OFFICE OF FIELD EDUCATION

MSW FIELD EDUCATION MANUAL

COLLEGE OF HEALTH AND PUBLIC AFFAIRS – HPA I  
FIELD EDUCATION OFFICE: 407-823-5230, ROOM 236  
MAIN SOCIAL WORK OFFICE: 407-823-2114  
HTTP://WWW.COHPA.UCF.EDU/SOCIAL/FIELD_EDUCATION/

UNIVERSITY OF CENTRAL FLORIDA SCHOOL OF SOCIAL WORK
Dear Student,

Welcome to the University of Central Florida School of Social Work. On behalf of social work faculty, administration, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional social work practice. This Manual contains all the information necessary for understanding and successfully navigating the field education program at the UCF School of Social Work. All of the information contained within it is also available on the Field Education webpage: [https://www.cohpa.ucf.edu/socialwork/field-education/](https://www.cohpa.ucf.edu/socialwork/field-education/)

Students are expected to meet not only academic performance standards and abide by the University’s Golden Rule, but to evidence professional standards of behavior as well. The National Association of Social Workers’ Code of Ethics (see Appendix A) explicates those standards. Students are expected to observe the provisions of the Code of Ethics in the classroom, field setting, and the community. The Manual is regarded as supplementary to the University of Central Florida's Graduate Catalog and to current School of Social Work curriculum materials concerning the Master of Social Work (MSW) Program.

The policies and procedures outlined in the Manual are guidelines intended to:

1) Enhance the quality of learning which occurs during field placement
2) Support the effective use of Field Education as part of the School of Social Work MSW curriculum, and
3) Establish standards consonant with Council on Social Work Education policy and UCF graduate education.

The guidelines suggested should not supplant professional judgments nor become constraints to the creative use of experience in directing field learning.

We hope that you find this manual a useful guide as you pursue your professional studies at UCF and would welcome any suggestions you have as to how to make it more helpful. The administration and faculty are grateful to all who participate in the field internship component of the curriculum, enabling and enhancing the integration of theory, social work practice and professional development.

Sincerely,

Jacqueline Withers,
Coordinator, Field Education
UCF School of Social Work
# Table of Contents

**Section I**
- a. Introduction
- b. UCF School of Social Work Field Faculty
- c. Mission of the University of Central Florida
- d. Mission of the College of Health and Public Affairs
- e. Mission of the School of Social Work MSW Program
- f. General Admission Policy
- g. Program Requirements

**Section II**
- a. MSW Field Education - Field Practicum Rationale
- b. Core Competencies
- c. Practice Behaviors and Advanced Practice Behaviors
- d. Advanced Practice Behaviors
- e. Field Education Courses and Field Hours

**Section III**
- a. Field Education Expectations
- b. Student Expectations of Field Education
- c. Agency and School of Social Work Expectations of Student
- d. Professional Behavior
- e. Expectations of Field Seminar

**Section IV**
- a. Field Placement Process - Introduction
- b. Placement Step
- c. Placement Factors

**Section V**
Selection and Registration of Field Agencies
- a. Criteria for Selection of Agencies for Field Education
- b. Application Process for Agencies

**Section VI**
- a. Roles and Responsibilities in Field Education
- b. University Roles and Responsibilities
- c. Agency Roles and Responsibilities
- d. Student Roles and Responsibilities
- e. Utilization of External Supervision

**Section VII**
Field Education Department Policies and Procedures
- a. Students with Disabilities
- b. Application to Field
- c. Admission Criteria - MSW Students
- d. Field Education Placement Process
- e. Interview and Agency Selection
- f. Orientation Meeting
- g. Malpractice/liability insurance
- h. Field Education Hours
- i. Employment Based Internship
- j. Student Expenses
- k. Student Schedule, Attendance and Holidays
l. Field Seminar Course
m. Incomplete Grades
n. Site Visits
o. Change of Placement
p. Safety Issues
q. Home Visits
r. Falsification of Field Hours
s. Agency Conflict of Interest
t. Sexual Harassment and Non-Professional Relationships
u. Non-Discrimination and Commitment to Social and Economic Justice
v. Reporting Abuse and Neglect
w. Problems in Field Education
x. Termination of Field Placement
**INTRODUCTION: WHAT THIS MANUAL DOES FOR YOU**

This manual provides guidance to agencies, faculty, and students about the “signature pedagogy” social work education—field internship. The manual does not replace or supersede the UCF Student Handbook or the MSW Student Handbook. Students are reminded that they are responsible to review this field manual and the University and MSW student handbooks, and always to refer to the University website for official information regarding University policies and requirements.

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**CSWE Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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**DEPARTMENT OF SOCIAL WORK LOCATION AND CONTACT INFORMATION**

The School of Social Work is located at Health and Public Affairs I (HPA I), 12805 Pegasus Drive, Orlando, Florida 32816. The Office of Field Education is on the second floor of HPA I, room 236, phone number 407-823-5230.
SECTION I

3. MISSION OF THE UNIVERSITY OF CENTRAL FLORIDA

The University of Central Florida (UCF) is a public, multi-campus, metropolitan research university dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors and international partners. The mission of the university is “to offer high-quality undergraduate and graduate education, student development and continuing education; to conduct research and creative activities; and to provide services than enhance the intellectual, cultural, environmental and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence and contribute to the global community.

5. MISSION OF THE COLLEGE OF HEALTH AND PUBLIC AFFAIRS

The College of Health and Public Affairs is one of the 11 colleges within the university. In keeping with the university’s mission and goals, the college is responsible for educating professionals in health, human and public service. As an integral part of the Central Florida community, COHPA’s mission includes the advancement of knowledge, education, public policy and professional practice in health and public affairs. “Drawing strength from our diversity, COHPA fosters excellence in undergraduate and graduate education, research and community service in health and public affairs, social and justice services and basic and applied life sciences. The college seeks to develop the intellectual capabilities of its students through its commitment to broad-based community partnerships, mentoring opportunities, focused research, professional development and training opportunities so the students will prosper in a diverse, challenging and increasingly globally competitive work environment.”

7. MISSION OF THE SCHOOL OF SOCIAL WORK MSW PROGRAM

The mission of the UCF School of Social Work MSW Program is to prepare generalist and advanced clinical social work students to become practitioners who promote optimal well-being, human rights and social and economic justice. The School focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

UCF’s Master of Social Work Program prepares students for advanced clinical social work practice. The MSW program is designed to educate students to perform social work generalist and clinical practice functions. The MSW generalist year is a foundation for the clinical year, which prepares students for clinical practice. Students learn to apply basic generalist and clinical social work that prepares them to work with client systems of various sizes and types; diverse client populations and the values and ethics of the social work profession.

8. GENERAL ADMISSION POLICY

To be admitted into UCF’s social work programs, students must be willing to work directly with and on behalf of diverse populations. These include adult men and women, children, the elderly, African Americans, Asian Americans, Hispanic Americans, people with disabilities, LGBTQ persons, individuals with HIV/AIDS or other physical and mental conditions, and economically-disadvantaged persons. Social work students also are expected to provide services through the variety of helping strategies, including, but not limited to: assessments; contracting; home visits; office interviews; individual, family, and group counseling; referrals; case, program, and community evaluations; grant writing; advocacy; education; and follow-up. Students who, in the judgment of the faculty, are unwilling or unable to meet these expectations may be denied admission or later may be dismissed from the program. Admission decisions are made by the Social Work Admissions Committee and retention decisions are made by a majority of the MSW Committee. A student may appeal a decision by following the procedures outlined in the Policy on Student Grievances found in the STUDENT HANDBOOK.

9. PROGRAM REQUIREMENTS

Students admitted to the School of Social Work's graduate program earn the MSW degree by completing either 32 semester hours (Advanced Standing) or 62 (Regular Standing) semester hours of graduate study. A student who has earned an undergraduate degree in a discipline other than social work (hereinafter referred to as the “regular standing student”) is required to complete 62 semester hours of graduate course work. The regular standing student must first complete 30 semester hours of the generalist practice courses and then take 32 semester hours of clinical courses.

A student who has earned an accredited undergraduate degree in social work is hereinafter referred to as the “advanced standing student.” The advanced standing student is required to complete 32 semester hours of clinical course work and may be required to take selected additional courses from the generalist curriculum. Students, both regular standing and advanced standing, are able to complete the MSW program either full-time or part-time. Students admitted to the part-time program are required to remain with their academic plan of study until completion of the MSW program.
SECTION II

a. MSW FIELD EDUCATION – FIELD PRACTICUM RATIONALE
Field education is a central component of the MSW curriculum and is open only to students in the MSW Program. Field provides the necessary opportunity for students to apply and integrate classroom learning with actual practice. The practicum provides students a range of learning opportunities in order to facilitate his/her application of theories and skills in a supervised agency situation. The MSW program offers two field practicums aimed at enhancing, promoting, maintaining, and restoring social functioning in the community. The generalist placement provides students with learning opportunities to assess needs and resources, provide basic direct services, obtain services, and improve service delivery systems. The MSW generalist year is a foundation for the clinical year, which prepares students for entry-level clinical practice. The clinical placement is a clinically oriented experience that enables students to apply specific interventions from various models of treatment in their clinical practice with individuals, families, and groups. Drawing from the relationship between micro, mezzo, and macro practice, the clinical practicum allows students to deepen and extend their assessment and intervention skills with individuals, families, and groups.

b. CORE COMPETENCIES
The Council on Social Work Education (CSWE) designates field education as the signature pedagogy for the academic education of social work students. The field education experience is the means by which each student connects theoretical and conceptual knowledge learned in the classroom to the practice of social work through placement in a community based agency. Core Competencies, Practice Behaviors and Advanced Practice Behaviors are utilized throughout the curriculum and field education as the threshold for professional competence.

The 2008 Educational Policy and Accreditation Standards (EPAS) established Core Competencies and Practice Behaviors for accredited social work programs. The Core Competencies are listed below:

- Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- Educational Policy 2.1.2 Apply social work ethical principles to guide professional practice.
- Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- Educational Policy 2.1.4 Engage diversity and difference in practice.
- Educational Policy 2.1.5 Advance human rights and social and economic justice.
- Educational Policy 2.1.6 Engage in research-informed practice and practice-informed research.
- Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment.
- Educational Policy 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Educational Policy 2.1.9 Respond to contexts that shape practice.
- Educational Policy 2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
c. **Practice Behaviors**

The 2008 Educational Policy and Accreditation Standards (EPAS) established 10 Core Competencies and 41 Practice Behaviors for accredited social work programs. The Practice Behaviors developed by CSWE are listed below:

<table>
<thead>
<tr>
<th>Educational Policy</th>
<th>Core Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| E.P. 2.1.1         | Identify as a professional social worker and conduct oneself accordingly | 1. Advocate for client access to the services of social work  
2. Practice personal reflection and self-correction to assure continual professional development  
3. Attend to professional roles and boundaries  
4. Demonstrate professional demeanor in behavior, appearance and communication  
5. Engage in career-long learning  
6. Use supervision and consultation |
| E.P. 2.1.2         | Apply social work ethical principles to guide professional practice | 7. Recognize and manage personal values in a way that allows professional values to guide practice  
8. Make ethical decisions by applying standards of the NASW 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  
9. Tolerate ambiguity in resolving ethical conflicts  
10. Apply strategies of ethical reasoning to arrive at principled decisions |
| E.P. 2.1.3         | Apply critical thinking to inform and communicate professional judgements | 11. Distinguish, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom  
12. Analyze models of assessment, prevention, intervention and evaluation  
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues |
| E.P. 2.1.4         | Engage diversity and difference in practice | 14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power  
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences  
17. View themselves as learners and engage those with whom they work as informants |
| E.P. 2.1.5         | Advance human rights and social and economic justice | 18. Understand the forms and mechanisms of oppression and discrimination  
19. Advocate for human rights and social and economic justice  
20. Engage in practices that advance social and economic justice |
| E.P. 2.1.6         | Engage in research-informed practice and practice-informed research | 21. Use practice experience to inform scientific inquiry  
22. Use research evidence to inform practice |
| E.P. 2.1.7         | Apply knowledge of human behavior and the social environment | 23. Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation  
24. Critique and apply knowledge to understand person and environment |
## ADVANCED PRACTICE BEHAVIORS

The 2008 Educational Policy and Accreditation Standards (EPAS) established 10 Core Competencies and 41 Practice Behaviors for accredited social work programs. Advanced Practice Behaviors were developed by the School of Social Work for utilization with students during the clinical year as follows:

<table>
<thead>
<tr>
<th>Educational Policy</th>
<th>Core Competency</th>
<th>Advanced Practice Behaviors</th>
</tr>
</thead>
</table>
| E.P. 2.1.11        | Identify as a professional social worker and conduct oneself accordingly | 1. Demonstrate professional use of self with client(s)  
2. Understand and identify professional strengths, limitations and challenges  
3. Develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective |
| E.P. 2.1.2         | Apply social work ethical principles to guide professional practice | 4. Apply ethical decision-making skills to issues specific to clinical social work  
5. Identify and use knowledge of relationship dynamics including power differentials  
6. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being |
| E.P. 2.1.3         | Apply critical thinking to inform and communicate professional judgements | 7. Engage in reflective practice  
8. Identify and articulate clients’ strengths and vulnerabilities  
9. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations  
10. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written format |
| E.P. 2.1.4         | Engage diversity and difference in practice | 11. Research and apply knowledge of diverse populations to enhance client well-being  
12. Work effectively with diverse populations  
13. Identify and use practitioner/client differences from a strengths perspective |
### Field Education Courses – Generalist

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Schedule/Hours</th>
<th>Co-requisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 5538</td>
<td>3</td>
<td>Student completes 14 hours of placement each week and attends a bi-weekly field seminar</td>
<td>SOW 5305 Social Work Practice I SOW 5306 Social Work Practice II</td>
<td>These courses are comprised of both supervised learning experiences which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 400 hours over two semesters (200 hours per semester) and will begin one week after the semester begins. Seminar course content revolves around specific agency-based practice situations and curriculum integrative themes in keeping with the University’s mission of working with community partners.</td>
</tr>
</tbody>
</table>

1. Engage in research-informed practice and practice-informed research
2. Apply knowledge of human behavior and the social environment
3. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
4. Respond to contexts that shape practice
5. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
6. Advance human rights and social and economic justice
7. Use the evidence-based practice process in clinical assessment and intervention with clients
8. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
9. Use bio-psycho-social-spiritual theories and systems in formulation of comprehensive assessments
10. Advocate within and navigate through interdisciplinary teams and mezzo systems to better meet client needs
11. Advance the legitimacy of the social work profession within interdisciplinary teams and social service systems
12. Assess the quality of clients’ interactions within their social contexts
13. Work collaboratively with others to impact systemic change that is sustainable
14. Advocate for the creation and revision of practices and tools that support anti-oppressive practice
15. Advocate for systems and policies that create and provide equal access for all populations
16. Use the evidence-based practice process in clinical assessment and intervention with clients
17. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
18. Use bio-psycho-social-spiritual theories and systems in formulation of comprehensive assessments
19. Advocate within and navigate through interdisciplinary teams and mezzo systems to better meet client needs
20. Advance the legitimacy of the social work profession within interdisciplinary teams and social service systems
21. Assess the quality of clients’ interactions within their social contexts
22. Work collaboratively with others to impact systemic change that is sustainable
23. Develop a culturally responsive therapeutic relationship
24. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes
25. Use bio-psycho-social-spiritual assessment tools that are evidence-based and culturally sensitive
26. Assess clients’ readiness for change
27. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events
28. Critically evaluate, select and apply best practice theories and evidence-based interventions
29. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention strategies as needed.
30. Collaborate with other professionals to coordinate treatment interventions
### Field Education Courses – Clinical

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Schedule/ Hours</th>
<th>Co-requisites/ Pre-requisites</th>
<th>Description</th>
</tr>
</thead>
</table>
| SOW 5565 Part-Time Generalist Field Education | 2       | Student completes 10 hours of placement each week and attends a bi-weekly field seminar | SOW 5305 Social Work Practice I  
SOW 5306 Social Work Practice II  
SOW 5566 Part-Time Generalist Field Education | These courses are comprised of both supervised learning experiences which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 400 hours over three semesters (150 hours in fall semester, 150 hours in spring semester and 100 hours in summer semester) and will begin one week after the semester begins. Seminar course content revolves around specific agency-based practice situations and curriculum integrative themes in keeping with the University’s mission of working with community partners. |
| SOW 5567 Part-Time Generalist Field Education | 2       | Student completes 8 hours of placement each week and attends a bi-weekly field seminar |  |  |

### Field Education Courses – Clinical

<table>
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<th>Schedule/ Hours</th>
<th>Co-requisites/ Pre-requisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 5566 Part-Time Generalist Field Education</td>
<td>2</td>
<td>Student completes 10 hours of placement each week and attends a bi-weekly field seminar</td>
<td></td>
<td>These courses are comprised of both supervised learning experiences which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 400 hours over three semesters (150 hours in fall semester, 150 hours in spring semester and 100 hours in summer semester) and will begin one week after the semester begins. Seminar course content revolves around specific agency-based practice situations and curriculum integrative themes in keeping with the University’s mission of working with community partners.</td>
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<tr>
<td>SOW 5567 Part-Time Generalist Field Education</td>
<td>2</td>
<td>Student completes 8 hours of placement each week and attends a bi-weekly field seminar</td>
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<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Schedule/ Hours</th>
<th>Co-requisites/ Pre-requisites</th>
<th>Description</th>
</tr>
</thead>
</table>
| SOW 5631 Full-Time Clinical Field Education | 4       | Student completes 20 hours of placement each week and attends bi-weekly field seminar | Pre-requisites:  
MSW Generalist Field Education and Seminar  
SOW 6123 Psychosocial Pathology  
SOW 6424 Theories for Evidence-Based Clinical Social Work Practice  
Co-requisites:  
SOW 6348 Practice with Individuals  
SOW 6612 Practice with Families  
SOW 6324 Practice with Groups | These courses are comprised of both supervised learning experiences which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 600 hours over two semesters (300 hours per semester). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University’s mission of working with both private and public, local and state agencies. |
| SOW 5636 Full-Time Clinical Field Education | 4       | Student completes 20 hours of placement each week and attends bi-weekly field seminar |  |  |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Schedule/ Hours</th>
<th>Co-requisites/ Pre-requisites</th>
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</tr>
</thead>
</table>
| SOW 5651 Part-Time Clinical Field Education | 3       | Student completes 14 hours of placement each week and attends bi-weekly field seminar | Pre-requisites:  
MSW Generalist Field Education and Seminar  
SOW 6123 Psychosocial Pathology  
SOW 6424 Theories for Evidence-Based Clinical Social Work Practice  
Co-requisites:  
SOW 6348 Practice with Individuals  
SOW 6612 Practice with Families  
SOW 6324 Practice with Groups | These courses are comprised of both supervised learning experiences which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience provides a setting for clinical social work practice and consists of a total of 600 hours over three semesters (200 hours per semester). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University’s mission of working with both private and public, local and state agencies. |
| SOW 5652 Part-Time Clinical Field Education | 3       | Student completes 14 hours of placement each week and attends bi-weekly field seminar |  |  |
| SOW 5653 Part-Time Clinical Field Education | 2       | Student completes 13 hours of placement each week and attends bi-weekly field seminar |  |  |
SECTION III

FIELD EDUCATION EXPECTATIONS

a. Hourly Requirements for Regular Standing Full-Time Students

Regular standing students complete a minimum of 1000 field hours in an agency setting by completing four field courses. Full Time MSW Generalist Field Education and Seminar I and II (a minimum of 200 clock hours each) focus on the development of generalist practice skills. Full Time MSW Clinical Field Education and Seminar I and II (300 clock hours each) emphasize development of clinical skills for practice with individuals, families, and groups. Regular standing students also complete integrative seminars. These courses meet every other week for 1½ hours over two semesters for a total of fifteen meetings each year of the MSW program. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for both semesters.

Hourly Requirements for Advanced Standing Full-Time Students

Advanced standing students must complete two field courses: Full Time MSW Clinical Field Education and Seminar I and II, for a minimum of 600 clock hours of agency-based field work. Advanced standing students are also required to complete integrative seminars meeting every other week for 1½ hours over two semesters for a total of 15 meetings. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for both semesters.

Hourly Requirements for Regular Standing Part-Time Students

Regular standing part-time students complete the Generalist Field Education requirements delayed-entry and concurrently. Students take Part Time MSW Generalist Field Education and Seminar I, II, and III concurrently with classes in the fourth, fifth, and sixth terms. Students complete 150 hours of agency-based field instruction during the fourth and fifth semesters and 100 during the sixth for a total of 400 hours while completing the generalist course work. Students also complete integrative seminars while completing the generalist course work. Regular standing part-time students complete their clinical field requirements as described below for advanced standing part-time students. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for three semesters.

Hourly Requirements for Advanced Standing Part-Time Students

Advanced standing part-time students complete the Clinical Field Education requirements delayed-entry and concurrently. Students take Part Time MSW Clinical Field Education and Seminar I, II, and III concurrently with classes in the third, fourth, and fifth terms. Students complete 200 hours of agency-based field instruction during the fourth semester and 200 during the fifth and 200 during the sixth semesters for a total of 600 hours while completing the clinical course work. Students also complete integrative seminars while completing the clinical course work. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for three semesters.

b. Student Expectations of Field Education

The field education experience is an exciting time for students as you prepare to apply classroom knowledge to the actual practice of social work. Students have high expectations for their field placement and are enthusiastic about learning practice skills in the practicum setting. Students have invested considerable money and time into obtaining your MSW degree and want this to be a positive and challenging experience.

In addition to feeling excited about your field placement, as a student you may also feel nervous and anxious. These feelings are normal and common to all students beginning their field placements. These feelings can be discussed during field seminar and with your agency field instructor during supervision. As your internship progresses, you will gradually build a sense of confidence in your ability to practice social work. Your anxiety will decrease as you interact with clients and practice social work as an active learner.

Many students are balancing school, internship and work. Please be mindful to practice self-care during this time. The Field Education Office will work with students to address the need for internships that provide some evening and weekend hours. Please note that the School of Social Work is under no obligation to provide evening (after 5pm) and weekend placements for students. These opportunities are very limited and sometimes not available at all. Students must be available to complete at least 50% of field hours during normal business hours and more hours if evening and weekend hours are not available.

The School of Social Work cannot guarantee flexible schedules, internships in specific geographic areas or client populations. Flexibility in terms of distance you are willing to drive does help with meeting your goals under these circumstances. All of these issues will be discussed during the field placement process with faculty of the Field Education Office.
c. **School of Social Work and Field Agency Expectations of Student**

1. Students will remain in the same field agency throughout the course of their internship.
2. Students will not be placed in the same field agency for the generalist and clinical internships except for special circumstances approved by the Director of Field Education on an individual basis.
3. Students may not start their agency field education experience prior to the start of the semester except for mandated orientation with the field agency. A maximum of 16 hours of field hour credit will be given for orientation completed prior to the start of the semester. This does not include completion of requirements to be accepted as an intern such as background screening and immunizations.
4. Students may not continue their placement beyond the last date of the semester (including finals week) without prior approval of the agency field instructor, seminar instructor and Director of Field Education.
5. Students generally follow the holiday schedule of the agency rather than the University. If the agency is open on a day that is a holiday for the University, the student is expected to continue to work in the agency on that day. Students are expected to discuss holiday work schedules with the agency field instructor to clarify expectations and this should be done early in the internship experience.
6. Lunch and dinner hours are not part of agency field hours unless students are required to remain with clients during mealtimes.
7. Students should not plan to take vacation or other leave during their internship except during the time between semesters. Agencies may require students to work during spring break or during the semester break. Students may earn up to 20 hours of field education during the semester break to carry forward.
8. Time missed for approved reasons must be made-up during the course of the semester in which it was missed. Time missed for unapproved reasons may result in a failing grade for field seminar.
9. Professionalism is expected of students at all times including behaving in a professional manner, keeping commitments to the agency, agency field instructor and clients. If students are unable to be on time or be present when expected, it is critical to communicate your absence to your agency field instructor immediately.
10. Students are expected to take initiative in seeking advice, consultation or help from your agency field instructor, seminar instructor or the faculty of the Field Education Office.
11. Students may attend seminars and workshops offered by your agency or community agency if they pertain to your field education experience and if you have the prior approval and permission of your agency field instructor. A maximum of 16 hours per semester is approved for attending seminars and workshops outside of the regular practice of the field placement.
12. Students are expected to follow the policies and procedures of the field agency and field instructor. Please contact seminar instructor or field education office if you have concerns about expectations for you as a student.
13. Site visits will be conducted at least once during the course of your field placement. The field liaison/seminar instructor will visit you in your agency to discuss the progress you are making so far, goals for the remainder of the internship and the application of theory to practice. Students are present during the site visit along with the agency field instructor. Students are encouraged to let the field liaison know if they wish to meet privately with the liaison during the course of the site visit.
14. Semester evaluations are completed by the agency field instructor for all students. The evaluations are completed electronically through the Intern Placement Tracking (IPT) software. Students are strongly encouraged to print a hard copy of the semester evaluation for their records.
15. Grading for the field seminar for graduate students is on a Satisfactory/Unsatisfactory basis. Students are expected to have a rating of 3 or above on all learning competencies/practice behaviors/advanced practice behaviors in order to successfully pass field education. Rating below 3 will result in a corrective action plan and may result in an extension of the field placement or failing grade for field education.
16. The School of Social Work and the field agency will enter into an Affiliation Agreement which outlines the conditions of the field placement.
17. Students are covered for malpractice insurance by the University of Central Florida during the course of your internship.
18. Students are not allowed to transport clients in their personal vehicle under any circumstances. Students may transport students in a company vehicle and it is recommended that students transport clients with another student or agency employee in attendance.
19. Students are expected to complete a majority of hours during normal business hours. All students will sign a Notification of Internship Placement Hours during MSW Program Orientation.
d. Professional Behavior

The School of Social Work at the University of Central Florida abides by the Council on Social Work Education (CSWE) to promote and evaluate professional development of all students per the EPAS 2008 requirements found in Core Competency 2.1. The School of Social Work also is committed to the community at large and the social work profession to graduate competent professional social workers who demonstrate the knowledge, values and skills of the profession of social work. Students are expected to abide by the NASW Code of Ethics and to exhibit ethical standards of behavior at all times.

e. Expectations of Field Seminar

All MSW students will attend an assigned section of Field Education Seminar. Face-to-face Seminar is held on a bi-weekly basis and the seminar instructor also serves as the field liaison for all students in the assigned section. Students must successfully attend and participate in field seminar and complete internship hours successfully in order to receive a passing grade for the course. Students in on-line seminar also have attendance requirements as outlined by the seminar instructor and syllabus.

The main objective of seminar is to practice the integration of theory and classroom knowledge with actual social work practice. It is also the opportunity for students to process their field placement experience in a safe and confidential environment as they develop the skills of the profession. Students are expected to keep confidential discussion which occurs within the confines of the field seminar.

The format of the seminar is discussion-based with opportunity to discuss experiences, receive feedback and to share challenges. In addition, the seminar instructor will provide oral presentation on issues critical to field education, core competencies, practice behaviors and advanced practice behaviors.

Assignments for field seminar include completion of the Learning Contract, Field Logs and Case Presentations as outlined by the syllabus. Assignments are to be submitted completely and in a timely manner. Attendance at field seminar is very important and requirements for attendance are outlined in the policy section of this manual.

Students should be prepared to actively participate in field seminar discussions and to contribute positively. Please note that field seminar prohibits the use of computers, including laptops, audio recording or video recording devices during instructional activities in classrooms without the expressed written consent of the instructor. Cell phones must be disabled during class and texting is not permitted. This prohibition does not apply to specific accommodations approved by the UCF Office for Students with Disabilities.

The full-time and part-time faculty of the School of Social Work are committed to providing students with the most satisfactory field education experience possible. We are open to new ideas and may change practice and procedures as a result of student suggestions. Students are asked to complete an evaluation of their field placement experience prior to graduation and this information is reviewed by the Director of Field Education. Students and social work alumni are encouraged to bring suggestions to the Director of Field Education, seminar instructors or other members of the School of Social Work at any time for the continued growth and improvement of field education for students in the School of Social Work.

SECTION IV

a. Field Placement Process – Introduction

Students will be placed in appropriate and approved agencies by the faculty of the Field Education Office after careful consideration of the student's educational needs, expressed interests, and career objectives. Therefore, in order to prevent confusion and misunderstandings, students are instructed not to contact field agency representatives without first discussing the situation with the faculty of the Field Education Office. During the placement process, field agency representatives are contacted by the faculty to determine the potential for student placement and to review specific learning opportunities required to meet program objectives.

ANY AGENCY CONTACTED BY A STUDENT DIRECTLY AND WITHOUT FIRST DISCUSSING THE AGENCY WITH THE FACULTY OF THE FIELD EDUCATION OFFICE WILL BE DISQUALIFIED AS A POTENTIAL PLACEMENT SITE FOR THE STUDENT.

b. Placement Steps

1. Students complete the Field Application form electronically through IPT by the specified date prior to the beginning of the internship. This application is an essential part of the process, and placement efforts cannot be initiated without the completed form. Students with disabilities need to indicate on this form whether they require support services or other accommodations in order to perform course and field work
effectively.
2. After the review of each application and an interview with the student, the faculty will make an initial assignment with the registered agency deemed most likely to meet the mutual learning needs and expectations of the student, agency, and program.

3. Students must submit a field application to the Field Education Office in order to be scheduled for an interview with the faculty to discuss the field placement process.

4. Students are expected to wear professional attire to the interview scheduled to discuss their field placement.

5. Each student is advised to contact the agency representative for a pre-placement interview.

6. The student and the agency decide whether they want to work together after their interview. If both parties agree on the internship, the students informs the faculty member of the Field Education Office to whom they have been assigned. If the student is not accepted by the agency, it is the student's responsibility to inform the faculty of the Field Education Office and to schedule another interview to discuss another field placement option.

7. In cases where a student is accepted by an agency, but refuses the placement, the faculty will make one additional attempt to place the student. If the student is accepted by, but refuses, this additional placement, the faculty of the Field Education Office will not be obligated to seek additional placements for the student for that academic year. This may jeopardize the student's status in the program.

8. The Field Education Office will refer the student to a maximum of three placement sites for interviews. If the student is refused by the agency after three attempts no further efforts will be made to place the student in field.

9. A Placement Confirmation Form (available on the Field Education website) is signed by the agency field instructor and the student and submitted to the Field Education Office to confirm that the student is accepted by the agency for a field placement. **Students must submit this form prior to the start of their internship in order for field hours to be counted. Any field hours accrued prior to the submission of the Placement Confirmation Form to the Field Education Office will not be counted toward the required field hours for the semester.**

10. Students may complete one internship per agency unless a written exception is provided by the Director of Field Education due to special circumstances.

**Change of Placement**

In the event a student feels a placement change is needed, the student must follow the steps listed below:

1. The student must first meet with the agency Field Instructor and discuss the problem situation and devise a plan of action to remedy the situation.

2. If the student and Field Instructor are unable to remedy the situation, the student should next contact his/her Faculty Field Liaison.

3. In the event that the Faculty Field Liaison is unable to rectify the situation, the student may request to be assigned to another field agency. The student must request in writing the reasons for the change request and actions taken to maintain the existing placement; this request is submitted to the Coordinator of Field Education, who has final authority to approve placement changes.

4. Students are rarely changed from their field placement unless the agency requests termination of the placement or other unique circumstances exist.

c. **Placement Factors**

Factors taken into consideration in selecting a student for assignment to an agency placement include:

1. The student's expressed interest.

2. The student's work and volunteer experience in social service agencies.

3. The student's specific educational needs as perceived by the University.

4. The student's capacity to function in a particular agency setting and work with a particular Field Instructor.

5. The agency's ability to work with a particular student. When an agency questions the appropriateness of establishing a placement or the selection of a particular student for field, the agency should bring this to the attention of the Coordinator of Field Education. After joint discussion and evaluation, a decision is made about placement of the student.
SECTION V
Selection and Registration of Field Agencies

a. Criteria for Selection of Agencies for Field Education
The selection of field placement agencies for graduate social work students by the University is based on the following criteria:

1. The agency views participation in the education of graduate social work students as a worthwhile activity and agrees to support the goals and objectives of the School of Social Work.
2. The agency demonstrates competence and stability in providing professional services and offers a climate conducive to learning and professional development.
3. The agency is prepared to provide regular (minimum of one hour per week) supervision of student assignments by a qualified staff member (defined as a staff member with a MSW degree and at least two years of post-MSW practice experience, and referred to as a “Field Instructor”).
4. The agency will provide the student with a formal orientation to the agency and its Programs.
5. The agency has adequate work facilities for the student to complete assigned tasks. Ideally, the agency will provide the student with work space comparable to that provided the regular staff.
6. The agency views the student as both a learner and an active participant in its services and activities.
7. The agency is prepared to enable a new Field Instructor to attend a field orientation program at UCF and a 16-hour training during the first year as a Field Instructor.
8. The agency has and conforms to policies regarding non-discrimination in service delivery and employment with regard to sex, race, national or ethnic origin, religion, disability, age, class, sexual and affectional orientation, veteran status, or political belief.

b. Application process for agencies
The goals of agency registration are to ensure quality field placements, inform students of agencies available for placement, identify learning opportunities within an agency, and facilitate communication between the agency, the student, and the University. The process is as follows:

1. The agency’s representative completes an Agency Application for Student Interns and submits it to the Field Education Office for review. The School of Social Work Coordinator of Field Education or other field faculty contact the agency representative to clarify requirements for graduate Field Education and to define collaborative roles and responsibilities.
2. A site visit is made by a faculty member of the Field Education Office to meet in person with representatives of the agency and to view the field site.
3. If the University and agency agree to use the agency as a placement for students, both parties sign an Affiliation Agreement which outlines standards, requirements, and mutual obligations for Field Education.
4. The Field Instructor attends the basic UCF School of Social Work field orientation for agency staff. The Field Instructor has one year to complete the 16 Hour Supervisory Training course. The Field Instructor submits a resume and verification of the MSW Degree to the Field Education Department as part of the application process.
5. Affiliation Agreements are renewed every five years as long as criteria are met by the agency.

SECTION VI

a. Roles and Responsibilities in Field Education
University faculty, agency personnel, and students must relate to and interact with each other in the field program. Therefore, maximum effectiveness in meeting the objectives for Field Education can occur only when faculty, agency staff, and students understand their complementary roles and responsibilities. The roles and responsibilities of all persons involved in Field Education are described in detail in the next sections of this Manual.

b. University Roles and Responsibilities
Role of the Director of Field Education: The Director of Field Education is a faculty member who has overall administrative responsibility for direction and coordination of the Field Education program. In coordinating the activities of the field program, this faculty member:

1. Provides agencies with information regarding the curriculum of the School of Social Work, the purposes and objectives of Field Education, and other materials related to the requirements for field study.
2. Implements and monitors the Field Education Manual.
3. Initiates the placement request with the agency and coordinates placement activities.
4. Provides opportunities for the field student to receive information about agencies (including their major function and the general nature of the learning experience he/she can expect during placement) in order to enable the student to make an informed choice of his/her agency placement.

5. Authorizes any changes of placement necessary after full discussion of the issues involved with the student, the Faculty Field Liaison, and the current Field Instructor.
6. Coordinates an annual 12 hour training for field instructors.
7. Coordinates field orientation workshops for students and for agency supervisors before placement begins.
8. Conducts at least one meeting per semester of the Field Education Sequence committee comprised of faculty members of the School of Social Work.
9. Conducts at least one meeting per semester of the Community Advisory Committee for Field Education comprised of faculty and agency/community field instructors.
10. Initiates activities to expand future field placement opportunities for students.
11. Assists faculty who serve as seminar instructors/liaisons during the placement semesters.
12. Serves as the University's representative on the School of Social Work Field Education Advisory Committee. The Field Education Committee is composed of Field Instructors, graduates of the School of Social Work, and field faculty. The Field Education Committee reviews the School of Social Work's Field Education program and makes suggestions concerning changes which will improve the educational experiences offered to students during placement.

Role of the Faculty Field Liaison
Faculty Field Liaisons are social work faculty members who have responsibility after placements begin for monitoring and evaluating student progress and performance, making agency visits, participating in field workshops and meetings, and dealing with problems related to field requirements. Faculty Seminar Instructors teach field seminar for both generalist and clinical students. The seminar instructor serves as the field liaison for the students in the seminar being taught by the seminar instructor. In performing this role, the Faculty Field Liaison:

1. Makes at least one visit or conducts one conference call to each assigned field agency during the placement semester. The Faculty Field Liaison will make additional visits to an agency during the placement semester when necessary and/or requested by a student or Field Instructor.
2. Submits a field site visit report to the Field Education Office for review after each visit to an agency and completes a telephone interview with the field instructor during the final semester of placement to discuss progress being made by the student.
3. The field liaison sends an electronic letter of introduction to each agency field instructor assigned to the students in the seminar. This letter is sent during the first two weeks of the semester and contains specific information relevant to field education.
4. The field liaison send an electronic initial check-in email to each field instructor to obtain feedback regarding student performance and progress being made as well to identify any potential problems requiring early intervention.
5. Remains informed about changes in the agency which may affect Field Education assignments available to students.
6. Becomes familiar with the agency's perceptions and observations about the student's learning needs, assignments, progress, and performance.
7. Clarifies with the agency Field Instructor requirements for supervision and evaluation of the student's field study.
8. Deals with problems that may arise during placement.
9. Provides information to the agency regarding the School of Social Work curriculum and the purpose of field work to ensure integration of classroom and Field Education experiences.
10. Monitors special arrangements for instruction and evaluation where the professional staff member
responsible for daily supervision of field assignments does not have a MSW degree.

11. Learns about changing service needs in the Central Florida area and determines how such information may be incorporated into the School of Social Work curriculum to strengthen the Field Education component.
Role of the Seminar Instructor
Seminar Instructors are social work faculty members who teach the generalist and clinical Field Education integrative seminars and serve as field liaison for the students in the integrative seminar which they are teaching.

Preparation of Seminar Instructors/Field Liaisons for Field Education
Seminar Instructors/Field Liaisons attend a comprehensive orientation meeting prior to the start of semester conducted by the Director of Field Education and full-time faculty of the Field Education Department. Each seminar instructor is provided with a binder which outlines the responsibilities of this position including:

1. Procedures for Field Liaisons
2. Important Dates for the semester
3. Field Education Manual and NASW Code of Ethics Agreement
4. Documents for Field Education (Record of Field Hours, Supervisory Log, Travel Worksheet, Notification of Internship Placement Hours, Placement Confirmation Form, Attendance Sheet)
5. EPAS 2008 Competencies, Practice Behaviors and Advanced Practice Behaviors
6. Core Competency: Task and Activity Examples
7. Learning Contract-Generalist
8. Learning Contract-Clinical
9. Field Evaluation-Generalist
10. Field Evaluation-Clinical
11. Certificate of Participation/Tuition Voucher Request
12. Utilization of Intern Placement Tracking (IPT)

In addition, each field liaison is assigned to a lead faculty member in the Field Education Department who is available for consultation and guidance throughout the course of the field placement.

Preparation of Field Instructors for Field Education
Field Instructors attend an orientation meeting conducted by the faculty of the Field Education Office on an annual basis prior to the start of fall semester. During the orientation, the faculty review the objectives for Field Education, describe components of the MSW curriculum, distribute additional field education information and discuss ways in which learning requirements can be met. The power point presentation for the orientation meeting is emailed to all field instructors and it is posted on the website for the School of Social Work/Field Education.

Preparation of Students for Field Placement:
Graduate students are required to attend a field orientation meeting prior to the start of fall semester and before reporting to their assigned agencies. MSW Field Orientation is mandatory for all MSW students entering field. Separate field orientations are held for Generalist and Clinical MSW students. Student in the two year MSW program are required to attend MSW Field Orientation both years.

Students must contact the Field Education Office in advance if they are unable to attend mandatory field orientation due to a documented excused absence. In this event, students will be assigned to a make-up field orientation session. Students who miss both the regular field orientation and the make-up field orientation will be required to wait to enter field until the following year.

Students may not begin their field placement until they have attended orientation. Any hours completed by a student prior to attending field orientation will not be counted.

Issuance of Certificates of Participation to Field Instructors
At the request of agency Field Instructors, the University will issue Certificates of Participation (tuition waivers) to Field Instructors for supervising students (See Certificate of Participation posted on the UCF SSW Field Education website). After the placement ends, the Coordinator of Field Education verifies that a Field Instructor is eligible to receive a Certificate. The Certificate may be used to defray the cost of course work at any state university in Florida.
c. **Agency Roles and Responsibilities**
   As a participant in the education of the student for social work practice, the field placement agency has responsibilities which include:

1. The agency's representative(s) will sign an Affiliation Agreement with the University which outlines the general requirements and standards for Field Education, including the roles and responsibilities of the University, agency, and student.

2. The agency's representative(s) should conduct a personal interview with each student being considered for field study to determine if a placement in that agency is appropriate. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency. Therefore the agency, in consultation with the University, may request that the student be withdrawn from placement in the agency.

3. The agency will inform students of potential work hazards, such as exposure to infectious diseases. The agency also will discuss any required preventative measures, such as hepatitis tests and necessary immunizations.

4. The agency will make available physical facilities and other resources needed by the student to complete field assignments as identified in the learning contract. Ideally, the agency will provide the student with work space comparable to that provided the regular staff.

5. The agency Field Instructor (and Task Supervisor, when assigned) will attend the School's orientation meeting for agency staff. Either the Field Instructor or the Task Supervisor will attend the 12-hour Field Instructor’s Training provided by one of the state Schools of Social Work.

6. The agency Field Instructor (and Task Supervisor, when assigned) will maintain contact with the University through consultation and scheduled meetings with the Faculty Field Liaison.

7. The agency Field Instructor (and Task Supervisor, when assigned) will provide consultation to the student in the development of a learning contract which contains appropriate learning experiences to meet the educational requirements for Field Education.

8. The agency Field Instructor (and Task Supervisor, when assigned) will provide ongoing supervision for the student which facilitates achievement of the requirements for Field Education.

9. The agency Field Instructor (and Task Supervisor, when assigned) will provide evaluations of the student's performance near the completion of each semester of placement (see **Midterm Evaluation** and **Field Instructor’s Semester Evaluation of Student** forms posted on the UCF SSW Field Education website). As part of the ongoing evaluation process, the Field Instructor will inform the Faculty Field Liaison of any significant problems that may be interfering with the student's progress.

10. The agency will insure agency vehicles are used in transportation of clients by students. **Students should not use their personal vehicles to transport agency clients (with the exception of students who are also employed by the agency).**

**Provision of Supervision**

**Role of the Agency Field Instructor:** Based on the standards established by the Council on Social Work Education for field study, the agency staff member designated as Field Instructor will have a MSW degree, demonstrated competence in practice, experience or training in supervision, and a capacity for teaching social work. Field instructors must have two years of practice experience post-MSW. Every field student is assigned a MSW Field Instructor who has the responsibility for providing educational guidance to the student in meeting the learning objectives and other requirements for study. It is expected that the Field Instructor will have an ability to organize and transmit understanding of social work practice beyond knowledge of the specific placement setting. The Field Instructor should be willing to include or draw upon other qualified professional staff members for access to their knowledge and skills in specific areas of practice. In addition, based on the opinion of the agency and University, the Field Instructor should have an ability to relate warmly and effectively to the student, to stimulate and support the student in the learning process, and to assist the student to incorporate the values and ethics of the social work profession. In performing this role, the Field Instructor:

1. Provides student with a general orientation to the field agency.
2. Identifies and/or designs learning assignments for the student.
3. Reviews, modifies (as needed), and signs the student's learning contract.
4. Provides ongoing supervision to the student concerning field assignments.
5. Schedules weekly supervisory conferences (minimum of 1 hour) with the student to assist him/her in relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.

6. Provides ongoing feedback to the student concerning his/her performance in the field.

7. Maintains contact with and meets with the Faculty Field Liaison to monitor student progress.

8. Attends field workshops and meetings scheduled on campus before and during the placement semester.

9. Completes a semester evaluation of the student's performance and submits the evaluation electronically through IPT (see Midterm Evaluation and Field Instructor’s Semester Evaluation of Student forms posted on the UCF SSW Field Education website).

10. Completes the request form for a Certificate of Participation and submits this information to the Director of Field Education or Faculty Field Liaison (see Certificate of Participation posted on the UCF SSW Field Education website).

11. Signs the Record of Field Hours and Supervisory Log electronically on a WEEKLY basis as required by the School of Social Work Field Education Office.

Role of the Task Supervisor
The Task Supervisor is an agency staff member who may be assigned to supervise specific learning assignments given to the field student. The Task Supervisor (when assigned) should participate in the evaluation of the student with the Field Instructor and student (see Midterm Evaluation and Field Instructor’s Semester Evaluation of Student forms posted on the UCF SSW Field Education website).

External Field Supervisor
Please see the "Special Placements" section of this Manual for description of this position.

Opportunities for Learning Experiences
Orienting Student to the Agency: The agency is expected to orient the student to the field setting at the beginning of placement. The orientation should be comparable to that provided to a new employee. Such orientation is seen as the primary mechanism for ensuring that the student both understands and is able to function within the expectations of the field agency.

The student should gain a basic familiarity with the agency setting and practices before specific work assignments are made. Student orientation to the agency can include, but is not limited to, the following areas:

1. Description of the history, philosophy, and goals of the agency.

2. Interpretation of the agency's organizational structure and governing body, staffing pattern, funding sources, and interface with other agencies.

3. Profile of clients served, services offered, eligibility requirements, and sources of referrals.

4. Tour of facility and introduction to agency personnel.

5. Identification of available agency in-service training and community seminars.

6. Explanation of relevant agency procedures, forms, and requirements as delineated in agency policy manuals.

7. Other information as related to assigned work area and specific tasks (e.g., work schedule, record keeping procedures, confidentiality laws, dress requirements, time planned for supervisory conferences, etc.).

Assignment of Learning Activities
To enhance the benefit derived from agency placement, learning assignments should be arranged for the student which include a variety of practice experiences and provide a wide range of meaningful encounters with the social service delivery system. Student assignments during placement should be designed according to the goals and objectives outlined for the specified Field Education course. All assignments should be educationally directed. Professional supervision should be based on the student's need for structure, support, and direction.

Initial assignment of cases and projects should be made within the first three weeks of the placement so the student immediately feels involved and productive. A minimum of 50% of the student's field hours should be face-to-face client contact. When the placement term begins, each student is expected to develop, in
consultation with the Field Instructor, a learning contract for his/her semester of field study. The learning objectives contained in the contract should be based on the skill goals of the MSW Program of the School of Social Work, the objectives for the particular Field Education course, the agency’s needs, and the student’s abilities and interests. (See Learning Contract Instructions and Sample posted on the UCF SSW Field Education website for information about the learning contract.)

Evaluation of Student Performance

Ongoing Assessment

Evaluation of the student's performance and assessment of the agency as a placement setting are seen as ongoing activities during the placement semester. Evaluation is an inherent and ongoing process that enables students and their Field Instructors to maintain their focus and commitment to the learning objectives of the social work field internship. Opportunities for such evaluation occur on a regular basis in both formal meetings at the agency and University, as well as during informal contacts between Faculty Field Liaisons, Field Instructors, and students. A clear understanding of the evaluation criteria should be agreed upon early in the placement. If there are problems with the student’s performance during placement, the Field Instructor should pursue resolution of the problems with the student. If resolution is not successful, the Field Instructor should inform the Faculty Field Liaison and/or Director of Field Education immediately.

Field Instructor’s Semester Evaluation of Student

Each Field Instructor should review with the student the learning goals and objectives specified in the student's learning contract and the field evaluation forms. Sources of information used to assess the student's performance during a placement term include observations by the Field Instructor, input from others, and review of written materials. The Field Instructor is responsible for providing close supervision of the student's work and evaluating assignments. Students are responsible for continually assessing their own learning needs and progress.

At the end of each field placement term, the Field Instructor completes an electronic version of the semester evaluation through Intern Placement Tracking (IPT). The field instructor completes the evaluation of the student and reviews the evaluation with the student. (See Field Instructor’s Semester Evaluation of Student posted on the UCF SSW Field Education website). Grades are assigned for field seminar by the Seminar Instructor/Field Liaison based on the semester evaluation, completion of field hours and completion of the field seminar assignments. Grades for these courses are on a Satisfactory/Unsatisfactory basis.

d. Student Roles and Responsibilities

The importance of the student's responsibility for achieving a successful field placement cannot be over-emphasized. Along with Faculty Field Liaisons and agency personnel, each student is expected to function as an equal, assertive, and active partner in planning, carrying out, and evaluating Field Education activities. Therefore, students should take initiative in selecting a suitable placement, developing the learning contract, meeting the objectives and goals for Field Education, and participating in all decisions related to requirements for field work. In summary, students are active participants in the educational process and have both roles and responsibilities for meeting requirements of Field Education. Among these are the following:

1. Buy insurance: When a student registers for the Field Education placement course, they will automatically be covered by UCF College of Health and Public Affairs Liability insurance policy designed to ensure protection for malpractice issues. Students also should have their own personal health and accident insurance coverage. Students need to be aware that some agencies cannot cover students under Worker's Compensation.

2. Completion of Field Placement Process: Students should follow the School's procedures outlined for arranging graduate placements. (See the Manual section on "Placement Process" for a description of the steps involved in securing a placement.) The faculty of the Field Education Office initiates placement options after reviewing student's field application and refers students to agencies for interview and placement consideration.

3. Participation in the Field Orientation Meeting and Seminars: Field Education Orientation meetings are held on campus for students before the placement period begins. This field orientation is in addition to the orientation given by each field agency. The policy of the School of Social Work is that all MSW students must attend the mandatory field orientation. Field orientations are held during both the generalist and clinical years and each orientation is required in order to review the unique information relevant to each MSW cohort. Students are excused from the mandatory field orientation held prior to the start of the semester only under extreme circumstances such as a verified hospitalization or family emergency. These students will be permitted to attend a make-up field orientation which must be completed before the
internship can be started. Failure to attend the regularly scheduled field orientation or the scheduled make-up field orientation will result in deferment of field education until the following academic year. Students are given adequate notice of the dates/times of mandatory field orientation and should schedule their responsibilities accordingly so that they can attend. Students may not miss field orientation and attend a make-up orientation due to conflict with work schedules.
4. **Conformity to University and Agency Policies and Procedures:** Students should understand and meet the requirements for Field Education (e.g., attendance, arriving and leaving the agency at the agreed upon time, notification of absences, seminar assignments, etc.), adhere to policies and procedures of the placement agency, and comply with guidelines described in this Manual. In addition, each student is expected to follow placement requirements described in the Affiliation Agreement between the University and field agency.

5. **Completion of Field Education Requirements:** Students are expected to transfer the theoretical concepts, principles, and skills acquired in the classroom to field practice situations to receive a Satisfactory (S) grade in Field Education. Responsibilities of the field student include:

   a. Read this Manual.

   b. Complete field logs and submit them to the Seminar Instructor.

   c. Develop a learning contract with the Field Instructor and Task Supervisor (when assigned) and complete all field assignments (see Learning Contract Instructions and Sample and Learning Contract Form posted on the UCF SSW Field Education website). The student should submit the Learning Contract through IPT.

   d. Schedule a weekly conference with the Field Instructor for supervision with planning, managing, and completing field assignments. The student should prepare an agenda before each scheduled conference.

   e. Participate in the site visit of the Faculty Field Liaison to the agency each semester.

   f. Have the Record of Field Hours and Supervisory Log signed electronically on a weekly basis by the Field Instructor.

   g. Participate with the Field Instructor and Task Supervisor (when assigned) in the semester evaluation of student performance (see the Semester Evaluation of Student forms posted on the UCF SSW Field Education website). The evaluation is to be signed by the field instructor and submitted electronically through IPT.

   h. Submit a written evaluation of the Field Education experience (Student Evaluation of Field Placement) to the Seminar Instructor by the designated date near the end of the 2nd placement term (see Student Evaluation of Field Placement posted on the UCF SSW Field Education website).

   i. Sign the Record of Field Hours electronically at the end of each semester of field placement (see Record of Field Hours forms posted on the UCF SSW Field Education website) prior to the signature of the field instructor.

   j. Demonstrate a commitment to ethical social work practice as outlined in the NASW Code of Ethics by applying social work values and ethics in all practice situations.

**Acceptance and Involvement in the Supervisory Relationship:** Students should be receptive to supervision and use it to improve practice skills and knowledge, increase self-awareness, and develop professionally. Therefore, as needed, students are responsible for meeting with Field Instructors, Task Supervisors (when assigned), and Faculty Field Liaisons for guidance, clarification, and assistance in completing assignments and to discuss other matters related to their field work.

If there are problems during placement, students are responsible for pursuing resolution of problems through proper channels. Students should share all problems with appropriate agency personnel and/or Faculty Field Liaison. Preventing or resolving problems frequently requires that a student take the initiative to interact with question, give feedback, and constructively approach others when it appears that the educational objectives and other field requirements are not being met (see the “Field Placement Process – Change of Placement” section of this Manual).

**Participation in the Evaluation Process:** Evaluations of the student's progress and performance during the placement term are completed by the Field Instructor and the Task Supervisor (when assigned) at the end of each semester. Each student is expected to participate in the formal evaluation process.

**e. Utilization of External Supervision**

External supervision is utilized when an MSW is not available at the field placement agency. In these cases, a MSW Field Instructor outside of the agency is assigned to work with a Task Supervisor in the agency.
The success of this type of placement depends upon the abilities of the external Field Instructor and Task Supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, the University, and the student. Although very few special placements are used in the MSW program by the School of Social Work, the following described arrangements for supervision ensure that standards are maintained in special placements for the professional direction and supervision of a student's learning in the field.

**Role of the Task Supervisor**

When a MSW Field Instructor is not available to provide supervision in a desirable field agency, an external Field Instructor who is employed outside the placement unit or field agency will be assigned to work with a Task Supervisor within the agency to assure that the student's assignments have a social work focus and meet the requirements for Field Education. In this special arrangement for field study, day-to-day supervision of the student's work is the responsibility of the Task Supervisor. This requires that a Task Supervisor be selected who is very knowledgeable about the agency and is a skilled and capable professional in his/her field (e.g., a psychologist, mental health counselor, physician, BSW social worker, administrator, rehabilitation specialist, nurse, etc.). In addition, the Task Supervisor should have experience in supervision and be willing to commit adequate time to supervision of the student. Specifically, the Task Supervisor:

1. Provides the student with a general orientation to the field agency.
2. Identifies and/or designs learning assignments for the student in consultation with the external Field Instructor.
3. Reviews, modifies (as needed), and signs the student's learning contract (see Learning Contract form posted on the UCF SSW Field Education website).
4. Provides daily supervision to the student concerning field assignments.
5. Schedules weekly supervisory conferences with the student to provide him/her assistance in planning, managing, and completing field assignments.
6. Provides ongoing feedback to the student concerning his/her performance in the field.
7. Maintains contact with and meets with the external Field Instructor and Faculty Field Liaison to monitor student progress.
8. Develops a written evaluation of the student's performance (see Semester Evaluation of Student forms posted on the UCF SSW Field Education website).
9. Arranges for the external Field Instructor to review, modify (as needed), and sign the written evaluations of the student's performance.
10. Submits the request form for a Certification of Participation to the Field Education Office if the external Field Instructor will not be submitting the form for supervising that student (see Certificate of Participation posted on the UCF SSW Field Education website).

**Role of the External Field Instructor**

When an external supervision arrangement is used, the person who functions as the external Field Instructor usually has a direct affiliation with the agency (e.g., board member, agency consultant, etc.) or is a member of the social work faculty. The external Field Instructor is responsible for directing the student's overall learning experience and for guiding the Task Supervisor's activities with the student. Specifically, the external Field Instructor:

1. Identifies and/or designs learning assignments for the student in consultation with the Task Supervisor.
2. Reviews, modifies (as needed), and signs the student's learning contract (see Learning Contract posted on the UCF SSW Field Education website).
3. Maintains contact with and meets with the student once a week for one hour of supervision to assist with relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.
4. Maintains contact with and meets with Task Supervisor and Faculty Field Liaison to monitor student progress.
5. Reviews, modifies (as needed), and signs the written evaluations of the student's performance before it is submitted electronically.
6. Submits the request form for a Certification of Participation to the Field Education Office (see Certificate of Participation posted on the UCF SSW Field Education website).
Role of the Faculty Field Liaison

To safeguard against role conflict and minimize confusion in the arrangement where an external Field Instructor and Task Supervisor have joint responsibility for the student's activities, the Faculty Field Liaison performs the following functions:

1. Provides clarification and consultation concerning the objectives for Field Education, placement requirements, learning assignments, and the roles of the external Field Instructor, the Task Supervisor, and the student.
2. Maintains contact with the Task Supervisor, external Field Instructor, and student to monitor student progress.
3. Schedules at least one agency visit during the placement period and meets with the external Field Instructor, Task Supervisor, and student to review the student's learning contract, to evaluate the student's performance, and to receive feedback about the Field Education program.
4. Receives and reviews the written evaluations of student performance and the student's evaluation of the Field Education experience.
5. Documents that the Task Supervisor or Field Instructor have met requirements to receive a Certificate of Participation (Certificate of Participation posted on the UCF SSW Field Education website).

Role of the Student

When assigned to an external Field Instructor and an agency-based Task Supervisor, the student:

1. Performs all roles described in the "Student Roles and Responsibilities" section of this Manual.
2. Plans an agenda and schedules weekly conference with the Task Supervisor for direction in planning, managing, and completing field assignments.
3. Maintains contact with the external Field Instructor. The student should prepare an agenda and meet weekly (for an average of one hour a week) with the external Field Instructor for assistance in relating agency assignments and theory to social work practice and to discuss other issues associated with the profession of social work.

Section VII

Field Education Department Policies and Procedures

a. Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This Manual is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Student Resource Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.

Upon request, for persons with print-related disabilities, this publication is available in alternate formats. For more information, please contact the professor at 407-823-2114.

b. Application for Field

Students do not automatically receive an agency field education experience upon admission to the School of Social Work. All students must meet specified criteria, complete a field application and be accepted by the Field Education Department to be placed in an agency for the field experience.

Generalist students are contacted by the Field Education Office upon notification of their acceptance into the MSW Program and receive instruction on submitting a field application through IPT. Students are contacted by a member of the field faculty upon receipt of the completed application and an interview is scheduled with the student to discuss the placement process, student interest and internship opportunities.

Clinical students in the two year MSW program are contacted in November of the Generalist year during field seminar to discuss the placement process for clinical internship. Students are informed of the process for submitting a field application through IPT, deadline for submitting the field application for clinical internship and the field placement process. Students sign up for interviews with a member of the field faculty to discuss their areas of interest and internship opportunities.

Clinical students in the Advanced Standing MSW Program are contacted in May during MSW Program orientation to provide them with information about the placement process for clinical internship. Students are informed of the process for submitting a field application through IPT, deadline for submitting the field application for clinical internship and the field placement process. Students sign up for interviews with a member of the field faculty to discuss their areas of interest and internship opportunities.
c. Admission Criteria for Field- MSW Students
Generalist students are eligible for field education upon admission to the MSW Program.

Clinical students in the two year program must have completed all courses in the plan of study for generalist students in order to be accepted for clinical field education. They must successfully complete 400 hours of generalist field placement prior to applying for clinical internship or starting clinical coursework. Students must complete SOW 6123 Psychosocial Pathology and SOW 6424 Theories for Evidence-Based Clinical Social Work Practice prior to beginning clinical field education.

Advanced standing students must be accepted into the MSW Program prior to entering clinical field. They must complete SOW 6123 Psychosocial Pathology and SOW 6424 Theories for Evidence-Based Clinical Social Work Practice prior to beginning clinical field education.

d. Field Placement Process
The field education placement process is a collaborative endeavor between the Field Education Department faculty, the student and community agencies. Under no circumstances can students make arrangements for their own placements. Any agency contacted by a student without coordination and referral from the Field Education Department will automatically be disqualified as a placement site for the student.

The Field Education Department strives to provide quality field education opportunities for students with agencies that contract with the University of Central Florida. All approved agencies must have a properly executed Affiliation Agreement with the University prior to any student beginning a field experience with that agency. The agency field instructor approved to provide agency field supervision must meet the qualifications as outlined in this manual.

Students are also restricted from field experiences in any agency where a dual relationship exists in a supervisory or authoritative position (i.e. agencies where a relative, friend etc. is in a position of authority) or where there is a potential for unclear boundaries. Students may not complete a field experience in an agency where they have been a client within the past two years or where they may have access to family member’s files.

Communication between the student and the faculty of the Field Education Department is a critical factor in the successful completion of the field placement process.

e. Interview and Agency Selection for the Field Placement
Students in the MSW Program participate in an interview with a member of the field faculty after the field application has been submitted electronically through IPT. During this interview, the field faculty member will review the student’s areas of interest and opportunities available in the community for internships. The Field Education Office cannot guarantee that opportunities will exist in the program areas of interest or the geographic location (county) of the internship. Students in the on-campus program are placed in internships within Central Florida and can be expected to drive up to one hour for placement. Students are not placed outside of the Central Florida area for internship.

The field faculty will select an agency for the student internship based on student interest, availability and assessment of other factors related to field education. The student will be informed of the selected agency following the interview and will schedule an interview with the agency. If the student is selected for the internship, a Placement Confirmation Form is signed by the student and agency field instructor and submitted to the Field Education Department. If the student is not selected for the internship, the student is to contact the field faculty member to discuss the situation and to have a second interview with the faculty member if necessary.

In cases where a student is accepted by an agency, but refuses the placement, the faculty will make one additional attempt to place the student. If the student is accepted by, but refuses, this additional placement, the faculty of the Field Education Office will not be obligated to seek additional placements for the student for that academic year. This may jeopardize the student’s status in the program.
The field faculty will refer students to a maximum of three placement sites for interviews. If the student is not selected by the internship site/agency, the Field Education Department is not obligated to refer the student to another agency. This matter will be reviewed by the Director of Field Education and the MSW Program Committee.

The confirmation of the agency field placement is not finalized until the agency field instructor and the field faculty agree upon the agency experience. The student will return the Placement Confirmation Form to the assigned field faculty after it is signed by both the student and the agency field instructor. This form should be returned to the field faculty as soon as possible after the successful interview. If a student starts a field placement without submitting a signed Placement Confirmation Form, all hours accrued prior to receipt of the form will not be counted.
f. Orientation Meetings

Graduate students are required to attend a field orientation meeting prior to the start of fall semester and before reporting to their assigned agencies. MSW Field Orientation is mandatory for all MSW students entering field. Separate field orientations are held for Generalist and Clinical MSW students. Student in the two year MSW program are required to attend MSW Field Orientation both years.

Students must contact the Field Education Office in advance if they are unable to attend mandatory field orientation due to a documented excused absence. In the event of an excused absence, students will be assigned to a make-up field orientation session. Students who miss both the mandatory field orientation and make-up orientation will be deferred for field until the following academic year.

Students may not begin their field placement until they have attended orientation. Any hours completed by a student prior to attending field orientation will not be counted.

g. Malpractice/Liability Insurance

Malpractice insurance is provided for all students by the School of Social Work by the University of Central Florida. The liability insurance only covers students’ actions while they are a student at their field placement and does not cover the student for any other activities or jobs.

h. Field Education Hours

- Regular standing students are required to complete a minimum of 1000 clock hours of field study including 400 hours of generalist internship and 600 hours of clinical internship.
  - Advanced standing students must complete a minimum of 600 clock hours of field work.
  - All students are required to complete fifty percent of their internship hours during normal business hours.

All students must continue to report to their agencies for the full duration of the semester even if they complete the hour requirement earlier in the semester

i. Employment Based Internship

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings which are selected on the basis of the student’s level of placement and areas of interest. There are some situations, however, in which paid employment can meet the standards for field placements. The guiding principles for these exceptional decisions is that the field placement experience must offer new and different learning opportunities from those associated with the student’s regular employment and also must be educationally directed and professionally supervised by Field Instructor who meets the standards of the Field Education Office.

There are a number of potential problems that may arise when students attempt to combine jobs with field placement:

1. The agency may emphasize productivity of the student employee, rather than the student’s own learning.
2. If job duties change, the position may no longer meet the criteria for social work activities at that student’s level of placement.
3. Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities which are incongruent with placement expectations, situations which threaten their employment status, etc. This could lead to a delayed intervention by the Field Education Office, sometimes resulting in an “Unsatisfactory” or “Incomplete” grade for the field placement.

Consequently, paid employment can present many complicating factors that limit students’ full utilization of the educational opportunity of field internships and should be weighed carefully by the student and the employer. Therefore, the Field Education Office cautions students about the potential problems of these placement situations and reserves the right to approve paid employment as field placements based on the following guidelines. These guidelines apply to new jobs as well as to existing employment.

Requirements for Employment Based Internships

1. All of the required field hours must take place under the supervision of a Field Instructor who meets the standards of the program (MSW students must receive one hour of supervision per week from someone with a MSW degree.
2. The activities must be congruent with the student’s placement level (generalist or clinical). Some jobs with the title of “Social Worker” do not meet the expectations of the practice activities for a particular
field experience. Students are responsible for understanding and adhering to the course objectives for Field Education.

3. The activities themselves must constitute new learning for the student: i.e., a new population, utilizing new treatment methodology, and/or in a new field of practice.

4. The student’s educational goals should be the primary focus of the position, not simply the needs of the agency.

5. The employment date or date of reassignment within the agency must be no more than 90 days from the first day of the semester in which the student is registered to start the placement, in order to ensure that the Field Education experience falls in sequence with academic course work as structured by our program of studies and according to the Council on Social Work Education (CWSE).

6. The employment supervisor must be separate from the agency field instructor role; in other words, the individual supervising the student for work cannot supervise the student for the internship hours.

Approval Process for Employment Based Internships
If the potential internship meets the above criteria, the student can then submit the Employment Based Internship Proposal form (posted on the UCF SSW Field Education website) to the Field Education Office. The purpose of this proposal is to provide the Field Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the UCF School of Social Work’s expectations.

In order to be considered for this special placement request, the student is responsible for completing and submitting this form to the Field Education Office at least one month (30 days) prior to the beginning of the placement. The decision will be made by the Director of Field Education and will be communicated directly to the student as soon as possible. Students should not assume that these placements will be automatically approved. Students are limited to one employment based internship while enrolled in the School of Social Work as a social work student.

j. Student Expenses
Expenses for transportation and other costs incurred while completing required field assignments may be paid by the agency. Students must follow agency procedures for reporting expenses connected with field assignments and receiving reimbursement. Students pay costs of transportation for reporting to and returning from their assigned agencies each day.

k. Student Schedule, Attendance and Holidays
Students should complete field education hours during normal agency hours and must complete at least fifty percent of their hours during the normal business hours of the assigned agency.

1. The student and the Field Instructor should work out the daily schedule for assignment to the agency during placement. The regular schedule established should allow the student opportunities to be actively involved in the agency’s services, to participate in agency functions, and to attend campus seminars. Any needed variations in the regular, established schedule (e.g., attending night meetings, occasional weekend work, using compensatory time, etc.) must be planned in advance and agreed upon by the student and the Field Instructor.

2. Leave time (vacation and other unnecessary leave) is typically not allowed during the field placement. If it is necessary to take leave time it must be done with the permission and pre-approval of the agency field instructor and seminar instructor and cannot interfere with the provision of services to clients. Personal and family emergencies do not apply in these cases. Any time taken must be made up before the end of the semester in which it occurred.

3. Agency orientation should include procedures regarding student absences, arrangements for making up missed time, and using compensatory time. The faculty of the Field Education Office need to be contacted if a student does not report to the agency when the placement term begins or if there are frequent absences.

4. The seminar instructor/field liaison must be notified by the student of any extended (more than 3 days) illness.

5. A conference will be arranged with assigned agency personnel, the Faculty Field Liaison, and the student in cases where there is significant concern about the ability of a student to function in an agency due to absences, illness, or other problem situations that may arise during placement.

6. Students may carry 20 earned field hours forward to the next semester. Students may not “bank”
hours in order to complete the internship early and must remain at the agency until the end of the semester.
7. Students are expected to follow the agency schedule for holidays not the University schedule. An agency holiday that takes place on a student’s scheduled day in the agency does not count toward the student’s field hours. The student must arrange their schedule to make up these hours before the end of the semester.

8. Students called for Jury Duty must notify the agency and your field seminar instructor. Students will not have to make-up hours missed due to jury duty but will have to provide verification of attendance.

9. Students may have to complete hours during the semester break and during spring break. This requirement is determined by the agency field instructor and the requirements of the internship. Students should discuss these requirements during supervision with the agency field instructor and with the seminar instructor if they have concerns regarding this requirement.

l. **Field Seminar Course**
   Students are expected to attend field seminar and to actively participate in seminar discussion. Attendance requirements for field seminar include:
   
   One missed class: No make-up assignment
   Two missed classes: 5 page paper due in two weeks (see seminar instructor for details)
   Three missed classes: Student is assigned an extra 50 hours of field work for the semester
   Four missed classes: Failing Grade for Field Education and Seminar

   Students in the on-line seminars will have attendance requirements which should be reviewed with the seminar instructor.

m. **Incomplete Grades**
   Incomplete grades should only be given on those rare occasions when students are not able to complete the course assignments due to extraordinary circumstances. This does not include situations where students cannot meet deadlines due to poor time management. If an incomplete grade is to be given the student and the instructor must develop a plan that includes the specific assignment due, the due date and consequence for not meeting that due date.

   Students must be assigned a satisfactory grade (S) by the Seminar Instructor/Field Liaison to receive course credit for the field education course. If a student is unable to complete required hours or assignments before the placement period ends due to extenuating circumstances such as student illness an incomplete may be recommended. **Students must complete 75% of all field hours required for the semester in order to receive a grade of Incomplete.** A student may be required to complete assignments or redo a part or all of the field work in the same or a different placement setting.

n. **Site Visits**
   The seminar instructor/field liaison will make at least one site visit during the course of the student field placement for the academic year. Full-time MSW students typically have a site visit during fall semester and part-time MSW students typically have a site visit during spring semester. The field liaison will have a telephone conference with the agency field instructor during all semesters in which a site visit does not take place to discuss student progress in the internship and related topics.

   The role of the field liaison is to be a link between the agency, the student and the field education department. Students and field instructors are encouraged to use this resource to help them with optimizing the field education experience. Site visits last approximately one hour and include the student and agency field instructor. Site visits should not include groups of students and should be a meeting with the individual student and agency field instructor. Discuss will focus on student progress, the learning contract, application of theory and classroom material to practice, identification of areas of concern and related topics.

   Additional site visits may be scheduled for students who are not making the expected progress and students rated below an expected 3 or above on the semester evaluation of the student (based on EPAS core competencies and practice behaviors). A performance improvement plan will be developed by the field liaison with input from the agency field instructor if problems arise to help the student with a successful outcome in field education.

o. **Change of Placement**
   If the agency field instructor, student and/or field seminar instructor believe that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to
another agency placement. This action is taken only if is documented that all efforts have been made by all parties to correct the problem and the request is reviewed by the MSW Program Committee which addresses student success concerns. Any change of placement is coordinated with the Director of Field Education
and is based on the recommendations of the Committee. The placement site for students under these circumstances is selected solely by the faculty of the Field Education Department. Students terminated by a field agency or the field education department due to performance do not follow under these guidelines.

p. Safety Issues
The School of Social Work is aware of risk to agency staff and students in situations regarding contact with the public and in the field of social work. These risks are reviewed during field orientation with students. Students need to be aware of the need for personal safety to act in a manner to minimize risks whenever possible.

Agency field instructors must include a discussion of safety issues and steps that students can take to minimize risk within their organization as part of the student orientation to the agency.

Students are not permitted to transport clients in their personal vehicles under any circumstances. They may transport clients in a company vehicle.

If a situation should occur where a student or client experiences a safety issue, it should be reported immediately to the Director of Field Education and written documentation should be submitted by the student and agency field instructor. The Director of Field Education will notify the seminar instructor/field liaison and the Director of the School of Social Work.

q. Home Visits
Students in Field Education are to perform duties and tasks expected of a professional social worker including, but not limited to, home visits, community-based meetings, staff development, and documentation as they represent valuable learning opportunities.

Students are expected to follow agency guidelines on home visits similar to those followed by agency staff members. In order to guide the student and the agency, the following safety principles are strongly suggested:

1. All home visits must be made with the full knowledge of the agency.
2. The supervisor should be aware of time of departure, time of return, and other activities on the trip.
3. Students should know how to access a supervisor at all times while conducting a home visit.
4. Students should not conduct a home visit if they feel threatened or if they detect the presence of alcohol.
5. Students should be aware of dogs or other household pets which may be a threat.
6. Students should not make home visits after dark alone.
7. Students should know whom to call and what steps to take if they should experience a vehicle breakdown.
8. STUDENTS SHOULD NOT TAKE RISKS.

Students who feel they are being asked to conduct home visits that do not follow these guidelines are urged to discuss the situation with their Field Instructor. If the situation cannot be resolved, then students should consult their Faculty Field Liaison. If an agency is unable to accommodate the safety of a field student, the field placement may be terminated.

r. Falsification of Field Hours
Falsification of field hours by a student will result in a failing grade for the field education course and a referral to the Office of Student Rights and Responsibilities. All hours earned during the semester will be forfeited by the student. Approval to move forward in the MSW Program will be made by the MSW Committee.

s. Agency Conflict of Interest
The School of Social Work believes it is not in the student’s, agency’s or the clients’ best interests to allow a student to complete an internship at an agency where the student has been a consumer of services within the past two years. The Director of Field Education and Director of the School of Social Work will review all requests after the two-year period.

t. Sexual Harassment and Non-Professional Relationships
Among the principles which guide the School of Social Work is the belief that all people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth. In order to promote this principle, the sexual harassment of students, faculty, and/or staff is strictly prohibited.

Sexual harassment is defined as unwelcome sexual advances, request for sexual behaviors, or verbal or physical conduct of a sexual nature when:
Submission to such conduct is made (either explicitly or implicitly) a term or condition of an individual's employment, as a condition for a student's grade, or as a condition of a student's admission into, continuation in, or graduation from the program.

1. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.

2. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work/education environment. (Modification of 1994 President's Policy statement Regarding Equal Opportunity/Affirmative Action Program — University of Central Florida).

3. When this policy is not specific on a certain point, faculty members and field staff are expected, in good faith, to conduct their activities in the spirit of social responsibility embodied in this policy.

u. Relationships

Faculty-Student Relationships
The NASW Code of Ethics is clear in regard to the character of professional relationships. In keeping with the spirit of the Code of our profession and in recognition of the power faculty potentially have over the academic careers of students, intimate relations between faculty and social work students are unacceptable.

Students who experience discomfort when observing or being subjected to a faculty member's (1) personally directed sexually oriented remarks in or outside of the classroom or (2) inappropriate behaviors of a sexual nature, (i.e. intimate touching, kissing, caressing) are experiencing sexual harassment.

Further, faculty are cautioned against behaviors that create the perception of sexual harassment. Under no circumstances is it acceptable for a faculty member to date a social work student. It is the belief of the School of Social Work that amorous relationships between faculty and their students, due to the natural power imbalance between faculty and students, could be potentially damaging to the student. Just as social work practitioners should not their date clients, faculty should not date their students.

Agency Staff-Student Relationships
While in field placement, agency staff serve as Field Instructors, Task Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is strictly prohibited. Field agency staff are to conduct themselves in a professional manner in all of their dealings with UCF social work students. Dating between agency staff and students is not acceptable. Allegations by students regarding sexual harassment by agency staff should be reported to the student's Faculty Field Liaison and to the Director of the School of Social Work.

Student-Client Relationships
The Code of Ethics of the NASW urges social workers to avoid dual relationships with clients whenever possible and states, “Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.” The Code also prohibits sexual relationships and sexual harassment between social worker and client (previous or current) and clients’ family members. Therefore, non-professional relations between social work students and agency clients or family members are unacceptable.

Staff-Faculty Relationships
The Code of Ethics is clear about the need for social workers to respect and demonstrate ethical principles in their relationships with professional colleagues. The same principles apply within the School of Social Work. It is never appropriate for faculty to carry on intimate relations with subordinate staff members. Any unwelcome sexual advances made explicitly or implicitly by a faculty member having supervisory responsibilities for other faculty or staff members constitutes sexual harassment and will not be tolerated within the School of Social Work.

Reporting Procedure
Any individual who believes he/she has been sexually harassed should report his/her complaint to the Director of the School of Social Work and/or her/his faculty advisor. Obviously in cases where the accusation is made against the Director of the School of Social Work or academic advisor, another faculty member or the Dean should be consulted. All complaints regarding sexual harassment will be forwarded to the University's E.O. office for review.

Non-Discrimination and Social and Economic Justice
Consistent with the University of Central Florida's policy regarding equal opportunity and affirmative action, the School of Social Work is committed to carrying out its program without regard to sex, race, national or
ethnic origin, religion, disability, age, class, sexual orientation, or veteran status. However, to diversify its student population, the School is committed to recruiting, admitting, and retaining minority students.

The Code of Ethics of the NASW states that professional social workers should respect the inherent dignity and worth of the person and that “Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.” Therefore, faculty, students, and field agencies are expected to not discriminate based on those characteristics or on the basis of social or economic standing. Additionally, the social work profession is dedicated to promoting social and economic justice as stated in the Code: “Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.”

Furthermore, the UCF School of Social Work does not discriminate on the basis of political orientation. Towards this end, the School does not inquire about students' political orientation in 1) the admissions application, 2) the Field Education placement process, nor the application for student financial assistance. While it is expected that all students will adhere to the Code of Ethics of the NASW, no particular political orientation is required. Political orientation is not discussed within the classroom or field. No specific political orientation is advocated by the faculty or in school governance.

This same non-discrimination policy is applied to the School's selection and use of social service agencies for the placement of field students. If requested by the University, field agencies must be able to show evidence of policy commitments to non-discrimination in both service delivery and employment.

v. Reporting Abuse and Neglect
   It is the policy of the School of Social Work that student interns follow all the state statutes regarding the reporting of abuse and neglect which apply to professional social workers. Therefore, the student in field placement has an obligation to report abuse and neglect if they have firsthand knowledge of it, or if they have personal knowledge of evidence which strongly suggests abuse or neglect. Students should inform their agency supervisor(s) of the action(s) taken.

w. Problems During Field Placement
   The School of Social Work will make available policies and procedures for field education via the Field Manual which is available on the School of Social Work web site. Policies are reviewed with students during mandatory field orientation for all graduate social work students. The NASW Code of Ethics is also available on the website.

   The School of Social Work will provide assistance in resolving problems with the field placement experience through the use of full-time and part-time field faculty. The Director of Field Education, Faculty Field Liaison, student, and Agency Field Instructor share responsibility for identifying, discussing, and solving any problems that may arise during Field Education. Attempts should be made by the student and Field Instructor to consider and deal carefully with problems as soon as they become apparent. Immediate and successful resolution of problem situations requires open and frequent communication between appropriate agency personnel and the student.

   The Faculty Field Liaison will maintain regular contact with the field agency and student and assist in solving problems as needed. The University will withdraw a student from field placement when necessary at the request of the field agency and/or due to other extenuating circumstances. Each individual situation will be carefully reviewed to determine the appropriate action. Changes in the field placement may occur after consultation with the student, agency representative(s), Field Liaison, and Director of Field Education.
   The School of Social Work will review all sides of the issues presented in a situation where problems occur and will make appropriate recommendations.

x. Termination of a Field Placement
   Students may be terminated from an agency field placement for a variety of reasons due to performance problems. These problems generally reflect a lack of compliance with established policies and procedures, ethical/work performance issues or a violation of expectations. Performance problems will be addressed in the following manner:
   1. Performance problems are identified by the agency field instructor and/or field faculty seminar instructor/field liaison. Specific recommendations for improvement will be made (if applicable) and consequences for failure to meet expectations will be communicated to the student in a timely manner.
2. Oral feedback will be given to the student from the agency field instructor about problems including examples of problem behaviors and ways to improve performance. Student performance will be reviewed in supervision. Faculty seminar instructors/field liaisons will document communication with the agency field instructor on a field advising note kept in the student’s field folder.

3. If performance issues continue and/or is serious (placing the student, clients agency or University at risk), the agency field instructor will write a summary of the problem and provide a copy to the student and seminar instructor/field liaison.

4. The agency field instructor is encouraged to contact the seminar instructor or the Field Education Department for consultation. The student should also contact the seminar instructor if there are concerns about the agency experience. The seminar instructor/ liaison will offer guidance to the student and agency field instructor by telephone or in person. A site visit will be conducted if deemed necessary.

5. When necessary and especially when the student’s performance places him/her at risk for termination of the internship, a written performance improvement plan will be established with the student, agency field instructor and field liaison. This plan will be initiated by the faculty field liaison with input from the agency field instructor and will be signed by the student, field instructor and field liaison. The performance improvement plan will be monitored on a bi-weekly basis and the faculty field liaison will document improvement or lack of improvement. It is the hope that the student’s performance will improve to an acceptable level with guidance and feedback from the agency field instructor and field liaison. If improvement does not occur by the dates listed on the performance improvement plan, the student may be terminated from the internship.

6. Poor performance or a single event that places clients, agency or the University at risk which is unprofessional or unethical will result in termination from the field agency experience. This decision is made jointly with the agency field instructor, seminar instructor/field liaison and the Director of Field Education. It is the right of the agency to terminate the field placement with a student with no notice if they believe that the student’s behavior places clients, the agency or University at risk.

7. If the student’s performance does not meet minimum expectations by the due date of the semester evaluation, the agency field instructor will complete the narrative portion of the semester evaluation form indicating the reasons why the student did not meet expectations including those areas/practice behaviors where the student received a rating below 3. At this time, the student will be placed on a performance improvement plan specific to improvement in the areas on the semester evaluation where a grade below 3 (meets expectations) is received. Students must be able to demonstrate competency on all practice behaviors/advanced practice behaviors by the end of the internship.

8. The seminar instructor determines the final grade to be assigned to the student based on the semester evaluation completed by the agency field instructor, assignments from field seminar, participation in seminar, completion of field hours and related issues. The Director of Field Education will review the facts and recommendation for a grade of Unsatisfactory with the seminar instructor prior to the submission of grades. The student may appeal the grade using the appeal process outlined in the Graduate Student Catalog.

If the student is demonstrating significant progress in the identified problems areas of performance but has yet to obtain the goals set, a grade of Incomplete may be assigned and the student continues their current field placement for a period of time specified by the agency field instructor and the seminar instructor/field liaison. If the student completes satisfactory work at the end of the specified time, the agency field instructor will submit a revised Semester Evaluation and the narrative will reflect the improvement shown in areas with previous inadequate performance. The seminar instructor will submit a change of grade form changing the grade from I (Incomplete) to S (Satisfactory).

Students may also receive an Incomplete if they have not completed the necessary hours due to circumstances that are beyond their control (i.e. absenteeism due to documented illness, a death in the family). In such cases, the student will be given a grade of Incomplete along with a written agreement about the plan for completing the hours.

In rare instances, the student may need to be removed from a field placement for reasons not related to poor performance. These decisions are made following discussion with the student, agency and Director of Field Education as appropriate. The student is placed at another field agency selected by the field education department.

If performance issues are a part of the problem and a decision is made to move the student, the Field Education Office will disclose the student’s previous performance problems with the new potential agency field instructor to assist with developing a successful plan for the student.
Students may be terminated from the MSW Program after one failed field placement as students must be able to demonstrate the ability to practice social work prior to receiving the MSW degree. The Field Education Department reserves the right to not offer a second agency field experience based on student performance issues. These circumstances will be reviewed by the MSW Program Committee who will make a final recommendation.

If a student is terminated from a field placement and is given the opportunity for a second placement, all field hours earned during the failed placement for that semester are forfeited. The second field placement is selected solely by the Field Education Department. If a student is terminated in-between semesters and is placed in a new setting for the following semester, the student will be assigned an additional 100 field hours to cover the orientation period.