

Academic Year 2022-2023



## OFFICE OF FIELD EDUCATION

---

# BSW FIELD EDUCATION MANUAL



**COLLEGE OF HEALTH PROFESSIONS AND SCIENCES – HS1**

**FIELD EDUCATION OFFICE: 407-823-5230, ROOM 236**

**MAIN SOCIAL WORK OFFICE: 407-823-2114**

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

**UNIVERSITY OF CENTRAL FLORIDA SCHOOL OF SOCIAL WORK**



## OFFICE OF FIELD EDUCATION

Dear Student,

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

Robin Pisano, MSW

Director of Field Education

UCF School of Social Work

---

## **TABLE OF CONTENTS**

---

### **SECTION I**

- a. Introduction
- b. UCF School of Social Work Field Faculty
- c. Mission of the University of Central Florida
- d. Mission of the College of Health Professions and Sciences
- e. Mission of the School of Social Work BSW Program
- f. General Admission Policy

### **SECTION II**

- a. BSW Field Education - Field Internship Rationale
- b. Core Competencies
- c. Component Behaviors
- d. Field Education Courses and Field Hours

### **SECTION III**

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

### **SECTION IV**

- a. Field Placement Process - Introduction
- b. Placement Step
- c. Placement Factors

### **SECTION V**

Selection and Registration of Field Agencies

- a. Criteria for Selection of Agencies for Field Education
- b. Application Process for Agencies

### **SECTION VI**

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

### **SECTION VII**

Field Education Department Policies and Procedures

- a. Students with Disabilities
- b. Application to Field
- c. Admission Criteria- BSW Students
- d. Field Education Placement Process
- e. Interview and Agency Selection
- f. Orientation Meeting
- g. Malpractice/liability insurance
- h. Field Education Hours
- i. Employment Based Internship
- j. Student Expenses
- k. Student Schedule, Attendance and Holidays
- l. Field Seminar Course
- m. Incomplete Grades

- n. Site Visits
- o. Change of Placement
- p. Safety Issues
- q. Home Visits
- r. Falsification of Field Hours
- s. Agency Conflict of Interest
- t. Sexual Harassment and Non-Professional Relationships
- u. Non-Discrimination and Commitment to Social and Economic Justice
- v. Reporting Abuse and Neglect
- w. Problems in Field Education
- x. Termination of Field Placement

**APPENDIX**

- a. NASW Code of Ethics Agreement
- b. Field Application for Employment Based Internship
- c. Placement Confirmation Form
- d. Social Work Intern Performance Improvement Plan
- e. Site Visit Form

---

**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 BSW Student Handbook. Students are reminded that they are responsible to review this field manual and the University and BSW 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 Health Professions and Sciences I (HS I), 12805 Pegasus Drive, Orlando, Florida 32816. The Office of Field Education is on the second floor of HS I, room 236, phone number 407-823-5230.

**Director of School of Social Work**

Matthew Theriot, PhD

[Matthew.Theriot@ucf.edu](mailto:Matthew.Theriot@ucf.edu)

407-823-2114

**Director of Field Education**

Robin Pisano, MSW

[Robin.Pisano@ucf.edu](mailto:Robin.Pisano@ucf.edu)

407-823-1838

**Instructor, Field Education**

Cassandra Peters, LCSW

[Cassandra.Peters@ucf.edu](mailto:Cassandra.Peters@ucf.edu)

407-823-0179

**Instructor, Field Education**

Iradly Roche, MSW

[Iradly.Roche@ucf.edu](mailto:Iradly.Roche@ucf.edu)

407-823-1068

**Associate Instructor, Field  
Education**

Jacquie Withers, LCSW ,

[Jacquie.withers@ucf.edu](mailto:Jacquie.withers@ucf.edu)

407-823-5716

## **SECTION I**

### **c. 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.

### **d. MISSION OF THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES**

The College of Health Professions and Sciences is one of the 11 colleges within the university. In keeping with the university’s mission and goals, the mission of the Department of Health Sciences is to provide students with a high quality education and opportunities to engage in research, clinical experience, and community service involvement with the goal of improving readiness and competitiveness for advanced degree programs and/or employment in medical/health-related careers.

### **MISSION OF THE SCHOOL OF SOCIAL WORK BSW PROGRAM**

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

### **f. 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. Admission decisions are made by the Social Work Admissions Committee and retention decisions are made by a majority of the BSW Committee. A student may appeal a decision by following the procedures outlined in the Policy on Student Grievances found in the STUDENT HANDBOOK.

## **SECTION II**

### **a. BSW FIELD EDUCATION – FIELD INTERNSHIP RATIONALE**

Field education is a central component of the BSW curriculum and is open only to students in the BSW 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 BSW program offers one field internship 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.

### **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 and Component Behaviors are utilized throughout the curriculum and field education as the threshold for professional competence.

Academic Year 2022-2023

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

Educational Policy 1	Demonstrate Ethical and Professional Behaviors
Educational Policy 2	Engage diversity and difference in practice
Educational Policy 3	Advance human rights, and social, economic, and environmental justice
Educational Policy 4	Engage in practice-informed research and research-informed practice
Educational Policy 5	Engage in policy practice
Educational Policy 6	Engage with individuals, families, groups, organizations, and communities
Educational Policy 7	Assess individuals, families, groups, organizations, and communities
Educational Policy 8	Intervene with individuals, families, groups, organizations, and communities
Educational Policy 9	Evaluate practice with individuals, families, groups, organizations, and communities

**c. COMPONENT BEHAVIORS**

The 2015 Educational Policy and Accreditation Standards (EPAS) established 9 Core Competencies and 31 Component Behaviors for accredited social work programs. The Component Behaviors developed by CSWE are listed below:

Educational Policy	Core Competency	Component Behaviors
E.P. 1	Demonstrate Ethical & Professional Behaviors	<ul style="list-style-type: none"> <li>a. 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;</li> <li>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>d. Use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>e. Use supervision and consultation to guide professional judgment and behavior</li> </ul>
E.P. 2	Engage Diversity & Difference in Practice	<ul style="list-style-type: none"> <li>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>
E.P. 3	Advance Human Rights, & Social, Economic & Environmental Justice	<ul style="list-style-type: none"> <li>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>b. Engage in practices that advance social, economic, and environmental justice.</li> </ul>
E.P. 4	Engage in Practice Informed-Research, & Research-Informed Practice	<ul style="list-style-type: none"> <li>a. Use practice experience and theory to inform scientific inquiry and research;</li> <li>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>c. Use and translate research evidence to inform and improve practice, policy, and service delivery</li> </ul>

Academic Year 2022-2023

<p>E.P. 5</p>	<p>Engage in Policy Practice</p>	<ul style="list-style-type: none"> <li>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>b. Assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ul>
<p>E.P. 6</p>	<p>Engage with Individuals, Families, Groups, Organizations, &amp; Communities</p>	<ul style="list-style-type: none"> <li>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>
<p>E.P. 7</p>	<p>Assess Individuals, Families, Groups, Organizations &amp; Communities</p>	<ul style="list-style-type: none"> <li>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>b. 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;</li> <li>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>
<p>E.P. 8</p>	<p>Intervene with Individuals, Families, Groups, Organizations &amp; Communities</p>	<ul style="list-style-type: none"> <li>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>e. Facilitate effective transitions and endings that advance mutually agreed-on goals</li> </ul>



Academic Year 2022-2023

E.P. 9	Evaluate Practice with Individuals, Families, Groups, Organizations & Communities	<ul style="list-style-type: none"><li>a. Select and use appropriate methods for evaluation of outcomes;</li><li>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li><li>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li><li>d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li></ul>
--------	---	--

Academic Year 2022-2023

d. FIELD EDUCATION COURSES – BSW

Course Name	Credits	Schedule/Hours	Co-requisites	Description
SOW 4510 Full-Time BSW Field Education	9	Students complete 28 hours of field placement each week	SOW 4522 BSW Field Education Integrative seminar Full-time	These courses are comprised of supervised learning experiences which relate social work practice to theory. The supervised agency experience consists of a total of 420 hours over one semester.
SOW 4941 Part-Time BSW Field Education	9 (over 2 semesters)	Students complete 17 hours of field placement each week during spring semester and 14 hours of field placement each week during summer semester.	SOW 4515 BSW Field Education Integrative Seminar Part-time	These courses are comprised of supervised learning experiences which relate social work practice to theory. The supervised agency experience consists of a total of 420 hours over two semesters (250 hours in spring semester and 170 hours in summer semester)..
SOW 4522 Full-Time BSW Integrative Field Seminar	3	Students attend a weekly 3 hour field seminar during spring semester	SOW 4510 Full-Time BSW Field Education	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 4515	3 (over 2 semesters)	Students attend a weekly 2 hours field seminar during spring semester and a weekly 1 hour seminar in the summer semester.	SOW 4941 Part-time BSW Field Education	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

### **SECTION III**

#### **FIELD EDUCATION EXPECTATIONS**

**a. Hourly Requirements for Full-Time Students**

Full-time BSW students complete a minimum of **420** field hours in an agency setting by completing one field education course. Full-time BSW students attend a 3 hour integrative seminar on a weekly basis while they are completing their field internship program. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for the entire semester.

**Hourly Requirements for Part-Time Students**

Part-time students complete a minimum of **420** field hours in an agency setting by completing two field education courses. They complete **250** hours during spring semester and **170** hours during summer semester. Part-time BSW students attend a 2 hour integrative seminar on a weekly basis during spring semester and a 1 hour integrative seminar on a weekly basis during summer semester. All students are required to complete fifty percent of their internship hours during normal business hours. Students remain in the same field agency for two semesters.

**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 internship setting. Students have invested considerable money and time into obtaining your BSW degree and want this to be a positive and challenging experience.

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

Many students are balancing school, internship, and work. Please be mindful to practice self-care during this time. The Field Education Department will work with students to address the need for internships that provide some evening and weekend hours. 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.

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 Department.

**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 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 20 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.
3. 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.
4. 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.
5. Lunch and dinner hours are not part of agency field hours unless students are required to remain with clients during mealtime.
6. 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. Part-time students may earn up to 20 hours of field education during the semester break to carry forward.
7. 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.

## Academic Year 2022-2023

8. Professionalism is expected of students at all times including behaving in a professional manner, keeping commitments to the agency, agency field instructor and clients. If students are unable to be on time or be present when expected, it is critical to communicate your absence to your agency field instructor immediately.
9. Students are expected to take initiative in seeking advice, consultation or help from your agency field instructor, seminar instructor or the faculty of the Field Education Department.
10. Students may attend seminars and workshops offered by your agency or community agency if they pertain to your field education experience and if you have the prior approval and permission of your agency field instructor. A maximum of 20 hours is approved for attending seminars and workshops outside of the regular practice of the field placement.
11. Students are expected to follow the policies and procedures of the field agency and field instructor. Please contact the seminar instructor or field education office if you have concerns about expectations for you as a student.
12. Field liaison site visits will be conducted at least once during the course of your field placement. The field liaison/seminar instructor will visit you in your agency to discuss the progress you are making so far, goals for the remainder of the internship and the application of theory to practice. Students are present during the site visit along with the agency field instructor. Students are encouraged to let the field liaison know if they wish to meet privately with the liaison during the course of the site visit.
13. Semester evaluations are completed by the agency field instructor for all students. The evaluations are sent electronically via SWEAPS links to the agency field instructor by the School of Social Work. Students are expected to upload a signed copy of the evaluation to Webcourses to be graded by the seminar instructor.
14. Grading for the field seminar for BSW students is on a letter grade basis. Grading for field education/placement is on a Satisfactory/Unsatisfactory basis. Students are expected to have a rating of 3 or above on all learning competencies/component behaviors/advanced component behaviors in order to successfully pass field education. Rating below 3 will result in a corrective action plan and may result in an extension of the field placement or failing grade for field education.
15. The School of Social Work and the field agency will enter into an Affiliation Agreement which outlines the conditions of the field placement.
16. Students are covered for malpractice insurance by the University of Central Florida during the course of your internship.
17. Students are not allowed to transport clients in their personal vehicle under any circumstances. Students may transport students in a company vehicle, and it is recommended that students transport clients with another student or agency employee in attendance.
18. Students are expected to complete a majority of hours during normal business hours.

### **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 BSW students will attend an assigned section of Field Education Seminar. Seminar is held on a weekly basis and the seminar instructor typically also serves as the field liaison for all students in the assigned section.

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, any 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 component 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.

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

## Academic Year 2022-2023

recording devices during instructional activities in classrooms without the expressed written consent of the Seminar 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 Student Accessibility.

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

### **SECTION IV**

#### **a. Field Placement Process – Introduction**

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

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

#### **b. Placement Steps**

1. Students complete the electronic Field Application form and submit it to the Field Education Department through IPT, by the specified date prior to the beginning of the internship. This application is an essential part of the process, and placement efforts cannot be initiated without the completed form. Students with disabilities need to indicate on this form whether they require support services or other accommodations in order to perform course and field work effectively.
2. After the review of each application, 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 are contacted by field faculty once they have been assigned to a field agency and given the contact information for the agency designee to schedule an interview.
4. Each student is advised to contact the agency representative for a pre-placement interview in a timely manner.
5. The student and the agency decide whether they want to work together after their interview. At that point, they confirm the placement with 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 Department and to schedule another interview to discuss another field placement option.
6. In cases where a student is accepted by an agency, but refuses the placement, the faculty will make one additional attempt to place the student. If the student is accepted by, but refuses, this additional placement, the faculty of the Field Education Department 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.
7. 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.
8. 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.**

### **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.

### **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.

## **SECTION V**

### **Selection and Registration of Field Agencies**

#### **a. Criteria for Selection of Agencies for Field Education**

The selection of field placement agencies for social work students by the University is based on the following criteria:

1. The agency views participation in the education of undergraduate 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"). Field instructors with a BSW degree and 2 years of post BSW practice experience are qualified to supervise BSW students.
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.

#### **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 Department for review. The School of Social Work Director of Field Education or other field faculty contact the agency representative to clarify requirements for Field Education and to define collaborative roles and responsibilities.

## Academic Year 2022-2023

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 BSW and/or 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 School of Social Work 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 field agency registration 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. Assigns the student to the field agency after the placement has been agreed upon by the Field Office faculty, the agency, and the student.
6. 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.
7. Coordinates an annual 12 hour training for field instructors.
8. Coordinates field orientation workshops for students and for agency supervisors before placement begins.
9. Conducts at least one meeting per semester of the Field Education Sequence committee comprised of faculty members of the School of Social Work.
10. Initiate's activities to expand future field placement opportunities for students.
11. Assists faculty who serve as Liaisons between agencies and the University during the placement semesters.
12. May teach Field Seminar Courses.

### **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. 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 virtual site 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 visit report to the Field Education Office for review after each visit to an agency completes a telephone interview with the field instructor during the final semester of placement to discuss progress being made by the student.
3. Remains informed about changes in the agency which may affect Field Education assignments available to students.
4. Becomes familiar with the agency's perceptions and observations about the student's learning needs, assignments, progress, and performance.
5. Clarifies with the Field Instructor requirements for supervision and evaluation of the student's field study.
6. Deals with problems that may arise during placement.
7. Provides information to the agency regarding the School of Social Work curriculum and the purpose of field work to ensure integration of classroom and Field Education experiences.
8. Monitors special arrangements for instruction and evaluation where the professional staff member responsible for daily supervision of field assignments does not have a BSW/MSW degree.
9. Learns about changing service needs in the Central Florida area and determines how such information may be incorporated into the School of Social Work curriculum to strengthen the Field Education component.

### **Role of the Seminar Instructor**

Seminar Instructors are social work faculty members who teach the full-time and part-time Field Education integrative seminars and typically serve as field liaison for the students to 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 BSW Program Coordinator and the Director of Field Education or designated field faculty member.

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 and Component Behaviors
6. Core Competency: Task and Activity Examples
7. BSW Learning Contract
8. BSW Field Evaluation
9. Certificate of Participation/Tuition Voucher Request

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 spring semester. During the orientation, the faculty review the objectives for



Academic Year 2022-2023

Field Education, describe components of the BSW 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:**

BSW students are required to attend a field orientation meeting prior to the start of spring semester and before reporting to their assigned agencies. BSW Field Orientation is mandatory for all BSW students entering field.

Students must contact the Field Education Office in advance if they are unable to attend mandatory field orientation due to a documented excuse.

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 include:

1. The agency's representative(s) will sign an Affiliation Agreement with the University which outlines the general requirements and standards for Field Education, including the roles and responsibilities of the University, agency, and student.
2. The agency's representative(s) should conduct a personal interview with each student being considered for field study to determine if a placement in that agency is appropriate. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency. Therefore the agency, in consultation with the University, may request that the student be withdrawn from placement in the agency.
3. The agency will inform students of potential work hazards, such as exposure to infectious diseases. The agency also will discuss any required preventative measures, such as hepatitis tests and necessary immunizations.
4. The agency will make available physical facilities and other resources needed by the student to complete field assignments as identified in the learning contract. Ideally, the agency will provide the student with workspace comparable to that provided the regular staff.
5. The agency Field Instructor (and Task Supervisor, when assigned) will attend the School's orientation meeting for agency staff. Either the Field Instructor or the Task Supervisor will attend the 16-hour Field Instructor's Training provided by one of the state Schools of Social Work.
6. The agency Field Instructor (and Task Supervisor, when assigned) will maintain contact with the University through consultation and scheduled meetings with the Faculty Field Liaison.
7. The agency Field Instructor (and Task Supervisor, when assigned) will provide consultation to the student in the development of a learning contract which contains appropriate learning experiences to meet the educational requirements for Field Education.
8. The agency Field Instructor (and Task Supervisor, when assigned) will provide ongoing supervision for the student which facilitates achievement of the requirements for Field Education.
9. The agency Field Instructor (and Task Supervisor, when assigned) will provide written evaluations of the student's performance near the completion of each semester of placement (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website). As part of the ongoing evaluation process, the Field Instructor will inform the Faculty Field Liaison of any significant problems that may be interfering with the student's progress.
10. The agency will 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 Agency Instructor will have an 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. BSW students may be supervised by a Field Agency Instructor with a BSW degree with 5 years of post-BSW practice experience. Every field student is assigned a BSW or MSW Field Agency 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 Agency Instructor will have an ability to organize and transmit understanding of social work practice beyond knowledge of the specific placement setting. The Field Agency 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 Agency 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 Agency 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. Develops with the student a written evaluation of the student's performance and submits the evaluation to the Faculty Field Liaison (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
10. Completes the request form for a Certificate of Participation and submits this information to the Director of Field Education or Faculty Field Liaison (see *Certificate of Participation* posted on the UCF SSW Field Education website).
11. Signs the Record of Field Hours and Supervisory Log 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 Agency Instructor and student (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).

## 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 BSW Program of the School of Social Work, the objectives for the particular Field Education course, the agency's needs, and the student's abilities and interests. (See *Learning Contract Instructions and Sample* posted on the UCF SSW Field Education website for information about the learning contract.)

### **Evaluation of Student Performance**

#### **Ongoing Assessment**

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

#### **Field Agency Instructor's Midterm and Semester Evaluation of Student**

Each Field Agency Instructor should review with the student the learning goals and objectives specified in the student's learning contract, midterm, and field evaluation forms. Sources of information used to assess the student's performance during a placement term include observations by the Field Agency Instructor, input from others, and review of written materials. The Field Agency 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 Agency Instructor completes an electronic version of the semester evaluation through a SWEAPS link provided by the UCF Field Office Team. The Field Agency 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 field work. In summary, students are active participants in the educational process and have both roles and responsibilities for meeting requirements of Field Education. Among these are the following:

## Academic Year 2022-2023

1. **Purchase of Insurance:** When a student registers for the Field Education placement course, they will automatically be covered by UCF College of Health Professions and Sciences 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 BSW placements. Field faculty of the Field Education Office initiate placement options after reviewing student's field application and refer students to agencies for interview and placement consideration.
3. **Participation in the Field Orientation Meeting and Seminars:** 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 field students must attend the field orientation. Students unable to attend these required meetings should contact the Field Education Department before reporting to the assigned placement agency.
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 the assignments for the field seminar course.
  - c. Develop a learning contract with the Field Agency Instructor and Task Supervisor (when assigned) and complete all field assignments (see *Learning Contract Instructions and Sample and Learning Contract Form* posted on the UCF SSW Field Education website). The student should submit the original signed learning contract to the Seminar Instructor.
  - d. Schedule a weekly conference with the Field Agency Instructor for supervision with planning, managing, and completing field assignments. The student should prepare an agenda before each scheduled conference.
  - e. Participate in the visit of the Faculty Field Liaison to the agency each semester.
  - f. Record of Field Hours and Supervisory Log is signed on a weekly basis by the Field Agency Instructor.
  - g. Participate with the Field Agency Instructor and Task Supervisor (when assigned) in the development of a written evaluation of student performance. The student should have the evaluation signed by agency supervisors and then submit it to the Seminar Instructor.
  - 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 placement term.
  - i. Submit completed Record of Field Hours to the Seminar Instructor at the end of each semester after having them signed by agency supervisors. Students should also provide a copy of their Record of Field Hours to the seminar instructor during the seminar class outlined in the course syllabus.
  - j. Demonstrate a commitment to ethical social work practice as outlined in the NASW Code of Ethics by applying social work values and ethics in all practice situations.

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

If there are problems during placement, students are responsible for pursuing resolution of problems through proper channels. Students should share all problems with appropriate agency personnel and/or Faculty Field Liaison. Preventing or resolving problems frequently requires that a student take the initiative to interact with, question, give feedback, and constructively approach others when it appears that the educational objectives

and other field requirements are not being met.

**Participation in the Evaluation Process:** Evaluations of the student's progress and performance during the placement term are completed by the Field Agency Instructor and the Task Supervisor (when assigned) at midterm and 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 a qualified BSW or 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 BSW 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 BSW or 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, physician, BSW social worker, administrator, rehabilitation specialist, nurse, etc.). In addition, the Task Supervisor should have experience in supervision and be willing to commit adequate time to supervision of the student. Specifically, the Task Supervisor:

1. Provides the student with a general orientation to the field agency.
2. Identifies and/or designs learning assignments for the student in consultation with the external Field Instructor.
3. Reviews, modifies (as needed), and signs the student's learning contract (see *Learning Contract* form posted on the UCF SSW Field Education website).
4. Provides daily supervision to the student concerning field assignments.
5. Schedules weekly supervisory conferences with the student to provide him/her assistance in planning, managing, and completing field assignments.
6. Provides ongoing feedback to the student concerning his/her performance in the field.
7. Maintains contact with and meets with the external Field Instructor and Faculty Field Liaison to monitor student progress.
8. Develops with the student 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 before submitting it to the Faculty Field Liaison.
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.

**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.

## Academic Year 2022-2023

5. Reviews, modifies (as needed), and signs the written evaluations of the student's performance before it is submitted to the Seminar Instructor.
6. Submits the request form for a Certification of Participation to the Field Education Office.

### **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 virtual 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.

### **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.

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.

#### **c. Admission Criteria for Field- BSW Students**

Students in the BSW Program enter field education during the final spring semester of their academic degree plan. These students must have met the admission requirements for the BSW program and must follow a degree plan approved by the BSW Program outlining the courses the student will take each semester. To qualify to enter field, students must have completed all of the required social work courses and have a 2.5 GPA in the major. Exceptions to this requirement may be made by the BSW Program Director on an individual basis

## Academic Year 2022-2023

Students must successfully complete the courses required in the degree plan prior to entering BSW field including:

SOW 3104 Human Behavior in the Social Environment I  
SOW 3111 Human Behavior in the Social Environment II  
SOW 3620 Culturally Competent Social Work Practice

SOW 3284 Social Work Perspectives on Social Justice  
SOW 4232 Social Welfare Policies and Issues

SOW 3401 Social Work Research

SOW 3000 Practice I: Understanding Generalist Practice  
SOW 3352 Practice II: Interpersonal Skills  
SOW 4341 Micro-level Roles and Interventions  
SOW 4343 Macro-level Roles and Interventions  
SOW 4730 Documentation in Social Work Practice

SOW 3/4XXX Social Work Electives (2)

### 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 seek out their own placements. Any agency contacted by a student without coordination and referral from the Field Education Department will automatically be disqualified as a placement site for the student.

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

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

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

### e. Agency Selection for the Field Placement

Students in the BSW Program submit a field application to the Field Education Department to initiate the field placement process. The application is reviewed by the field faculty to begin the agency selection process. 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.

The field faculty will refer students to a maximum of **three** placement sites for interviews. If the student is not selected by the internship or refuses the internship, 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 BSW 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 be viewed as volunteer hours and will not count toward the required hours of the field placement.

**f. Orientation Meetings**

BSW students are required to attend a field orientation meeting prior to the start of spring semester and before reporting to their assigned agencies. BSW Field Orientation is mandatory for all BSW students entering field. Students must contact the Field Education Office in advance if they are unable to attend mandatory field orientation due to a documented excused absence. 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**

- Full-time BSW students are required to complete 420 clock hours of field study during spring semester.
- Part-time BSW students are required to complete 250 clock hours of field study during spring semester and 170 field hours during summer semester for a total of 420 field hours.
- All students are required to complete fifty percent of their internship hours during normal business hours.

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

**i. Employment Based Internship**

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings which are selected on the basis of the student's level of placement and areas of interest. There are some situations, however, in which paid employment can meet the standards for field placements. The guiding 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 Field Instructor who meets the standards of the Field Education Office.

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

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

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

**Requirements for Employment Based Internships**

1. All of the required field hours must take place under the supervision of a Field Instructor who meets the standards of the program (MSW students must receive one hour of supervision per week from

someone with a MSW degree).

2. The activities must be congruent with the student's placement level (generalist or clinical). Some jobs with the title of "Social Worker" do not meet the expectations of the practice activities for a particular field experience. Students are responsible for understanding and adhering to the course objectives for Field Education.
3. The activities themselves must constitute *new* learning for the student: i.e., a new population, utilizing new treatment methodology, and/or in a new field of practice.
4. The student's educational goals should be the primary focus of the position, not simply the needs of the agency.
5. The employment date or date of reassignment within the agency must be no more than 90 days from the first day of the semester in which the student is registered to start the placement, in order to ensure that the Field Education experience falls in sequence with academic course work as structured by our program of studies and according to the Council on Social Work Education (CWSE).

### **Approval Process for Employment Based Internships**

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

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

### **j. Student Expenses**

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

### **k. Student Schedule, Attendance and Holidays**

Students should complete field education hours during normal agency hours and must complete at least fifty percent of their hours during the normal business hours of the assigned agency.

1. The student and the Field Agency 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 Agency 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 Field Agency 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.

## Academic Year 2022-2023

6. Part-time 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. Part-time students may have to complete hours during the semester break. This requirement is determined by the Field Agency Instructor and the requirements of the internship. Students should discuss these requirements during supervision with the agency field instructor and with the seminar instructor if they have concerns regarding this requirement.

### **l. Field Seminar Course**

Students are expected to attend field seminar and to actively participate in seminar discussion and to complete all assignments for the course.

#### **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 related to the field internship. If a student is unable to complete required hours or assignments before the placement period ends due to extenuating circumstances such as student illness an incomplete may be recommended. **Students must complete 75% of all field hours required for the semester in order to receive a grade of Incomplete.** A student may be required to complete assignments or redo a part or all of the field work in the same or a different placement setting.

### **m. 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 BSW students typically have a site visit during spring semester and part-time BSW students typically have a site visit during summer 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 Agency 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 Field Agency Instructor. Site visits should not include groups of students and should be a meeting with the individual student and Field Agency Instructor. Discuss will focus on student progress, the learning contract, application of theory and classroom material to practice, identification of areas of concern and related topics.

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

### **n. Change of Placement**

If the Field Agency 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 and the request is reviewed by the BSW Program Committee which addresses

student success concerns. Any change of placement is coordinated with the Director of Field Education and is based on the recommendations of the Committee. The placement site for students under these circumstances is selected solely by the faculty of the Field Education Department. Students terminated by a field agency or the field education department due to performance do not follow under these guidelines.

**o. 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.

**p. 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, because 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.

**q. 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 remain in the BSW Program will be made by the School of Social Work.

**r. 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.

**s. 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

## Academic Year 2022-2023

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](http://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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)
- Ombuds Office - <http://www.ombuds.ucf.edu>

### t. 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.

**u. 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.

**v. Problems During Field Placement**

The School of Social Work will make available policies and procedures for field education via the Field Manual. 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.

**w. 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:

### Academic Year 2022-2023

1. Performance problems are identified by the Field Agency Instructor and/or Seminar Instructor. 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.

## Academic Year 2022-2023

2. Oral feedback will be given to the student from the Field Agency 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 Field Agency Instructor on a field advising note kept in the student's field folder.
3. If performance issues continue and/or is serious (placing the student, clients, agency, or University at risk), the agency field instructor will write a summary of the problem and provide a copy to the student and seminar instructor/field liaison.
4. The Field Agency Instructor is encouraged to contact the Seminar Instructor or the Field Education Department for consultation. The student should also contact the Seminar Instructor if there are concerns about the agency experience. The Seminar Instructor/Liaison will offer guidance to the student and Field Agency Supervisor by telephone, virtual meeting or in person. A site visit will be conducted if deemed necessary.
5. If necessary, a written corrective action plan will be established with the student, Field Agency Instructor and Field Liaison. This plan will be developed by the Field Agency Instructor and a copy will be given to the student and to the Seminar Instructor/Field Liaison.
6. Poor performance or a single event that places clients, agency or the University at risk which is unprofessional or unethical will result in termination from the field agency experience. This decision is made jointly with the Field Agency Instructor, Field Seminar Instructor/Field Liaison, Director of Field Education and BSW Program Committee. It is the right of the agency to terminate the field placement with a student with no notice if they believe that the student's behavior places clients, the agency or University at risk.
7. If the student's performance does not meet minimum expectations by the due date of the semester evaluation, the Field Agency 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.
8. The Seminar Instructor determines the final grade to be assigned to the student for the field placement courses based on the semester evaluation completed by the Field Agency Instructor. The Director of Field Education will review the facts and recommendation for a grade of Unsatisfactory with the seminar instructor prior to the submission of grades. The student may appeal the grade using the appeal process outlined in the Graduate Student Catalog.

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

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

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

If performance issues are a part of the problem and a decision is made to move the student, the Field Education Office will disclose the student's previous performance problems with the new potential Field Agency Instructor to assist with developing a successful plan for the student.

Students may be terminated from the BSW Program after one failed field placement as students must be able to demonstrate the ability to practice social work prior to receiving the BSW 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 Director of Field Education and the BSW Program Committee.

If a student is terminated from a field placement and is given the opportunity for a second placement, all field hours earned during the failed placement for that semester are forfeited. The second field placement is selected solely by the Field Education Department.



**APPENDIX**

- a. NASW Code of Ethics Agreement
- b. Field Application Process – BSW
- c. Field Application for Employment Based Internship
- d. Placement Confirmation Form
- e. Social Work Intern Performance Improvement Plan
- f. Site Visit Form



**Field Education Manual and NASW Code of Ethics Agreement**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**UCF Faculty Seminar Instructor/Liaison:** \_\_\_\_\_

**Field Placement Site:** \_\_\_\_\_

All students at the School of Social Work are subject to the provisions in the *Field Education Manual* and the *Code of Ethics of the National Association of Social Workers* and are responsible to follow the policies and standards of behavior included in them. Electronic versions are available online at <https://healthprofessions.ucf.edu/socialwork> (Field Manual) and [Code of Ethics: English \(socialworkers.org\)](https://www.socialworkers.org) (Code of Ethics).

My signature below acknowledges that I agree to read the *UCF School of Social Work Field Education Manual* and the *Code of Ethics of the National Association of Social Workers*. I will ask questions and receive clarification on any issues needed and therefore certify that I understand these policies and standards. Furthermore, I agree to abide by the policies and standards of behavior contained therein.

I understand that should I violate these policies or standards; I will be subject to review and possible dismissal from the School of Social Work as detailed in the *Student Advancement Policy* of the applicable *BSW* or *MSW Student Handbook*. I understand that failure to sign this form does not exempt a student from the provisions in the *Field Education Manual* or the *Code of Ethics of NASW*.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**UCF Field Seminar Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Academic Year 2022-2023

UNIVERSITY OF CENTRAL FLORIDA



School of Social Work  
Health Professions and  
Sciences I  
12805 Pegasus Drive  
Orlando, FL 32816

**For Office Use Only:**  
(Stamp Date Received)

## FIELD EDUCATION APPLICATION PROCESS

The UCF Office of Field Education maintains high standards of professionalism that are guided by the National Association of Social Workers (NASW) Code of Ethics. Students entering into Field are expected to become familiar with the NASW Code of Ethics and maintain the highest standards of professionalism, academic integrity and ethical conduct with other students, faculty, university staff and clients.

The Field Application is used to assist the Field Office in matching students to placement sites. Although the application asks for detailed information, we cannot guarantee meeting all of your placement requests. Placements are based upon educational needs, your interests and agency availability. **The primary focus of BSW placements is to develop the student's knowledge, value and skill base with a focus on entry-level social work practice.** This foundation prepares students for Advanced Standing or 2<sup>nd</sup> year MSW placements with a clinical concentration.

Most social work agencies have students complete **background checks**, including formal background checks, law enforcement finger printing, driving records, and criminal record checks. In most instances, the expense for the background check is the responsibility of the student. We urge students to seek this information prior to entering field if there is sensitive information that may prevent you from being accepted at an agency. Students must also report any background issues on field application so that an appropriate placement can be made.

It is recommended that students plan ahead in order to fulfill **BSW Field Education Hourly Requirements**. Field placements cannot be guaranteed to students who request evening and weekend placements. Full-time and part-time students complete **420 total field internship hours**. Full-time students complete **420** field hours during spring semester (**28 hours/week**). Part-time students complete **250** field hours during spring semester (**17 hours/week**) and **170** field hours during summer semester (**14 hours/week**).

I certify that the information given in this application is accurate and complete to the best of my knowledge. I understand that falsification or withholding of information will be sufficient grounds for refusal to consider my Field Application and/or may cause a delay in the field placement process. The UCF School of Social Work cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks.

**Applicant Name (Print):** \_\_\_\_\_

**Applicant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To complete the Application Process, Students must submit the following items:**

1. BSW Field Application: Fully completed, signed, and submitted through IPT (Internship Placement Tracking System)
2. A current and complete resume; submitted by attaching to BSW Field Application in IPT (see link on Field Application)
3. An intention letter outlining goals and expectations of the field experience; submitted by attaching to field application on IPT (see application for instructions)

The Field Office is committed to providing each student with a satisfactory learning experience. For further questions or additional assistance contact:

Robin Pisano, MSW  
Director of Field Education  
UCF School of Social Work  
HS I, Rm. 309  
[Robin.Pisano@ucf.edu](mailto:Robin.Pisano@ucf.edu)  
407-823-1838

## Employment Based Internship Proposal

### **ONLY TYPED PROPOSALS WILL BE ACCEPTED**

(This is a word document, so you may type on it. Please save it on your computer)

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 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:

- The agency may emphasize productivity of the student employee, rather than the student's own learning.
- If job duties change, the position may no longer meet the criteria for social work activities at that student's level of placement.
- 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 that threaten their employment status, etc. This could lead to a delayed intervention by the Field Education Office, sometimes resulting in an "Unsatisfactory" or "Incomplete" grade for the field placement.

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

### **REQUIREMENTS FOR EMPLOYMENT BASED INTERNSHIPS**

1. All of the required field hours must take place under the supervision of a Field Instructor who meets the standards of our program (BSW students must receive one hour of supervision per week from someone with a BSW or MSW degree; MSW students must receive one hour of supervision per week from someone with a MSW degree).
2. The activities must be congruent with the student's placement level (BSW, Generalist MSW, or Clinical MSW). 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).

If the potential internship meets the above criteria, the student can then submit the *Employment Based Internship Proposal* form to the Field Education Office. The purpose of this proposal is to provide the Field Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the UCF School of Social Work's expectations and will be in compliance with the criteria spelled out in the "Policy Regarding Employment Based Internships" in the *Field Education Manual*.

In order to be considered for this special placement request, the student is responsible for completing and submitting this form to the Field Education Office at least *one month (30 days)* prior to the beginning of the placement. The decision will be made by the Field Education Office and will be communicated directly to the student as soon as possible. *Students should not assume that these placements will be automatically approved.*



State Date in Current Position: \_\_\_\_\_

Current Position Responsibilities and Tasks (*attach a copy of the Job Description to this form*):

---

**This section to be completed by the student:**

New Position Title: \_\_\_\_\_

New Position Start Date: \_\_\_\_\_

*(Cannot be more than 90 days before the start date of the semester in which the student is registered in Field)*

Proposed Start Date of Field Placement: \_\_\_\_\_

*(Cannot be before the start date of the semester in which the student is registered in Field AND must be at least 30 days after this form submitted to the Field Office)*

New Position Responsibilities and Tasks (*attach a copy of the Job Description to this form*):

Are there any learning competencies or objectives that cannot be met by the responsibilities of your employment? (Refer to the appropriate Learning Contract form for answering). If so, what are they and how do you plan to meet these in your employment?

Describe what efforts will be made to ensure that your employment is approached as a field placement (i.e., emphasizing your learning needs and meeting the clinical competencies and learning objectives of this level of internship).

Describe what you will do to acquaint your agency supervisor(s) with your classroom learning so that it can be integrated with your practice experiences.





**This section to be completed by the MSW/BSW Field Instructor:**

Describe supervisory alternatives that will be used to convert the employment to a field placement by expanding the educational component and helping the student integrate classroom theory with practice (e.g., reducing the number of cases, additional one-on-one supervision, agreement that the student will work extra unpaid hours per week in order to add to the educational component, method used to help student integrate social work values and principles, methods of observing the student and giving feedback).

List any special educational assignments that will be given to the student that are not normally required of employees (written assignments, readings, videos, field trips, analyses, process recordings, trainings, special projects, etc.).

MSW Field Instructor Signature: \_\_\_\_\_

Task Supervisor Signature (if applicable): \_\_\_\_\_

Agency Executive Director Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Phone: \_\_\_\_\_ Student Email: \_\_\_\_\_

---

**This section to be completed by the Field Education Office:**

Date proposal received: \_\_\_\_\_

Employment Based Internship approved: Yes / No    Field Education Office Signature: \_\_\_\_\_

Date student notified: \_\_\_\_\_



FOR OFFICE USE ONLY: Date Received:

UNIVERSITY OF CENTRAL FLORIDA
College of Health Professions and Sciences
12805 Pegasus Drive
Orlando, FL 32816
HS1, Rm 236

FIELD PLACEMENT CONFIRMATION FORM

STUDENT INFORMATION

Name:
UCF Email: @knights.ucf.edu
Phone Number:

STATUS

(FT = Full Time, PT = Part Time, ADVS = Advanced Standing)

- BSW FT, MSW Generalist FT, MSW Clinical FT, MSW ADVS FT, BSW PT, MSW Generalist PT, MSW Clinical PT, MSW ADVS PT

AGENCY INFORMATION: (PLEASE PRINT)

Agency Name:
Address:
Phone Number: Program/Field Site:
Agency Field Instructor:
Field Instructor Credentials: BSW MSW LCSW
Email Address: Phone Number:
Agency Task Supervisor: (if applicable)
Task Supervisor Credentials: MSW LMHC RN OTHER
Email Address: Phone Number:

SIGNATURES:

The signatures below confirm that the student and field instructor agree upon a field placement at the above agency and that the field instructor can provide a minimum of one hour of supervision per week:

Student Signature Date
Agency Field Instructor Signature Date

This form must be submitted to the Field Education Office prior to the beginning of the field placement in order for hours to count.



SOCIAL WORK INTERN PERFORMANCE IMPROVEMENT PLAN

Level of Intern:

- Level of Intern options: Full-Time BSW Student, Part-Time BSW Student, Full-Time MSW Generalist Student, Part-Time MSW Generalist Student, Full-Time MSW Clinical Student – Advanced Standing, Full-Time MSW Clinical Student - 2 Year Program, Part-Time MSW Clinical Student.

Date of Performance Improvement Plan Meeting: \_\_\_\_\_

Name of Intern: \_\_\_\_\_

Intern Field Instructor: \_\_\_\_\_

Intern Task Supervisor (if appropriate): \_\_\_\_\_

UCF Field Liaison: \_\_\_\_\_

Names of all those present at meeting: \_\_\_\_\_

Date for Follow-up Meeting(s): \_\_\_\_\_

Intern has demonstrated impairment or lack of professional functioning in one or more of the following areas: (Check all that apply):

- 10 numbered list items describing areas of impairment or lack of professional functioning.

Currently, Intern demonstrates having some deficit in a competency area. The focus of this document is on those areas where the Field Instructor/Field Liaison/Agency supervisor(s) believe that, given current intern skill level, and the expected amount of supervision and guidance, it is unclear if the social work intern will be at the expected level of proficiency by the end of the semester or recommended timeline. As such, a modification must be made to assist intern in desired areas (outlined below). Intern will be reassessed by the end of the semester or by (date).

**SOCIAL WORK INTERN PERFORMANCE IMPROVEMENT PLAN (CONT.)**

**Check all areas in which the intern’s performance does not meet the appropriate skill level:**

Social Work Competencies:

- Professionalism
- Self-Assessment/Self-care
- Individual and Cultural Diversity
- Ethical and Legal Standards
- Policy
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Component Behaviors:

- Assessment (Initial Assessments)
- Critical Thinking Skills
- Intervention (Individual/Group counseling skills, Crisis Intervention)
- Consultation
- Supervision
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

1. Description of the problem(s) in each competency checked above:
  
  
  
  
  
  
  
  
  
  
2. Approximate date the problem was brought to intern’s attention and by whom:
  
  
  
  
  
  
  
  
  
  
3. Steps already taken by intern to rectify the problem) that was identified:
  
  
  
  
  
  
  
  
  
  
4. Steps already taken by the Field Instructor, Field Liaison, Agency Task Supervisor to address the problem(s):

**SOCIAL WORK INTERN PERFORMANCE IMPROVEMENT PLAN (CONT.)**

<b>Problem Behavior</b>	<b>Expectations for Acceptable Performance</b>	<b>SW Intern Responsibilities/Actions</b>	<b>Field Instructor/Task Supervisor Actions</b>	<b>Timeframe for Acceptable Performance</b>	<b>Assessment Methods</b>	<b>Dates of Evaluation</b>	<b>Consequences for Unsuccessful Remediation</b>



SOCIAL WORK INTERN PERFORMANCE IMPROVEMENT PLAN CONTRACT

I, \_\_\_\_\_ the social work intern, understand that I am to follow the identified remediation plan. I understand that I must demonstrate change in areas listed to successfully complete my field placement satisfactorily and without reservations. I understand that this plan or action is in addition to all standard requirements for completing my internship.

A site visit will be conducted two weeks after the initiation of this plan with the student, agency field instructor and the faculty field liaison present to assess progress or lack of progress being made. The student will be continuously monitored throughout the course of the internship by the faculty field liaison UCF and the agency field instructor. Such monitoring will occur at least bi-weekly and will be documented.

Students who do not show significant improvement in performance are at risk for being terminated from their internship and being dismissed from the School of Social Work.

Students are encouraged to review the field manual for their program to make certain they continue to follow the requirements of the Field Education Program of the UCF School of Social Work.

My signature below indicates that I fully understand the above. My comments, if any,

are below: Social Work Intern comments:

[Empty box for Social Work Intern comments]

All agency staff/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Social Work Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Task Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
(If appropriate)

UCF Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Field Education: \_\_\_\_\_ Date: \_\_\_\_\_  
(If appropriate)



FIELD PLACEMENT SITE VISIT/PHONE CONFERENCE FORM

The Faculty Field Liaison for the Field Education Program works closely with students and agency Field Instructors to develop, implement, and monitor practice opportunities for social work students at each field site.

In order to facilitate this process, site visits and phone consultations are conducted to discuss student proficiency related to CSWE's 9 Core Competencies and 31 Component Behaviors for all field students. As specified by CSWE; proficiency related to Advanced Component Behaviors (31) is evaluated for MSW Clinical students only.

Date: \_\_\_\_\_ Semester: \_\_\_\_\_

Student Name: \_\_\_\_\_

Field Placement Site: \_\_\_\_\_

Agency Field Instructor/Task Supervisor (if assigned Task Supervisor): \_\_\_\_\_

UCF Faculty Seminar Instructor/Liaison: \_\_\_\_\_

- BSW - PT or FT
MSW Generalist - PT or FT
MSW Clinical - PT or FT

Semester

- Fall
Spring
Summer

Type of Contact

- Site Visit
Phone Conference

Please discuss and review student progress in the following areas

Supervision

- 1. Weekly individual supervision takes place on a consistent basis
2. Student actively participates in supervision; is prepared and organized

Comments: \_\_\_\_\_

Professionalism

- 1. Student demonstrates awareness of and adherence to the NASW Code of Ethics
2. Student dresses professionally during internship
3. Student conducts self in a professional manner
4. Student demonstrates a positive attitude during internship
5. Student is dependable; follows through on agency tasks and assignments
6. Student adheres to agency policies related to attendance and punctuality and follows protocol if absence is necessary

Comments: \_\_\_\_\_

**Competencies and Component Behaviors**

- 1. Student demonstrates an understanding of the 9 Core Competencies  Yes  No
- 2. Student demonstrates an understanding of the 31 Component Behaviors  Yes  No
- 3. Student demonstrates an understanding of the 31 Advanced Component Behaviors (Clinical Students Only)  Yes  No
- 4. Student appears to be making progress on Learning Contract tasks & assignments and is adhering to specified target dates  Yes  No
- 5. Student is able to integrate theory and practice as appropriate  Yes  No
- 6. Student demonstrates sensitivity to diverse client populations  Yes  No
- 7. Student advocates for clients in an appropriate manner  Yes  No
- 8. Student is able to demonstrate assessment and intervention skills  Yes  No
- 9. Student is able to demonstrate critical thinking skills  Yes  No
- 10. Student has/will provide a professional journal article related to evidence-based practice to be reviewed during supervision  Yes  No
- 11. Student is engaged in policy practice by planning to attend LEAD in Tallahassee  Yes  No

*If response is no, please describe alternate policy/advocacy plan:* \_\_\_\_\_

Additional Comments: \_\_\_\_\_

**Evaluation**

- 1. Areas of Strength: \_\_\_\_\_
- 2. Areas of Growth (if any): \_\_\_\_\_
- 3. Is the student making satisfactory progress as an intern?  Yes  No
- 4. Are there any scores (or anticipated scores) below a 3 on the Mid-Term Evaluation?  Yes  No
- 5. If yes, what is the corrective action plan? \_\_\_\_\_
- 6. Follow-up visit necessary?  Yes  No
- 7. Specific concerns to be addressed during a follow-up visit: \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Agency Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Task Supervisor Signature:** \_\_\_\_\_  
*(if applicable)*

**UCF Faculty Seminar Inst. /Liaison Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Date:** \_\_\_\_\_



OFFICE OF FIELD EDUCATION

**SIGNED STATEMENT OF UNDERSTANDING**  
**FIELD EDUCATION MANUAL POLICIES AND GUIDELINES**

I, \_\_\_\_\_ certify that I have read, understand and agree to comply  
(Print Name)  
with the University of Central Florida and School of Social Work policies and guidelines as listed below and as described in the Field Education Manual:

1. Mission of the School of Social Work
2. Purpose of Field Education
3. MSW Field Education
4. Core Competencies/Component Behaviors
5. MSW Field Education Courses
6. MSW Field Education Hour Requirements
7. Selection and Registration of Field Agencies
8. Selection Criteria
9. Registration of Field Agencies
10. Field Placement Process
11. Introduction
12. Adequate Educational Preparation of Students for Field Education
13. Placement Steps
14. Roles and Responsibilities in Field Education
15. University Roles and Responsibilities
16. Agency Roles and Responsibilities
17. Student Roles and Responsibilities
18. Special Placements
19. Administrative Matters Related to Field Education
20. Time Requirements of the Field Education Program
21. Student Schedule, Attendance, and Holidays
22. Incomplete Grades
23. Student Expenses
24. Placement in Agency Where Student is employed
25. Policy on Changing Field Placements as a Result of Employment
26. Problems During Field Placement and Grievance Procedure
27. Policy on Home Visits
28. Policy on Agency Conflict of Interest
29. Policy on Sexual Harassment and Non-Professional Relationships
30. Policy on Non-Discrimination and Commitment to Social and Economic Justice
31. Policy on Reporting Abuse and Neglect

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Academic Year 2022-2023

Office of Field Education

## **PLEASE READ AND KEEP THE FOLLOWING INFORMATION FOR YOUR RECORDS**

### **BSW Field Education Hourly Requirements**

Full-time and part-time students complete **420 total field internship hours**.

- Full-time students complete their internship hours during spring semester (**28 hours/week**)
- Part-time students complete **250** field hours spring semester (**17 hours/week**) and **170** field hours during summer semester (**14 hours/week**)

### **Transportation**

Travel to and from the field placement is the student's responsibility. Students are also responsible for meeting specific requirements requested by the agency (such as home visits) as well as any agency policies and procedures.

*Please note: Travel time of up to 45 minutes to internship may be required*

### **Working during Internship**

If you are employed and anticipate having to work during your internship **you are still be expected to be at your field placement during regular business hours**. Students cannot complete hourly requirements by solely working nights and weekends. Although agencies vary in terms of flexibility; the School of Social Work expects students to have consistent availability during "regular" business hours.

### **Home Visits**

Most agencies expect that students will conduct home visits after receiving appropriate training. The School of Social Work is very committed to students having the opportunity to make home visits. Students cannot refuse home visit assignments unless there are safety concerns. These issues should be discussed with your agency Field Instructor and the School of Social Work liaison.

### **Employment Based Internship**

Employment Based Internships are approved by the Director of Field Education. Students must submit an Employment Based Internship Application to the Field Education Office thirty (30) days prior to the start of the semester. Applications submitted less than 30 days prior to the start of the semester will not be considered. Students are **NOT** permitted to use current employment position as internship; rather, students are required to demonstrate a new learning experience.

Students will be notified in writing if the request is approved or denied. Approval is based on requirements established by the Council on Social Work Education (CSWE). Please note that submitting the Employment Based Internship Agreement to the Field Education Office does not mean that the request is approved.

*Note: students are allowed one employment based internship while a student in the School of Social Work. Students who complete an employment based internship while in the BSW Program and who are accepted into the MSW program will not be eligible to complete an employment based internship as an MSW student.*

### **Contacting Agencies on Your Own**

All field placements are coordinated through the Field Education Office. Students are **NOT** permitted to contact agencies on their own to set up field placements. Any agency contacted directly by the student without coordinating the contact through the Field Education Office will be disqualified as a potential field site for the student.

### **Liability Insurance**

Each student enrolling in field courses is provided professional liability insurance through the University of Central Florida, College of Health Professions and Sciences.

### **Worker's Compensation**

Students may not be covered by the field placement agency's worker's compensation program. Please discuss this with your agency Field Instructor. Students are encouraged to have their own personal medical coverage.

## **STUDENTS KEEP THIS COPY FOR YOUR RECORDS**