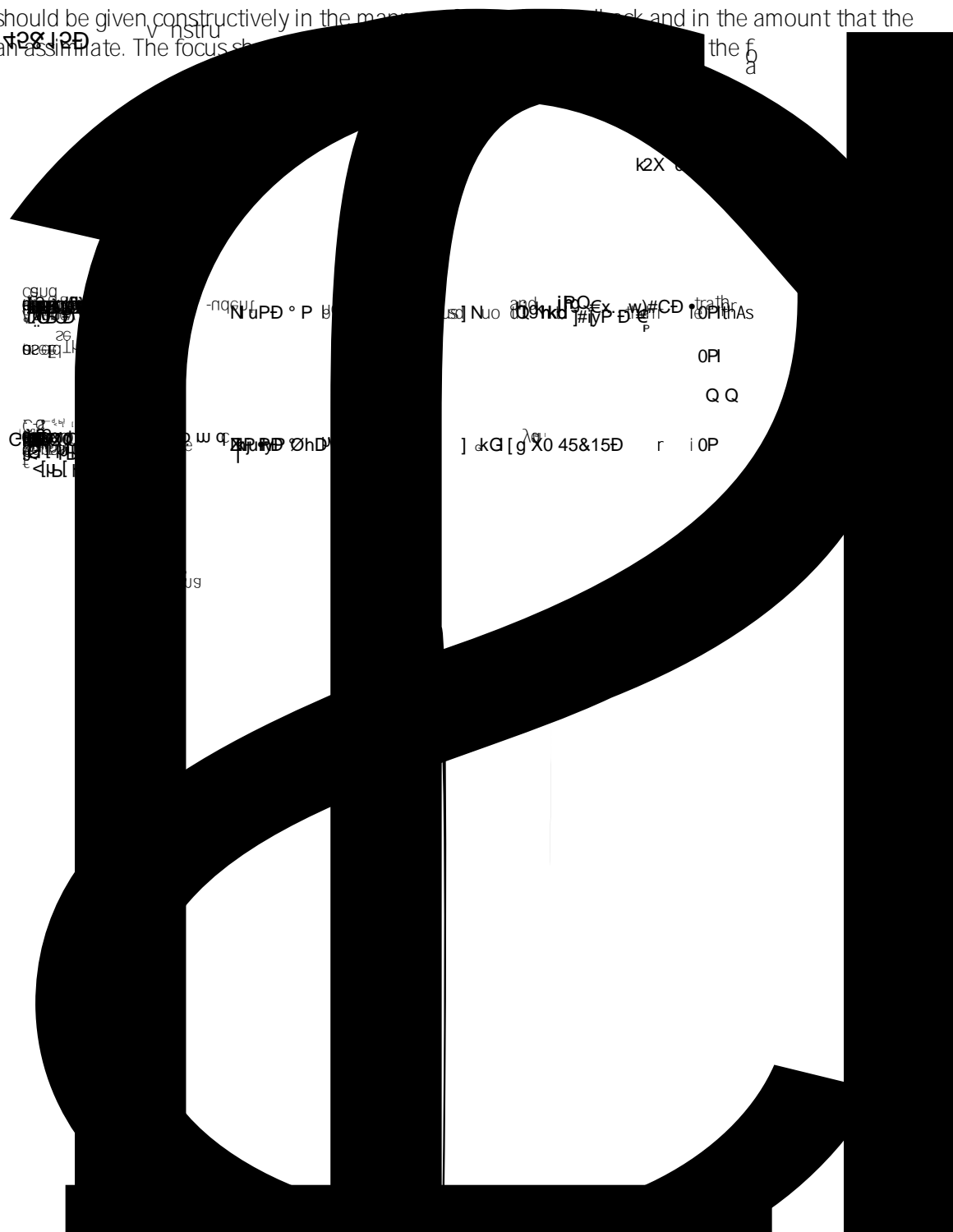
Weeks 1-3	Complete Learning Agreement (student and agency field instructor).
Weeks 2-3	Initial on-site field visit (field faculty, student and AFI)
Weeks 7-8	Student and AFI complete Mid-Term Evaluation.
Weeks 14-15	Student and AFI complete

identified areas

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

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

Criticism should be given constructively in the manner, timing, and in the amount that the student can assimilate. The focus should be on the behavior and not the person.



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Students complete weekly reflective journals in Tevera and submit for review, commentary and discussion from their Field Faculty. Students may also send an emailed copy of their journals to the Agency Field Instructor. Students are required to uphold confidentiality of client information in reflective journals and in discussions with

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At the end of each internship year a student
complete an evaluation of the first agency (Appendix
M) and the student's experience within the
feedback to the agency and inform future students.
Students are encouraged to share the evaluation
discussion around the student's experience

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M) and the student's experience within the
feedback to the agency and inform future students.
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discussion around the student's experience

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future students

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assignments and monitoring the student's work. The end of semester evaluations assess the student's performance on ten core competencies, thresholds for professional practice, established by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) (Competencies 1-9) and the George Fox University College of Social Work (added competency 10).

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

Field Internship (SWRK 476, 477) is a semester-long course and is assigned a

SWRK 476 Field Practicum I

SWRK 391 Practice I

SWRK 392 Practice II

SWRK 475 Field Practicum I

SWRK 477 Field Practicum I

SWRK 476 Field Practicum II

- 4) Demonstrate appropriate interpersonal skills and interpersonal adjustment.
- 5) Read and give a written commitment to the _____ of the National Association of Social Workers. Copies are available for purchase in the George Fox University bookstore or may be read online at www.naswdc.org.
- 6) Complete the social work field practicum admission application. The BSW Field Director will review all applications.
- 7) Applicants not meeting the minimum requirements and qualifications of the social work field practicum may request to appear before the field practicum selection committee. This request should be included in the letter accompan _____ field _____ req

National or local events such as communicable diseases, natural disas

1. Maintain grades of C or above within the Bachelor of Social Work Program.
2. Demonstrate honesty and integrity by
 - a. Being truthful about background, experiences, and qualification
 - b. Completing one's own w

relationships, informed consent, and private conduct of the social worker. The distinction between personal and professional self is paramount to professionalism in the social work v

each semester. Agencies and George Fox University both sign an Affiliation Agreement (Appendix E) to this effect.

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

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

This process is designed to resolve complaints against students, facilitate students' professional growth, and help correct unprofessional behavior when possible. As such the goal of this process is to restore students to professional functioning as deemed reasonable and possible by the faculty. An alleged violation of George Fox University policies as stated in the _____ 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 _____ (2021), it is strongly recommended that informal resolution be the first step in resolving a conflict or concern with a student. When concerns arise, the complainant should contact the student in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint process.

Complaints may be made against students for the following reasons:

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

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

1. Complaints against a student must be written, signed, dated and sent to the BSW Program Director, with a copy sent to the BSW Director of Field Education.
2. The BSW Program Director sends the written complaint to the Social Work Program committee within five working days of receipt of the complaint.
3. _____



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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.

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It is the wish of the University to provide an education and services of high quality to its students and to provide equity and harmony in the application of policies and procedures. When a student has a complaint, the University would encourage resolution to be sought through the

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Upon receiving a deliberation response to the written complaint, the student has the right of ap.

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

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

Do you have reliable access to an automobile? Yes No

Do you have automobile insurance? Yes No

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

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

Yes No If yes, please provide the name of your current employer? _____

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

Yes No If yes, please explain:

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

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

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

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.

- 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.

Furtherer

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

: SWRK 476; internship 16 hours per week, for 15 weeks, 225 hours (MWF); Social work classes will be Tu/Th. Avoid scheduling other classes on MWF that will conflict with internship hours

SWRK 477; internship 16 hours per week, for 15 weeks, 225 hours (MWF); Social work classes will be Tu/Th. Avoid scheduling other classes on MWF that will conflict with internship hours

in Canyon Commons; interviews will be held from 1:45-3:45 pm; it is mandatory to attend. Bring 3-5 copies of your resume and dress professionally for a professional job interview.

1. Review Agency information through documents shared with you on Google Drive, visiting agency websites, and talking with current social work students who are interning at agencies you are interested in.
2. Schedule a meeting with the BSW Field Director to review your choices and discuss areas of interest, strengths, and areas you want to grow and develop in. During this meeting you will review options that might be a good fit for your work skills, and your areas

6. A

Name: _____ Email: _____

Spring Placement: _____ Fall/Spring Placement: _____

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

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

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 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 Ye

Information and Referral
Mediation
In-home Services
Other

Program Development
Social Planning
Collaboration
Other

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

Aging/ Gerontology
Child Welfare
Community Organizing

Immigration
International Social Work

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

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.

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

Transportation needed to fulfill responsibilities at the Agency.

. Agency shall ensure that students are trained on HI

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.

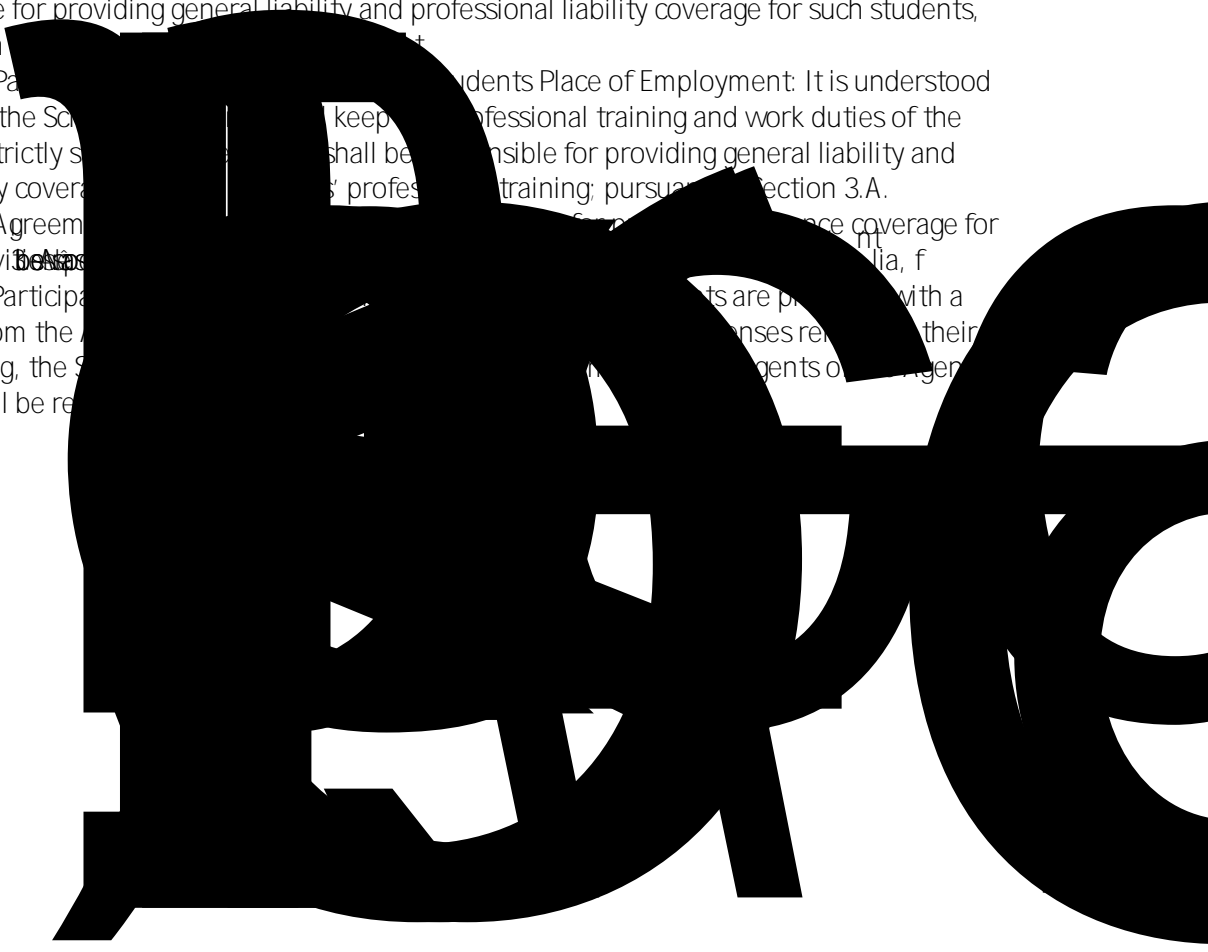
B. Status of Students: The employment status of students and the responsibility for insurance coverage for student activities depends upon the status of the students as set forth below:

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.

b. Students Participating in Unpaid Internship at Student's Place of Employment: It is understood by the parties that the School 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 shall be \$1,000,000 per occurrence coverage for such students and \$3,000,000 in the aggregate.

c. Students Participating in Paid Internship: Students are provided with a nominal stipend from the Agency in exchange for their professional training. Their professional training, the School shall be responsible for providing general liability and professional liability coverage for such students and the School shall be responsible for providing general liability and professional liability coverage for such students.



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 92

To School: George Fox University
414 N. Meridian, Box 6029
Newberg, OR 97132
Attn: Finance Department

To Agency: _____

Attention:

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

GEORGE FOX UNIVERSITY: _____

Signed By: _____

Its: _____

Your Title

Date: _____

Agency/Organization Name:

Signed By: _____

Its: _____

Your Title

Date: _____

Student Name _____ Date _____

Student Phone Number: _____

Student Email: _____

Student Address:

Reason for request of distant placement:

Preferred State of Placement: _____

Preferred County of Placement: _____

Preferred City of Placement: _____

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

Student Signature: _____ Date: _____

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

Overview

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

The first Section, "Preamble," summarizes the social work profession's mission and core values.

The second section, [Section 1](#), 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, [Section 2](#), presents broad ethical principles, based on social work's core values, that inform social work practice.

The final section, [Section 3](#), includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

(Retrieved May 9, 2022.)

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

You can review a the NASW [Code of Ethics](#) in English or Spanish at the following link on the NASW website: [Code of Ethics](#)

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

The student intern and the field instructor should complete the following form collaboratively. The form

com

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

First Name Last Name Phone Number Email Address

Requested Accommodations

Approved Party Bearing
by DSO Financial
Responsibility

[Ergonomic chair at computer

Please describe:

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

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

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

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

Scale:

1 (Strongly Disagree) – 5 (Strongly Agree)

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

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

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

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

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

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 Affili

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Student ,th fi