

Academic Year 2022-2023



OFFICE OF FIELD EDUCATION

MSW FIELD EDUCATION MANUAL



COLLEGE OF HEALTH PROFESSIONS AND SCIENCES – HS1

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<https://healthprofessions.ucf.edu/socialwork>

UNIVERSITY OF CENTRAL FLORIDA SCHOOL OF SOCIAL WORK



ONLINE MSW FIELD EDUCATION

The UCF MSW Field Manual is used across both tracks of the MSW program (On -Campus track and Online MSW track).

Please note: some information in the field manual is specific to the on-campus track and **does not apply to the Online MSW track.**

Some examples include:

- References to IPT software requirements (Online MSW uses Webcourses)
- References to full time student requirements (Online MSW students are part- time)
- References on mandatory student and Agency Field Instructor on campus workshops/orientations/agency site visits/ training (These activities are available in virtual format for Online MSW)
- References to semester specific field requirements “Fall, Spring, Summer” (Online MSW operates under “semester I” semester II, semester III” system of field education.



Dear Student,

Welcome to the University of Central Florida School of Social Work. On behalf of the 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://healthprofessions.ucf.edu/socialwork>

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 Masters 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 undergraduate 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,

Robin R. Pisano, MSW
Director of Field Education
UCF School of Social Work

Christine Ferretti, MSW, LCSW
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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.

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.

DEPARTMENT OF SOCIAL WORK LOCATION AND CONTACT INFORMATION

The School of Social Work is located at College of Health Professions and Sciences (HS1), 12805 Pegasus Drive, Orlando, Florida 32816. The Office of Field Education is on the second floor of HPA I, room 236, 407-823-5230.

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SECTION I

a. 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 that 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.

b. MISSION OF THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES (CHPS)

The College of Health Professions and Sciences is one of the 11 colleges within the university. As an integral part of the Central Florida community, the mission is that the College of Health Professions and Sciences prepares students to promote, preserve, and enrich the health and wellness of diverse populations, through innovative and collaborative education, research, service, and practice.

The vision of the College of Health Professions and Sciences aspires to be the preeminent health sciences college where diverse students, faculty, scientists, and clinicians integrate learning, discovery, and technology to cultivate excellence in health.

c. MISSION OF THE SCHOOL OF SOCIAL WORK MSW PROGRAM

The UCF School of Social Work MSW Program prepares students to become clinical social work practitioners who promote optimal well-being, human rights, social, environmental, racial, and economic justice. The school focuses on social change and culturally responsive practice from a regional, national, and global perspective with individuals, families, groups, and communities in diverse settings through research informed practice.

d. 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 a 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. The Social Work Admissions Committee makes admission decisions and a majority of the MSW Committee makes retention decisions. A student may appeal a decision by following the procedures outlined in the Policy on Student Grievances found in the STUDENT HANDBOOK.

e. 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 herein after 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 INTERNSHIP 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 internship 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 internships 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, Component Behaviors and Advanced Component Behaviors are utilized throughout the curriculum and field education as the threshold for professional competence.

The 2015 Educational Policy and Accreditation Standards (EPAS) established Nine Core Competencies and associated components for accredited social work programs. The Core Competencies are listed below:

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

c. Components

The 2015 Educational Policy and Accreditation Standards (EPAS) established 9 Core Competencies and associated Components for accredited social work programs. The Behaviors for generalist practice developed by CSWE are listed below:

Educational Policy	Core Competency	Behaviors
Competency 1	Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication • Use technology ethically and appropriately to facilitate practice outcomes • Use supervision and consultation to guide professional judgement and behavior
Competency 2	Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels • Present themselves as learners and engage clients and constituencies as experts of their own experiences • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 3	Advance Human Rights and Social, Economic and Environmental Justice	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, economic and environmental justice

Competency 4	Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Use and translate research evidence to inform and improve practice, policy and service delivery
Competency 5	Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services • Assess how social welfare and economic policies impact the delivery of and access to social services • Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice
Competency 6	Engage with Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7	Assess Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies • Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies

<p>Competency 8</p>	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes • Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies • Facilitate effective transitions and endings that advance mutually agreed-on goals
<p>Competency 9</p>	<p>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p>	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes • Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes • Critically analyze, monitor and evaluate intervention and program processes and outcomes • Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

d. ADVANCED/CLINICAL COMPONENTS

The 2015 Educational Policy and Accreditation Standards (EPAS) established 9 Core Competencies and associated Behaviors for accredited social work programs. Advanced/Clinical Behaviors were developed by the School of Social Work for utilization with students during the clinical year as follows:

Educational Policy	Core Competency	Advanced/Clinical Components
Competency 1	Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective • Understand and identify professional strengths, limitations, and challenges
Competency 2	Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Identify and use practitioner/client differences from a strength's perspective • Work effectively with diverse populations and model culturally competent behavior with client groups, community partners and other professionals
Competency 3	Advance Human Rights and Social, Economic and Environmental Justice	<ul style="list-style-type: none"> • Participate in social advocacy and social action at the local, state, and national level to increase equal access to all clients • Advocate for the creation and revision of practices and tools that support anti-oppressive practice
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> • Use the evidence-based practice process in clinical assessment and intervention with clients
Competency 5	Engage in Policy Practice	<ul style="list-style-type: none"> • Advocate with and inform legislators to influence policies that impact clients and services
Competency 6	Engage with Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Develop a culturally responsive therapeutic relationship with clients • Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Competency 7	Assess Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Assess clients' readiness for change • Use multidimensional biopsychosocial-spiritual assessment tools
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collaborate with other professionals to coordinate treatment interventions • Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial- spiritual conditions

e. **FIELD EDUCATION COURSES – GENERALIST**

Course Name	Credits	Schedule/Hours	Co- requisites	Description
SOW 5538 Full-Time MSW Generalist Field Education Integrative Seminar I	1	Student completes 14 hours of placement each week and attends a bi-weekly field seminar	SOW 5305 Social Work Practice I SOW 5306 Social Work Practice II	These courses are comprised of both supervised learning experiences (SOW 5940) which relate social work practice to theory and seminars (SOW 5538 and SOW 5539) 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.
SOW 5539 Full-Time MS W Generalist Field Education Seminar II	1			
SOW 5940 Full-Time MSW Generalist Field Education	2 credits per semester			
SOW 5565 Part-Time MSW Generalist Field Education Integrative Seminar I	1	Student completes 10 hours of placement each week and participates in a bi-weekly field seminar	SOW 5305 Social Work Practice I SOW 5306 Social Work Practice II	These courses are comprised of both supervised learning experiences (SOW 5940) 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 5565, 5566 and 5567)
SOW 5566 Part-time MSW Generalist Field Education Integrative Seminar II	1	Student completes 10 hours of placement each week and participates in a bi-weekly field seminar		
SOW 5567 Part-time MSW Generalist Field Education Integrative Seminar III	1	Student completes 8 hours of placement each week and participates in a bi-weekly field seminar		

FIELD EDUCATION COURSES – CLINICAL

Course Name	Credits	Schedule/ Hours	Co-requisites/ Pre-requisites	Description
SOW 6531 Full-time MSW Clinical Field Education Integrative Seminar I	2	Student completes 20 hours of placement each week and attends/participates in bi- weekly field seminar	Pre-requisites: MSW Generalist Field Education and Seminar SOW 6123 Psychosocial Pathology	These courses are comprised of both supervised learning experiences (SOW 6940) in agencies which relate social work practice to theory and seminars (SOW 6531 and SOW 6536) designed to facilitate student integration of clinical social work practice and theory. The supervised agency provides a setting for clinical social work practice and 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 6536 Full-time MSW Field Education Integrative Seminar II	2	Student completes 20 hours of placement each week and attends/participates in bi- weekly field seminar	SOW 6424 Theories for Evidence-Based Clinical Social Work Practice	
SOW 6940 Full-Time Clinical Field Education	2 credits per semester		Co-requisites: SOW 6348 Practice with Individuals SOW 6612 Practice with Families SOW 6324 Practice with Groups	

SOW 6561 Part-Time MSW Clinical Field Education Integrative Seminar I	2	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 (SOW 6940) in agencies, which relate social work practice to theory, and seminars (SOW 6561, 6562, & 6563) designed to facilitate student integration of clinical 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 6562 Part-Time MSW Clinical Field Education Integrative Seminar II	1	Student completes 14 hours of placement each week and attends bi-weekly field seminar		
SOW 6563 Part-Time MSW Clinical Education Integrative Seminar III	1	Student completes 13 hours of placement each week and attends bi-weekly field seminar		
SOW 6940 Full-Time Clinical Field Education	2 Credits (First Semester) 1			

SECTION III

FIELD EDUCATION EXPECTATIONS

a. Hourly Requirements for Regular Standing Full-Time Students

Full-Time regular standing students complete a minimum of **1000** field hours in an agency setting by completing 400 Generalist field education hours and 600 Clinical Field Education Hours.

Full Time MSW Generalist Field Education/Internship requires the completion of 400 field hours over two consecutive semesters and completion of Full Time MSW Generalist Field Education Integrative Seminar I and II. These seminars focus on the development of generalist practice skills.

Full Time MSW Clinical Field Education/Internship requires the completion of a minimum of 600 clock hours of agency-based field work over two consecutive semesters (minimum of 300 hours per semester). Students must also complete Full Time MSW Clinical Field Education Integrative Seminar I and II, which emphasize development of clinical skills for practice with individuals, families, groups, communities, and organizations.

The seminar courses meet every other week (face-to-face or online). All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for all semesters of the generalist internship and all semesters of the clinical internship. Students must complete the clinical internship at a different agency unless an exception is approved by the Director of Field Education.

Hourly Requirements for Advanced Standing Full-Time Students

Full Time Advanced standing students are required to complete a minimum of 600 clock hours of agency-based fieldwork over two consecutive semesters (minimum of 300 hours per semester). Students must also complete Full Time MSW Clinical Field Education Integrative Seminar I and II.

The seminar courses meet every other week (face-to-face or online). All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for all semesters of the generalist internship and all semesters of the clinical internship. Students must complete the clinical internship at a different agency unless an exception is approved by the Director of Field Education.

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/Internship and Part Time MSW Generalist Field Education Integrative 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 during the seventh, eighth and ninth semesters. Part-time students complete Part Time MSW Clinical Field Education/Internship and Part Time MSW Clinical Field Education Integrative Seminar I, II, and III. This requires the completion of a minimum of 600 clock hours of agency-based fieldwork over three consecutive semesters (minimum of 200 hours per semester). Students must also complete Part Time MSW Clinical Field Education Integrative Seminar I, II and III, which emphasize development of clinical skills for practice with individuals, families, groups, communities, and organizations.

The seminar courses meet every other week (face-to-face or on-line). All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for all semesters of the generalist internship and all semesters of the clinical internship. Students must complete the clinical internship at a different agency unless an exception is approved by the Director of Field Education.

Hourly Requirements for Advanced Standing Part-Time Students

Advanced standing part-time students complete Part Time MSW Clinical Field Education/Internship and Part Time MSW Clinical Field Education Integrative Seminar I, II, and III. This requires the completion of a minimum of 600 clock hours of agency-based fieldwork over three consecutive semesters (minimum of 200 hours per semester). Students must also complete Part Time MSW Clinical Field Education Integrative Seminar I, II and III, which emphasize development of clinical skills for practice with individuals, families, groups, communities, and organizations.

b. Student Expectations of Field Education

The field education experience is an exciting time for students as they 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 their MSW degree and want this to be a positive and challenging experience.

In addition to feeling excited about the field placement, a student 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 the agency field instructor during supervision. As the internship progresses, students will gradually build a sense of confidence in their ability to practice social work. Anxiety will decrease as students 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 are to remain in their field placement through the end of the semester/last day of classes and are to complete the required weekly hours during this week. This expectation is required of all students and is in effect even if all field hours have been earned. The Field Education Office and students make a commitment to all agencies for students to be at their internship for the entire semester. This requirement cannot be overridden by the

task supervisor or field instructor.

5. Students should not complete more than 10 hours per day at their internship and a meal break of at least 30 minutes must be taken if the student works a 10 hour shift. This requires that the student is at the placement for 10.5 hours. Any request to complete more than 10 hours must be approved by the field program.
6. 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.
7. 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.
8. Lunch and dinner hours are not part of agency field hours unless students are required to remain with clients during mealtime.
9. 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.
10. 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 education.
11. 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 any absence to the agency field instructor immediately.
12. Students are expected to take initiative in seeking advice, consultation or help from the agency field instructor, seminar instructor or the faculty of the Field Education Office.
13. Students may attend seminars and workshops offered by agency or community agency if they pertain to the field education experience and if there is prior approval and permission of the 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 including inter professional education events (IPE).
14. 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 there are any concerns about expectations.
15. Site visits will be conducted at least once during the course of your field placement. The field liaison/seminar instructor will visit students in their agency to discuss the progress being made 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 fieldinstructor. 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.
16. Semester evaluations are completed by the agency field instructor for all students. The evaluations are completed electronically through a SWEAPS link provided by the UCF Field Office. Students are strongly encouraged to print a hard copy of the semester evaluation.
17. Grading for the field seminar for graduate students is on letter grade basis based on attendance, participation, and completion of assignments. Grading for field education/internship is on a Satisfactory/Unsatisfactory basis determined by completion of all field hours and a satisfactory semester evaluation. Students are expected to have a rating of 3 or above on all learning competencies/components behaviors/advanced component behaviors in order to successfully pass field education. Rating below 3 will result in a performance improvement plan and may result in an extension of the field placement or failing grade for field education.

18. The School of Social Work and the field agency will enter into an Affiliation Agreement, which outlines the conditions of the field placement.
19. Students are covered for malpractice insurance by the University of Central Florida during the course of the internship.
20. Students are not allowed to transport clients in a 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.
21. 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 2015 requirements found in Core Competency 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 all assignments in order to successfully pass this course. Students in online 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, component behaviors and advanced clinical 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 and expressed interests. 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.

STUDENTS MAY NOT HAVE ANY INDIVIDUAL CONTACT WITH A PERSPECTIVE AGENCY ON THEIR BEHALF. SUCH ACTION WILL RESULT IN THE DISQUALIFICATION OF THE AGENCY 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 fieldwork 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 student 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 an additional attempt to place the student. If the student is accepted by, but refuses additional placements, the faculty of the Field Education Office will not be obligated to seek additional placements for the student after three refusals 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.
11. Students must have a confirmed field placement by the start of the semester or will be at risk for being deferred from field education for one academic year.

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 Director 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.
5. Changing a field placement at the request of the student or due to a termination of the field placement will result in the assignment of additional field hours to cover the orientation period at the new agency. The additional hours are equivalent to four weeks of internship based on the student's requirements for field education.

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 to the Director 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 workspace 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 12-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.
9. The agency will not bill for hours completed by the student intern.

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 Director 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 12 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 for students and for agency supervisors before placement begins.
8. Conducts at least one meeting per semester of the Field Education 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 sends 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 fieldwork 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.

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 field 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 2015 Competencies, Behaviors and Advanced Clinical 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 have an unexcused absence from mandatory field orientation and students who miss both the regular field orientation, and the make-up field orientation may 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 Director 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 includes:

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.

1. 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.
2. 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.
3. 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 workspace comparable to that provided the regular staff.

4. 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.
5. 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.
6. 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.
7. 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.
8. 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. 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.
9. The agency will ensure 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.
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.

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.

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 a SWEAPS link provided by the UCF Field Office Team. The field instructor completes the evaluation of the student and reviews the evaluation with the student. Grades are assigned for field education by the Seminar Instructor/Field Liaison based on the semester evaluation and completion of field hours. Grades for the field internship 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 fieldwork. 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. **Purchase of 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. Students who do not have a confirmed field placement by the start of the semester are at risk for being deferred from entering field education for one academic year
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. 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. 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 final placement term.
 - i. Sign the Record of Field Hours electronically at the end of each semester of field placement (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.
 - k. Remain in their internship until the end of semester (end of classes date) regardless of hours earned. This requirement cannot be overridden by the agency supervisor.

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 fieldwork.

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.
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.
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.
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.

The above schedule applies to the on-campus program. The application process for students in the online MSW program will be communicated separately to those enrolled in this track of the MSW Program.

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. Students who do not have a confirmed field placement by the first day of classes of the semester are at risk for being deferred from field for one academic year.

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 two additional attempts to place the student. If the student is accepted by, but refuses, these additional placements, 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 the 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 have an unexcused absence from attending field orientation and students who miss both the mandatory field orientation and make-up orientation may 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 fieldwork.
- All students are required to complete fifty percent of their internship hours during normal business hours.
- Students should not complete more than 10 hours per day at their internship and a meal break of at least 30 minutes must be taken if the student works a 10 hour shift. This requires that the student is at the placement for 10.5 hours. Any request to complete more than 10 hours must be approved by the field program.

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 principle 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 a 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 complicating factors that limit students' full utilization of the educational opportunity of field internships and should be weighed carefully by the student.

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:

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 and 2 years post-MSW social work experience. In addition, the field instructor must attend orientation and the 12-hour supervisory training).
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 to the field faculty member assigned to them. 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. The field faculty member will send the Employment Based Internship Proposal form to the student electronically. The student has 30 calendar days to complete the form and return it to the faculty member. The application must be typed and completed in full. Applications that are incomplete or submitted after the 30 calendar day period will not be reviewed and will be denied.

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.

1. **Field Seminar Course**

Students are expected to attend field seminar and to actively participate in seminar discussion in the face-to-face class and to participate in discussion boards in the online class.

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 (SOW 5940/SOW 6940). 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 fieldwork in the same or a different placement setting.

n. **Site Visits**

The seminar instructor/field liaison will make at least one virtual 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. Discussions 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 component 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 it is documented that all efforts have been made by all parties to correct the problem. Any change of placement is coordinated with the Director of Field Education. The placement site for students under these circumstances is selected solely by the faculty of the field education office. Students terminated by a field agency or the field education office due to performance do not fall under these guidelines.

Any change of placement will result in the assignment of extra field hours to cover the orientation period for the new field placement site. The extra hours are equivalent to four (4) weeks of standard field hours based on the student's requirements for the semester. For example, a full-time MSW clinical field student completes 20 hours of field education hours per week. A change of placement would result in the assignment of an additional 80 hours of field education (20 hours x 4 weeks).

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 School of Social Work.

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. **Diversity and Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. **Title IX (Title Nine) prohibits sex discrimination**, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting

options at www.shield.ucf.edu For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office - <http://www.ombuds.ucf.edu>

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 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 aid 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.
3. The agency field instructor is encouraged to contact the seminar instructor/field liaison or the Field Education Office for consultation. The student should also contact the seminar instructor/field liaison 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.
4. If performance issues continue and/or are serious (placing the student, clients, agency or University at risk), the agency field instructor and the field liaison will work together to develop a performance improvement plan.
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 (PIP) 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. If the student is demonstrating significant progress in the identified problem 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).

7. 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.
8. Any student who is terminated from a field placement will meet with the Director of Field Education and Faculty Field Liaison to discuss the termination in detail. The MSW Program Director may be included in this meeting. Students are referred to the Academic and Professional Behavior Committee. This committee is comprised of faculty and staff from the School of Social Work including the Director of Field Education, MSW Program Director, MSW Program Advisor and teaching faculty who have agreed to serve on the committee. The committee will meet without the student present to review the details of the termination of the internship. The student will be invited to meet with the committee next and to provide a prepared statement and to answer questions from committee members. The student may bring a representative to the meeting who may advise the student but may not speak with or address the committee under any circumstances. The student will be excused from the meeting following this process and the committee will discuss and vote on the consequence of the termination of the internship for the student.
9. Students may be dismissed from the MSW Program due to a failed field placement or unsatisfactory grade in the field education course 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 Academic and Professional Behavior Committee
10. Two failed field placements will result in an automatic recommendation of dismissal from the School of School Work.

y. Grading for Field Education Courses

Students take both a seminar course and an internship course for field education and these two courses are linked. Students must pass both courses in order to pass field education.

Field seminar is graded on a letter grade basis. Field internship is graded on a Satisfactory/Unsatisfactory basis. The letter grade for seminar is based on assignments, participation and other factors as outlined in the course syllabus. The S/U grade for field internship is based on the completion of all required field hours and a satisfactory semester evaluation as evidenced by a grade of 3 or above on the behaviors in the semester evaluation.

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/component behaviors where the student received a rating below 3. At this time, the student may 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 component behaviors/advanced component behaviors by the end of the internship.

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. Students must have completed at least 75% of field hours to be considered for assignment of an Incomplete grade.

Students must pass both the field seminar course and the field internship course (SOW 5940 or SOW 6940) in order to pass field for the semester. Students may not move on to the next sequential field course until they have successfully completed the prior field course.

If a student passes field seminar but fails the field internship course (SOW 5940 or SOW 6940) or fails field seminar and passes the field internship course, the student may not move forward with field education. The student will be required to repeat both courses the next time offered regardless of a passing grade earned for one of the courses. These courses are linked, cannot be taken individually and must both be taken at the same time. This may result in the student repeating a field course previously taken and passed. Students should note that the impact of failing a field course will be reviewed by the MSW Program and that students will be permitted to take the field courses the next time they are offered only after receiving approval of the MSW Program.

The seminar instructor/field liaison determines the final grade to be assigned to the student based on a satisfactory semester evaluation and completion of field hours. 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.

z. Change of Agency and Assignment of Field 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 office. The student will be required to complete extra field hours to cover the orientation period for the new placement site. The extra hours are equivalent to four weeks of standard field hours based on the student's field hour requirements for the semester.

If performance issues are a part of the problem and a decision is made to move the student prior to termination, the Field education office will disclose the student's previous performance problems to the new potential agency field instructor to assist with developing a successful plan for the student.

Any change of placement will result in the assignment of extra field hours to cover the orientation period for the new placement site. The extra hours are equivalent to four (4) weeks of standard field hours based on the students' requirements for the semester. For example, a full-time MSW clinical field student completes 20 hours of field education hours per week. A change of placement would result in the assignment of an additional 80 hours of field education (20 hours x 4 weeks).

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 by the field education office. If the student is terminated in semester two (full-time students) or semester two/three (part-time students) and is placed at a new agency, the students will forfeit all hours for the semester in which they were terminated and will be assigned additional field hours equivalent to four weeks of standard field hours to cover the orientation period at the new field placement site.