



**School of  
Social Work**

UNIVERSITY OF CENTRAL FLORIDA

**OFFICE OF FIELD EDUCATION**

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# MSW FIELD EDUCATION MANUAL



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**UNIVERSITY OF CENTRAL FLORIDA  
SCHOOL OF SOCIAL WORK  
2024-2025**



To: Faculty, Advisors, External Supervisors, Agency Field Instructor, Education Coordinators, Students, and Colleagues

From: Robin Pisano, LCSW, Director of Field Education

Welcome to the University of Central Florida School of Social Work Field Education Manual. This manual contains all the information necessary for understanding and successfully navigating the field education program at UCF SSW. Please visit our field education webpage for more information: <https://healthprofessions.ucf.edu/socialwork>

This manual has the description of the necessary skills for each social work student's field education experience. It includes the CSWE competencies and specifies the learning objectives that students will be evaluated upon in their Field Education Evaluation at the end of each term. These objectives provide great detail regarding students' learning of core practice skills during their educational experience. This field education program will prepare students for the social work profession, whether they are planning to do clinical, programmatic, policy, or administrative work in the future. It will prepare them for their place on the international, national, or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in that curriculum in the field. The success of that implementation is due to the incredible work of the field faculty, education coordinators, Agency Field Instructors, and advisors connected with UCF SSW.

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 the Appendix) reviews those standards. Students are expected to observe the provisions of the Code of Ethics in the classroom, field setting, and the community. This manual is regarded as supplementary to the current School of Social Work curriculum materials concerning the Master of Social Work (MSW) Program, as found in the MSW Student Handbook.

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, LCSW  
Director of Field Education

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### HOW TO REACH US

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**FIELD EDUCATION OFFICE: 407-823-5230 ROOM 204**

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

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

### **UNIVERSITY OF CENTRAL FLORIDA MISSION STATEMENT**

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.”

### **COLLEGE OF HEALTH PROFESSIONS AND SCIENCES (CHPS) MISSION STATEMENT**

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

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

### **THE SCHOOL OF SOCIAL WORK, MSW PROGRAM MISSION STATEMENT**

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

### **DIVERSITY, EQUITY and INCLUSION**

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

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – Office of Institutional Equity: <https://oie.ucf.edu/> and [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services: <http://sas.sdes.ucf.edu/> and [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events: <https://diversity.ucf.edu/>
- Student Bias Grievances – Just Knights Response Team: <http://jkrt.sdes.ucf.edu/>
- UCF Compliance, Ethics, and Risk: <http://compliance.ucf.edu/> and [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office: <http://www.ombuds.ucf.edu>

### **STUDENTS WITH VARYING ABILITIES**

University of Central Florida does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the School of Social Work places its students in field education assignments based only on a student's ability to perform the tasks of that assignment and will not discriminate with regard to placements on the basis of disability. The School of Social Work expects field education agencies to make reasonable accommodations to meet the needs of students they have accepted as an intern. However, only students who are registered with the Student Accessibility Services, Student Resource Center Room 132, phone 407-823-2371, TTY/TDD, <http://sas.sdes.ucf.edu/>, and received an accommodation will have that accommodation met.

The School of Social Work partners with agencies to plan and make reasonable accommodations, and, where appropriate, will assist in finding solutions to making special provisions for a student. Any issue concerning a student's health or disability is maintained in strict confidence and is not reported to any agency unless the student so requests, in writing, for the purpose of making reasonable accommodation for that disability. All students are held to the same criteria for a successful grade in field education. This Manual is available in alternate formats upon request.

### **KEY ATTRIBUTES OF A SOCIAL WORKER**

The following standards, distinguished from academic standards, describe the physical, cognitive, emotional and character requirements to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

All students in the UCF SSW, are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their placement, and elsewhere. Attention to these standards will be part of evaluations made by faculty and Agency Field Instructors responsible for evaluating students' classroom and/or placement performance.

***Failure to demonstrate these essential attributes consistently may lead to a failing grade in field and/or termination from the program.***

#### **Professional Behavior**

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

#### **Ethical Conduct**

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession and adhere to the ethical standards, as outlined in the *NASW Code of Ethics* (See the appendix). The student must be committed to the essential values of social work which are the dignity and worth of every individual and their right to a just share of society's resources.

#### **Communication Skills**

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others.

#### **Self-Awareness**

The social work student must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. The student must be willing to examine and change their behavior



when it interferes with their work with clients and other professionals and must be able to work effectively with peers, as well as with those in authority.

### **Knowledge Base for Social Work Practice**

The professional activities of social work students must be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice.

### **Objectivity**

The social work student must be sufficiently objective enough to systematically evaluate clients and their situations in an unbiased, factual way.

### **Empathy**

The social work student must endeavor to seek to comprehend another individual's way of life and values. They must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

### **Energy**

The social work student must be resilient when experiencing undesirable effects of stress, exercising appropriate self-care, and developing cooperative and facilitative relationships with colleagues and peers.

### **Acceptance of Diversity**

The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

### **Interpersonal Skills**

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

## **THE ROLE OF FIELD EDUCATION**

The UCF School of Social Work is dedicated to the improvement of the human condition. Students gain the necessary theory and practice skills to assist diverse populations with complex problems. Using an ecological approach, students learn to assess people's needs and coping abilities within the context of their unique environments. Through the integration of classroom instruction, web-based learning, and field placement, MSW students train to become clinicians, planners, administrators, policy practitioners, and researchers, within their field of practice.

The Field Education program plays a pivotal role in student education. The overall objective of field education is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker. Through the field education experience, students integrate classroom theory and knowledge with practical skills to serve clients, communities, neighborhoods, and organizations.

Field Education students uphold standards of ethics and practice excellence, while developing professional competence and identity. Field education is viewed as a unique partnership between the school and its agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication, the agency and School personnel work towards the development of a shared educational philosophy and standards regarding field assignments, field education, and student performance. This partnership is dynamic in its orientation and responsive to changes in agency environments, social work curriculum, and the students it seeks to educate.

**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.

**PROGRAM OPTIONS**

The UCF SSW offers a range of options, enabling students to meet their needs and interests. Students can attend the UCF SSW through the Campus-based Program at the UCF campus located in Orlando, Florida, or via our Online Program, from anywhere in the country, or overseas.

The degree and field requirements are the same for both options whether students choose to move to Central Florida, or study from their hometown. This Field Education Manual applies to all students regardless of campus designation.

Campus-Based Field Education	Online Field Education
<p><b>FULL TIME TRADITIONAL TRACK:</b></p> <p><b>Generalist Year</b></p> <p><u>Generalist Field Placement:</u> <b>400</b> field hours over two consecutive semesters (fall-spring)</p> <p><u>Concurrent Seminar Course:</u> Full Time MSW Generalist Integrative Seminar I &amp; II</p> <p><b>Clinical Year</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over two consecutive semesters (fall-spring)</p> <p><u>Concurrent Seminar Course:</u> Full Time MSW Clinical Integrative Seminar I &amp; II</p>	<p>N/A</p>

Campus-Based Field Education	Online Field Education
<p><b>PART TIME TRADITIONAL TRACK:</b></p> <p><b>Generalist Year</b></p> <p><u>Generalist Field Placement:</u> <b>400</b> field hours over three consecutive semesters (fall-spring-summer)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Integrative Seminar I, II &amp; III</p> <p><b>Clinical Year</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over three consecutive semesters (fall-spring-summer)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Clinical Integrative Seminar I, II &amp; III</p>	<p><b>PART TIME TRADITIONAL TRACK:</b></p> <p><b>Generalist Year</b></p> <p><u>Generalist Field Placement:</u> <b>400</b> field hours (150 during the fourth and fifth semesters and 100 during the sixth)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Generalist Integrative Seminar I, II, and III</p> <p><b>Clinical Year</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over three consecutive semesters (seventh-eighth-ninth)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Clinical Integrative Seminar I, II, and III</p>
<p><b>FULL TIME ADVANCED STANDING TRACK:</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over two consecutive semesters (fall-spring)</p> <p><u>Concurrent Seminar Course:</u> Full Time MSW Clinical Integrative Seminar I &amp; II</p>	<p>N/A</p>
<p><b>PART TIME ADVANCED STANDING TRACK:</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over three consecutive semesters (fall-spring-summer)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Clinical Integrative Seminar I, II &amp; III</p>	<p><b>PART TIME ADVANCED STANDING TRACK:</b></p> <p><u>Clinical Field Placement:</u> <b>600</b> field hours over three consecutive semesters (seventh-eighth-ninth)</p> <p><u>Concurrent Seminar Course:</u> Part Time MSW Clinical Integrative Seminar I, II &amp; III</p>

**AREAS OF PRACTICE**

The UCF SSW is proud to partner with community agencies, dedicated to providing services, support, interventions and education to individuals, families, organizations, communities, and groups. The UCF Field Office works diligently to provide a wide range of placement opportunities to our students, for both their generalist and clinical placement.

Some examples of community partnerships include, but are not limited to, schools & school-linked services, corrections, court settings & substance abuse, aging & medical, children & families, health, mental health and disabilities, support services to survivors of violence, veterans, immigrants, and refugees.

The UCF Field Office works continuously to foster new community partnerships and responds to student feedback and trends in finding viable options for our program. Please discuss any interests you may have, with your field faculty member, during your field placement interview.

## **UNIVERSITY ROLES IN FIELD EDUCATION**

### **Director of Field Education**

The role of the director is to develop agency partnerships, provide instruction and training to Agency Field Instructors, orient Agency Field Instructors to field education at UCF SSW, train students on tenets of social work and preparation for social work practice, and support students in the field placement process. The Director also 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. The activities of the Field Director include:

1. The Director of Field Education has overall administrative responsibility for direction and coordination of the Field Education program.
2. Provides agencies with information regarding the curriculum of the UCF SSW, the purposes and objectives of Field Education, and other related materials.
3. Implements and monitors the Field Education Manual.
4. Initiates the placement request with the agency and coordinates placement activities.
5. Authorizes any changes of placement necessary after full discussion of the issues involved with the student, the field faculty team, and the current Agency Field Instructor.
6. Coordinates an annual 12-hour training for field instructors, as well as subsequent trainings.
7. Coordinates field orientation for students and for Agency Field Instructors
8. Initiates activities to expand future field placement opportunities for students.
9. Assists faculty who serve as seminar instructors during the placement semesters.

### **Field Faculty**

Each student is assigned a field faculty member, via the Field Placement Course, located in Webcourses. The faculty member considers academics, career goals, field education and environmental issues that may influence the student's field placement and seeks to match the student with an internship position in the community. The activities of the field faculty include:

1. Implements the MSW Field Manual.
2. Initiates the placement request with the agency and coordinates placement activities.
3. Provides opportunities for the field student to receive information about agencies.
4. Initiates activities to expand future field placement opportunities for students.
5. Creates and monitors affiliation agreements with agencies.
6. Manages barriers to student field placement process.
7. Monitors student completion of field placement course.

### **External Supervisor**

The Field Education Department may appoint an External Supervisor to support the student and provide a social work perspective when an agency does not have a qualified social worker on staff to fulfill the field instructor role. (See "Agency Roles in Field Education" section below.) The External Supervisor has all the responsibilities that a field instructor has (see 'Agency Field Instructor' in "Agency Roles in Field Education" section below) including:

1. Assist student in designing student's learning objectives and learning contract while at the agency.
2. Offer support to the student & conduct weekly supervision with the student for 1 hour.
3. Work in collaboration with the Task Supervisor at the agency for assignment completion, site visits and evaluations.
4. Monitor the student's work and progress at the agency & complete all student evaluations.

### **Seminar Instructor/Field Liaison**

Seminar Instructors/Field Liaisons are social work faculty members who teach the generalist and clinical Field Education integrative seminars and serve as the UCF point person for the students in the integrative seminar, which they are teaching. These faculty members may or may not be the person who placed the student in their agency, but have responsibility after placements begin, for monitoring and evaluating student progress and performance, conducting agency site visits, participating in field workshops and meetings, and dealing with any barriers or conflict that may arise during the field placement experience. The activities of the Seminar Instructor/Field Liaison may include:

1. Send email introduction to each Agency Field Instructor assigned to the students in the seminar course every semester.
2. Send email “check in” to Agency Field Instructor to obtain feedback regarding student performance and progress being made, as well to identify any potential problems requiring early intervention before end of semester evaluations are completed.
3. Conduct at least one site visit with the student and the Agency Field Instructor during their generalist and again during their clinical field placements.
4. Remain informed about changes in the agency, which may affect Field Education assignments available to students.
5. Monitor agency's perceptions and observations about the student's learning needs, assignments, progress, and performance.
6. Clarify with the Agency Field Instructor requirements for supervision and evaluation of the student's field study.
7. Address problems that may arise during placement.
8. Provide information to the agency regarding the School of Social Work curriculum and the purpose of fieldwork, ensuring integration of classroom and Field Education experiences.

### **SELECTION OF AGENCIES**

The selection of agencies for field education training is an important part of the UCF SSW educational planning. The Field Education Department carries the responsibility for determining the suitability of each agency for student training and works closely with interested agencies and potential Agency Field Instructors in this process.

### **Policies for Selection of Agencies**

The following policies are used in the selection of agencies:

1. The agency's representative completes an Agency Application for Student Interns and submits it to the Field Education Office for review. The School of Social Work Director of Field Education or other field faculty contact the agency representative to clarify requirements for graduate Field Education and to define collaborative roles and responsibilities.
2. The agency is capable of providing a substantive range of diversified learning opportunities across multiple and complex participant, organizational, and community systems in accordance with the CSWE social work competencies.
3. The agency will provide opportunities for students to participate in roles and activities that are congruent with their learning cohort.
4. The Agency views the student as both a learner and an active participant in its services and activities.
5. The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and office supplies, similar to employee space.
6. The agency is to provide regular, 1 hour per week, supervision of student by a qualified staff member.
7. Social Work Supervisors instructing students for the first time are required to attend a 12-hour State of Florida Qualified Supervisor Training offered by UCF (campus-based program only).

8. The agency agrees that no students accepted by the agency for field placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status.
9. The agency agrees to uphold, foster, and maintain a safe environment for students.

### **Criteria for Selection of Agencies**

The following criteria are used in the selection of agencies:

1. The agency should provide an Agency Field Instructor that meets criteria or accept the appointment of an External Supervisor if no one is available.
2. The agency's point of view about training is consonant with that of the UCF SSW. The agency's orientation and objectives must be educational.
3. There should be a correlation between the practice perspectives of the agency and UCF SSW, to provide an integrated class-field education curriculum and a consistent learning experience for the student.
4. The agency must provide a written description of the agency's program, examples of potential in-person student assignments (may be virtual), the availability of interdisciplinary work, seminars, and other learning opportunities.
5. The agency should provide a range of assignments on an ongoing basis that is appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
6. The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and office supplies.
7. Administrative provision for sufficient supervisory and consultative time for student training is required. Supervisors instructing students for the first time are required to attend a 12-Hour State of Florida, Qualified Supervisor Training offered by the UCF Field Office (campus-based program only).
8. The agency agrees that no students accepted by the agency for field placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status. The agency understands and upholds diversity, equity, and inclusion values.

### **Procedures for Selection of Agencies**

Potential field placements may be identified in several ways. Agencies may request students directly from the Field Education Department. Alternatively, a student, faculty member, alumnus, or community representative may suggest an agency to the Department.

1. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the UCF Field Education Department will send correspondence acknowledging interest along with an application to host students.
2. After the agency completes and returns the application to the School, the field faculty and the Director of Field Education will make a formal assessment of the function and services of the agency, availability of resources for the student, level of practice competence of the field agency instructor, and special requirements for student placement, assuring the agency's capacity to provide quality, in-person, virtual, or hybrid assignments for students across the various cohorts and that allow students to demonstrate their development and mastery of skills across CSWE competencies.
3. An in-person or virtual site visit is conducted by the Field Faculty Member and/or the Director of Field Education to further determine fit and to exchange information relevant to field education placement.
4. The Field Faculty member or Director of Field Education communicates the decision to the agency.
5. If an agency is accepted to serve as a field placement site, an Affiliation Agreement is presented and may be negotiated between UCF and the agency. When the affiliation agreement is finalized, information and a copy is sent to the agency representative.

## **EVALUATING SETTING EFFECTIVENESS**

### **UCF School of Social Work Faculty:**

Faculty and the Director of Field Education, use the following criteria to evaluate setting effectiveness:

1. Provide an explanation of requirements and expectations of field sites and field placement assignments within the UCF Field Education Manual; and
2. Require Agency Field Supervisors to attend the 12-Hour Qualified Supervisor Training within 1-year of student start date (Campus-based Program only)
3. Conduct a site visit (and consecutive site visits as needed) with the agency and the student
4. Conduct a review of the site and Agency Field Instructor through the Evaluation of Field Placement assignment
5. Placement assignment

### **UCF MSW Students:**

The UCF Field Office evaluation of setting effectiveness is measured with the use of the Student Evaluation of Field Placement assignment, as required by the Field Seminar Course. Students provide feedback through pre-determined, open-ended questions, as well as an opportunity for any additional comments.

## **AGENCY ROLES IN FIELD EDUCATION**

### **Agency Field Instructor**

Students are matched to an agency in the community and assigned an Agency Field Instructor at that location. All Field Agency Instructors must hold the credential of MSW (2-years post-graduation) or an LCSW from a program accredited by the Council on Social Work Education (CSWE). The Agency Field Instructor assumes the responsibility for the students' training at the agency. When the agency is unable to provide a qualified supervisor, the external supervisor model is employed (see "External Supervision" section below). The Agency Field Instructor's tasks include:

1. Have an ability to organize and transmit understanding of social work practice beyond knowledge of the specific placement setting. The Agency Field Instructor should be willing to include or draw upon other qualified professional staff members for access to their knowledge and skills in specific areas of practice.
2. 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.
3. Provide student with a general orientation to the field agency.
4. Identify and/or designs learning assignments for the student.
5. Review, modify (as needed), and sign the student's learning contract.
6. Provide ongoing supervision to the student concerning field assignments.
7. Schedule weekly supervisory conferences (minimum of 1 hour) with the student to assist in relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.
8. Provide ongoing feedback to the student concerning performance in the field.
9. Maintain contact with and meets with the UCF Seminar Instructor to monitor student progress.
10. Attend virtual field workshops and meetings during the placement semester.
11. Complete a semester evaluation of the student's performance.
12. Sign the Record of Field Hours and Supervisory Log on a WEEKLY basis as required by the School of Social Work.



### **Supervision**

During the individual supervisory conferences with the student, Agency Field Instructors work with the student to select appropriate in-person and/or virtual assignments for the student with the population served, monitor, and coordinate the student's work in the agency, read the student's recorded material prior to conferences, assume responsibility for the student's evaluations, and confer with the student's advisor.

Some agencies also provide regularly scheduled group supervision to students. The interchange with others that this model of supervision provides can be very useful in expanding the student's learning of practice. Students are permitted to receive 50% of their supervision time in group supervision settings.

### **External Supervision**

External supervision is utilized when a qualified supervisor is not available at the field placement agency. In these cases, an MSW Field Instructor outside of the agency is assigned to work with the Task Supervisor at the field placement agency.

The success of this type of placement depends on the abilities of the External Supervisor and Task Supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, UCF, and the student. The External Supervisor has the responsibility for the student's learning objectives and training while in the placement at the agency and is expected to support the student, conduct weekly supervision with the student, work in collaboration with the task supervisor at the agency around assignments and learning objectives for the students listed in the learning contract and monitor the students' work and progress at the agency.

### **Task Supervisor**

The Task Supervisor is an agency staff member who may be assigned to supervise specific learning assignments given to the field student. The Task Supervisor (when assigned) should participate in the evaluation of the student with the Field Instructor and student.

## **AGENCY RESPONSIBILITIES**

As a participant in the education of the student for social work practice, the agency field placement has responsibilities which includes:

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 an 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 UCF, 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 protective gear 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 complete the UCF SSW field orientation.
6. The Agency Field Instructor (and Task Supervisor, when assigned) will maintain contact with the University through consultation and scheduled meetings with the UCF Seminar Instructor/Field Liaison.



7. The Agency Field Instructor (and Task Supervisor, when assigned) will provide consultation to the student in the development of a learning contract, which contains appropriate learning experiences to meet the educational requirements for Field Education.
8. The Agency Field Instructor (and Task Supervisor, when assigned) will provide ongoing supervision for the student, which facilitates achievement of the requirements for Field Education.
9. The Agency Field Instructor (and Task Supervisor, when assigned) will provide evaluations of the student's performance near the completion of each semester of placement. As part of the ongoing evaluation process, the Field Instructor will inform the UCF Field Seminar Course Instructor/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).**

### **Orientation 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:

- Description of the history, philosophy, and goals of the agency.
- Interpretation of the agency's organizational structure and governing body, staffing pattern, funding sources and interface with other agencies.
- Profile of clients served, services offered, eligibility requirements, and sources of referrals.
- Tour of facility and introduction to agency personnel.
- Identification of available agency in-service training and community seminars.
- Explanation of relevant agency procedures, forms, and requirements as delineated in agency policy manuals.

### **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.

An average of 50% of the student's field hours throughout the semester should be face-to-face client contact. When the placement begins, each student is expected to develop, in consultation with the Agency Field Instructor, a learning contract for the field placement. The learning objectives contained in the contract should be based on the skill goals of the MSW Program of the School of Social Work, the objectives for the particular Field Education course, the agency's needs, and the student's abilities and interests.

### **Evaluation of Student Performance and 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. Evaluation is an inherent and ongoing process that enables students and their Agency Field Instructor 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 UCF, as well as during informal contacts between UCF Field Faculty, Agency Field

Instructor, 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 Agency Field Instructor should pursue resolution of the problems with the student. If resolution is not successful, the Agency Field Instructor should inform the UCF Seminar Instructor and/or Director of Field Education immediately.

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

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

At the end of each field placement semester, the Agency Field Instructor completes end of semester evaluation. The Agency Field Instructor completes the evaluation of the student and reviews the evaluation with the student. Grades are assigned for field education by the UCF Seminar Instructor/Field Liaison, based on the semester evaluation and completion of field hours (please refer to section titled, "Core competencies, student evaluations and field courses" below).

#### **Preparation and Training of Agency Field Instructors for Field Education**

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

The Agency Field Instructors are also required to attend the 12-Hour Qualified Supervisor Training within one year of supervision relationship with UCF begins, if they have not previously completed a qualified supervisor's training with another accredited school of Social Work (campus-based program only).

#### **Issuance of Certificates of Participation to Agency Field Instructors (Campus-based Program only)**

At the request of Agency Field Instructor, UCF will issue Certificates of Participation (tuition waivers) to Agency Field Instructor or the Task Supervisor, 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 an Agency Field Instructor or Task Supervisor is eligible to receive a Certificate. The Certificate may be used to defray the cost of course work at any state university in Florida.

### **THE PLACEMENT PROCESS**

The field education placement process is a collaborative endeavor between the Field Faculty, the student and community agencies. 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 outlined in this manual.

Students will be placed in appropriate and approved agencies by the field faculty after careful consideration of the student's educational needs and expressed interests. Therefore, in order to prevent confusion and misunderstandings, **students are instructed NOT to contact field agency representatives without first discussing the situation and gaining approval from the field faculty.** Any agency contacted by a student without coordination and approval from the field faculty will automatically be disqualified as a placement site for the student.

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.

Students are 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 field experience in an agency where they have been a client within the past two years or where they may have access to family members' files.

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

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

### **Policies and Procedures for Placing Students**

1. Students do not automatically receive an agency field education experience upon admission to the School of Social Work.
2. All students must meet specified criteria, complete required assignments in the non-credit placement process course and be "matched" to a member of the Field Faculty team to be placed in an agency for the internship.
3. The time frame for the non-credit placement process course and application will be communicated to students at least two semesters before students are scheduled to begin field placement for the Online Program and one semester in advance for the Campus-based Program.
4. Students complete assignments as indicated in the Placement Process Webcourse by the specified date stated in the course.
5. The assignments are an essential and required part of the process, and placement efforts cannot be initiated without the completed assignments.
6. Students with disabilities or that might need special accommodations need to indicate whether they require support services or other accommodations in order to perform course and fieldwork effectively.
7. After the review of the field application, the faculty will match the student with the agency deemed *most likely* to meet the student's learning needs.
8. Field faculty will provide the student with contact information for the assigned agency match.
9. Each student is instructed to contact the agency representative for an interview regarding a possible field placement.
10. If the student is not accepted by the agency, it is the student's responsibility to inform the field faculty immediately to schedule a conference and discuss next steps.
11. In cases where a student is accepted by an agency, but refuses the placement, or an agency declines to host the student, the faculty will make an additional attempt to place the student, however, securing an additional opportunity cannot be guaranteed before the field education semester begins. This situation may result in a student being required to delay their plan of study.
12. If an additional opportunity is available and the student is accepted by, but refuses an additional placement, or the agency declines the student, the field faculty will not be obligated to seek additional

placements for that academic semester. This may jeopardize the student's status in the program and disrupt the plan of study for up to 3 semesters.

13. A Placement Confirmation Form (found in placement process course) is signed by the agency field instructor and the student and uploaded to the Placement Process Webcourse to confirm that the student is accepted by the agency for a field placement.
14. Students will complete one internship per agency *unless* an exception is provided by the Director of Field Education due to special, extenuating circumstances.
15. Students who do not have a confirmed field placement before the start of the semester are at risk of delaying their plan of study for up to 3 semesters (unless situation is approved by field faculty due to special circumstance.)
16. Students who relocate (within or between states) during the placement process, may experience a delayed placement for up to one year due to calendar deadlines.

### **STUDENTS RESIDING IN COLORADO AND NEBRASKA**

Due to social work state licensure requirements, UCF is unable to offer the social work online program to students from Nebraska and Colorado. We are currently unable to determine whether the above-named program meets the educational requirements for graduates to be eligible to apply for licensure or certification in any additional states.

If you have an interest in pursuing licensure or certification outside the state of Florida, we advise you to determine whether this program meets the educational requirements for graduates to be eligible to apply in those states. State licensing board contact information for this field can be found here: [State Licensing Board](#) We also suggest you review the ASWB Social Work Regulation site here: [ASWB](#) You are welcome to reach out to the UCF program contact identified below with questions in this regard, and we will do our best to assist you in your career planning.

### **UCF PROGRAM PREPARATION OUTSIDE THE UNITED STATES**

This disclosure does not address program eligibility in countries outside the United States. We are unable to determine whether the above-named degree program meets the educational requirements for graduates to be eligible to apply for licensure or certification outside the United States. Again, it is important to become educated on the credentialing requirements in the location in which you hope to practice.

#### Program Contact Information

Jessica Mays MSW Academic Advisor, Campus Based tracks

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Adriana Kelly MSW Academic Advisor, Online MSW track

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This communication addresses disclosures to prospective and current students as required by UCF's membership with the National Council for State Authorization Reciprocity Agreements (NC-SARA) and those set

forth in 34 CFR 668.43(a)(5)(v), 34 CFR 668.43(c)(1), and 34 CFR 668.7

## **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 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 acclimating to the field placement site, developing the learning contract, meeting the objectives and goals for Field Education, and participating in all decisions related to requirements for fieldwork. In summary, students are active participants in the educational process and have both roles and responsibilities for meeting requirements of Field Education.

### **Insurance Coverage**

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.

### **Student Preparations for Field Placement – Orientation**

Field Education Orientation meetings are held on campus for all Campus-based Generalist students before the placement period begins. All other students engage in the self-directed orientation, provided within the Field Placement Course in Webcourses. This field orientation is in addition to any orientations given by each field agency.

The policy of the School of Social Work is that all MSW students must complete the mandatory field orientation. Each orientation is required for the purpose of review of the unique information relevant to each MSW cohort. Failure to complete the field orientation may result in deferment of field education until the orientation is completed.

### **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 of their assigned agency.

### **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 earn a passing grade in all Field Education courses. Students are also expected to adhere to all policies and procedures of UCF SSW Field Education (outlined in this manual) as well as the student's assigned agency.

### **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, students are responsible for meeting with Agency Field Instructors, Task Supervisors (when assigned), and UCF Seminar Instructors for guidance, clarification, and assistance in completing assignments and to discuss other matters related to their fieldwork.

If there are problems during placement, students are responsible for pursuing resolution of problems through proper channels. Students should share all problems with appropriate agency personnel and/or Field Seminar Course Instructor. Preventing or resolving problems frequently requires that a student take the initiative to interact with, ask questions, give feedback, and constructively approach others when it appears that the educational objectives and other field requirements are not being met.

### **Student Role with the Use of External Supervision**

When assigned to an External Supervisor and an agency-based Task Supervisor, the student performs all roles described in the "Student Roles and Responsibilities" section of this manual.

The student schedules weekly conferences with the Task Supervisor for direction in planning, managing, and completing field assignments and maintains contact with the External Supervisor. The student should prepare an agenda and meet weekly (for an average of one hour a week) with the External Supervisor for assistance in relating agency assignments and theory to social work practice and to discuss other issues associated with the profession of social work.

## **EMPLOYMENT BASED INTERNSHIPS**

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings, which are selected based on the student's level of education 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 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 an Agency Field Instructor who meets the standards of the UCF Field Education Office.

There are a number of potential barriers that may arise when students attempt to combine jobs with field placement. Therefore, the Field Education Team cautions students about the potential problems of these placement situations:

- 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 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 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.
- If a student leaves their paid position, they may have to find a new placement site, which could delay completion of the field hours, resulting in delayed graduation.

### **Requirements for Employment Based Internships**

- All required field hours must take place under the supervision of an Agency Field Instructor who meets the standards of the program.
- The activities must be congruent with the student's placement level (generalist or clinical) and allow the student to demonstrate the nine competencies of social work education and the applicable component behaviors. 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.
- 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.
- The student's educational goals should be the primary focus of the position, not simply the needs of the agency.
- The employment date or date of reassignment within the agency must be no more than 30 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 (CSWE).

- The employment supervisor must be separate from the Agency Field Instructor; in other words, the individual supervising the student for work cannot supervise the student for the internship hours.

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

If the potential internship meets the above criteria, the student can then request a conference with assigned field faculty to explore this option and discuss next steps. The student will be asked to provide additional information to determine that the internship will include sufficient educational objectives and experiences to satisfy the UCF SSW's expectations (including CSWE requirements).

The field faculty will provide further instruction to the student regarding completing the employment-based field placement application (found in the placement process Webcourse). Students must adhere to the deadlines given by field faculty for this type of placement arrangement to be approved and finalized.

*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.*

## **EXPENSES IN FIELD EDUCATION**

### **Liability Insurance**

Liability insurance is provided for all students by the College of Health Professions within 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.

### **Student Expenses**

In some circumstances, an agency will cover the travel expenses while the student is completing the required field hours. Students must follow agency procedures for reporting expenses connected with field assignments and receiving reimbursement. In most circumstances the student is required to cover the costs of transportation to and from their assigned agencies each day. Students should acquire and maintain their own vehicle insurance.

Many agencies have additional onboarding requirements (examples: background checks, fingerprinting, immunizations, drug screening, etc.) These requirements are at the discretion of each agency. It is also at the agency's discretion if the agency will cover these expenses or if the student will be responsible for these expenses. UCF does not reimburse or cover the cost of onboarding requirements that an agency may require.

Students are encouraged to carry their own medical insurance. The agency's ability to carry workman's compensation on students, varies from site to site.

## **STUDENT ORIENTATION TO FIELD**

### **UCF School of Social Work**

The Field Education Department provides a mandatory face-to-face Student Orientation for all Campus-based Generalist Students (PT and FT) entering field education. During orientation, the Field Education Department informs students about the role of social work, the agency's function, clients' needs, and perceptions; the nature of field training and field education; and field education policies, field form requirements, and student's rights in their field education placement.

All Generalist, Clinical, and Advanced Standing Students in the Online Program and all Clinical and Advanced Standing Students in the Campus-based Program receive an asynchronous Student Orientation overview and quiz within the Field Placement Course, located in Webcourses. Students must complete the orientation and the quiz, prior to entering field. Field Placement Faculty are available for student questions or concerns. This orientation informs students about the role of social work, the agency's function, clients'

needs, and perceptions; the nature of field training and field education; and field education policies, field form requirements, and student's rights in their field education placement.

### **Student Arrival at the Agency**

Students are instructed to arrive at the agency at the time and date required by their Agency Field Instructor for the start of the field experience. Agency Field Instructors or Agency Personnel will provide transportation directions as well as any parking instructions.

Agencies should seek to make the students feel welcomed. The student's workspace and phone access should be identified. Each student should have the opportunity for a private, one-on-one conference with their agency field instructor on the first day in placement. Students may be invited to visit the agency prior to the first day of field education.

Students may be required to complete the same clearances as the agency staff, including but not limited to the following: have a medical physical exam, undergo a background check, be fingerprinted, and cleared through the State's Central Registry, complete a drug test, and adhere to any verification of immunization.

### **Student Orientation at the Agency**

Orienting students to the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with the students moving into their beginning assignments. It is helpful if the student is offered information about agency function, services, and procedures, but is not overwhelmed with data. The student will especially want to know, "What will I be doing here?" Therefore, information about the kinds of assignments and specific tasks they will be carrying out will be useful.

- Introduce students to the layout of the agency.
- Orient students to their workspace, technology, equipment, and support staff.
- Explain hours, breaks, parking, where to keep personal belongings, dress code, etc.
- Establish weekly supervision schedule.
- Agencies should advise students of the role the agency plays within the larger context of social work services.
- Students should be made aware of specific agency policies that impact client service such as safety and the agency's procedure regarding abuse and neglect reporting and the protection of minors.

## **STUDENTS EXPERIENCING DIFFICULTY IN FIELD EDUCATION**

A student's field placement experience is filled with both growth opportunities and challenge. On occasion, a student may experience challenges in their field placement.

Students who experience challenges in field placement are encouraged to reach out first to their Agency Field Instructor, to see if the issue can be resolved. Also, students can consult with their UCF Seminar Instructor/Field Liaison, to brainstorm how to manage the situation. The UCF Seminar Instructor/Field Liaison may recommend that the student, Agency Field Instructor and/or Task Supervisor, meet to identify the issue and create a solution. The Director of Field Education will be notified about the concern and outcome.

### **Issues that may warrant intervention:**

- Equity, Diversity, Inclusion, Harassment and any and all safety concerns
- Violation of the [NASW Code of Ethics](https://scai.sdes.ucf.edu/) and/or UCF Student Rules of Conduct (<https://scai.sdes.ucf.edu/>)
- Challenges in meeting the expectations of CSWE Competencies



- Non-compliance with agency policies and protocols
- Excessive absences, lateness, or non-approved schedule changes
- Delays in the submission of the Learning Contract assignment and/or agency assignments
- Documentation issues and delays
- Student self-terminating from their field placement
- Agency terminating a student

If a meeting is needed to discuss challenges or concerns, the UCF Seminar Instructor/Field Liaison works collaboratively with both the student and the Agency Field Instructor to resolve any concerns and support the student in their learning.

#### **Role of the Agency Field Instructor**

The Agency Field Instructor's role is to provide grounding, support and learning for the student. When challenges arise, the Agency Field Instructor is responsible for:

- Providing transparent feedback of any challenges and/or concerns directly with the student.
- Communicating with student, both verbally and in writing, providing multiple warnings and opportunities to address challenges.
- Notifying the UCF Seminar Instructor or Director of Field Education immediately of concerns and updating the progress and process of the Agency Field Instructor's training and support for the student.
- Requesting a meeting with the UCF Seminar Instructor/Field Liaison and student for a three-way meeting to resolve the issue.

If the issue continues, the Seminar Instructor/Field Liaison and/or Agency Field Instructor, in consultation with the Director of Field Education may choose to withdraw the student from the placement or the Agency Field Instructor may choose to terminate the student from the agency. If a student is terminated from the agency, an Agency Field Instructor will be asked to complete an evaluation form to provide student feedback based on the CSWE social work competencies, as outlined in this manual.

#### **Role of the UCF Seminar Instructor/Field Liaison**

When a student is having challenges in their field placement and/or an Agency Field Instructor expresses challenges, their representative from UCF is the student's UCF Seminar Instructor/Field Liaison. As the representative for the School, the UCF Seminar Instructor/Field Liaison will provide support to both the student and Agency Field Instructor and/or External Supervisor and manage any student challenges that may arise during a student's field placement.

The UCF Seminar Instructor/Field Liaison assesses the situation and identifies solutions with the Agency Field Instructor at the site as a first step. When the UCF Seminar Instructor/Field Liaison is unable to resolve a challenge at the agency site after conducting an assessment, which includes gathering information from the student and Agency Field Instructor, the Director of Field Education provides the UCF Seminar Instructor/Field Liaison and Agency Field Instructor, support to reach a solution.

The UCF Seminar Instructor/Field Liaison is the author and monitor of the Performance Improvement Plan (PIP) and will gather information from the student and Agency Field Instructor (and Director of Field Education if needed). The field faculty member who placed the student at the agency, may also be consulted.

#### **Role of the Director of Field Education**

When there are student challenges, the Director of Field Education works collaboratively with the UCF Seminar Instructor/Field Liaison and the student's Agency Field Instructor to support the student in placement and provide guidance, where needed.

### **PERFORMANCE IMPROVEMENT PLAN (PIP)**

For concerns that persist, a UCF Seminar Instructor/Field Liaison may recommend a meeting with the Student, Agency Field Instructor, and, if needed, Director of Field Education, and suggest creating a Performance Improvement Plan (PIP). The PIP is created collaboratively with the student, Agency Field Instructor and with support from the UCF Seminar Instructor/Field Liaison.

The Performance Improvement Plan (PIP) will include:

- Student's identified challenges with timeline/dates.
- Outline of Agency Field Instructor's communication of concerns and relevant training and support provided.
- Objectives and goals for areas of improvement.
- Responsibilities of student, Agency Field Instructor and UCF Seminar Instructor/Field Liaison to help support the student, with each participants' objective/goal/role.
- Timeframe for meeting goals.

Once a meeting is held with the Agency Field Instructor, student, and UCF Seminar Instructor/Field Liaison, an administrative meeting may be held with the following participants: Student, UCF Seminar Instructor/Field Liaison, MSW Advising, Director of Field Education, and MSW Director, to review the Performance Improvement Plan, to provide an opportunity for student to discuss any concerns and ask questions regarding the PIP, and for further guidance on the process.

A timeframe will be outlined of when the student will meet their goals with regular check-ins by the UCF Seminar Instructor/Field Liaison. During the PIP process, every effort will be made to support the student with their field placement learning goals. The student, UCF Seminar Instructor/Field Liaison, and (if present) Director of Field Education and MSW Director will provide signatures. Failure to meet the expectations of the PIP may warrant a failing grade for Field Education.

If a student is not able to meet the expectations of their PIP and/or if an agency terminates a student from their placement during this time period, an administrative meeting will be held with the Student, UCF Seminar Instructor/Field Liaison, MSW Advising, Director of Field Education, and MSW Director.

A plan will be proposed which may include the student taking a leave of absence and returning to their learning at a future point in time. Every student situation is variable, and an individualized recommendation will be provided for the student with the administrative support from the UCF SSW.

Further information on UCF SSW's policy on student's academic progress, good standing, leaves, and appeals can be found in the MSW Student Handbook.

#### **Terminations from Internships**

UCF SSW enjoys a collaborative partnership with community agencies, but the UCF SSW cannot mandate that an agency work with a student's issues or provide warning prior to termination. Every effort is made to obtain both the reasons and documentation that leads up to termination, but the UCF Field Office cannot mandate that an agency provide reasons or documentation of reasons for termination.

Termination from an agency typically results from a pattern of poor performance or a single event that places clients, agency, or UCF at risk. 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 UCF at risk.

Any student who is terminated from a field placement will have a conference with UCF Seminar Instructor/Field Liaison to discuss the termination in detail. The Director of Field Education and/or the MSW Program Director may be included in this meeting.

Students may be dismissed from the MSW Program due to a failed field placement or unsatisfactory grade in the field education course, as students must be able to demonstrate the ability to practice social work prior to receiving the MSW degree. The Field Education team reserves the right to not offer a second agency field experience based on student performance issues. These circumstances will be reviewed by the UCF School of Social Work administration.

Two failed field placements may result in an automatic recommendation of dismissal from the School of School Work.

### **Falsification of Field Hours**

Falsification of field hours by a student will result in a failing grade for the field education course and a referral to the Office of Student Rights and Responsibilities. All hours earned during the semester will be forfeited by the student. Approval to move forward in the MSW Program will be determined by the School of Social Work.

## **SAFETY IN FIELD EDUCATION**

The UCF 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.

The Agency Field Instructor 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.

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 UCF Seminar Instructor/Field Liaison, the MSW Director and the Director of the School of Social Work.

Students are **not** permitted to transport clients in their personal vehicles under any circumstances. They may transport clients in a company vehicle. Students are required to acquire and maintain their own vehicle insurance.

### **Non-Discrimination and Social and Economic Justice**

Consistent with the University of Central Florida's policy regarding equal opportunity and affirmative action, the UCF 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.

The *NASW Code of Ethics* (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) 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 SSW does not discriminate on the basis of political orientation. Towards this end, UCF does not inquire about students' political orientation in the admissions application, the Field Education placement process, nor the application for student financial assistance. While it is expected that all students will adhere to the *NASW Code of Ethics*, 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.

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 <https://letsbeclear.ucf.edu/>. For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – Office of Institutional Equity: <https://oie.ucf.edu/> and [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services: <http://sas.sdes.ucf.edu/> and [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events: <https://diversity.ucf.edu/>
- Student Bias Grievances – Just Knights Response Team: <http://jkrt.sdes.ucf.edu/>
- UCF Compliance, Ethics, and Risk: <http://compliance.ucf.edu/> and [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office: <http://www.ombuds.ucf.edu>

### **Home Visits**

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

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

- All home visits must be made with the full knowledge of the agency.
- The supervisor should be aware of time of departure, time of return, and other activities on the trip.
- Students should know how to always access a supervisor while conducting a home visit.
- Students should not conduct a home visit if they feel threatened or if they detect the presence of alcohol or illicit substances.
- Students should be aware of dogs or other household pets which may be a threat.
- Students should not make home visits after dark alone.
- Students should know whom to call and what steps to take if they should experience a vehicle breakdown.

### **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 Agency Field Instructor. If the situation cannot be resolved, then students should consult their UCF Seminar Instructor/Field Liaison. If an agency is unable to accommodate the safety of a field student, the student may be re-placed in a different field site.

### **Reporting Abuse and Neglect**

It is the policy of the UCF 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 Field Instructor of any action(s) taken.

### **RELATIONSHIPS IN FIELD EDUCATION**

#### **Faculty-Student Relationships**

The *NASW Code of Ethics* is clear regarding 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 their clients, faculty should not date their students.

### **Agency Staff-Student Relationships**

While in field placement, agency staff serve as Agency Field Instructor, Task Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is strictly prohibited. Agency Field 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 UCF Seminar Instructor/Field Liaison and to the Director of the School of Social Work.

### **Student-Client Relationships**

The *NASW Code of Ethics* 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.

### **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 UCF Seminar Instructor/Field Liaison. Obviously, in cases where the accusation is made against the Director of the School of Social Work or UCF Seminar Instructor/Field Liaison, another faculty member or the Director of the School of Social Work should be consulted. All complaints regarding sexual harassment will be forwarded to the University's Office of Institutional Equity for review.

### **Areas of Concern During Field Placement**

The UCF SSW will make available all policies and procedures for field education via the Field Manual. The *NASW Code of Ethics* is available on their website (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>).

The School of Social Work will aid in resolving problems with the field placement experience through the support of faculty. The Director of Field Education, Field faculty, Seminar Instructor/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 Agency 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 UCF Seminar Instructor/Field Liaison will maintain regular contact with the field agency and student and assist in solving problems as needed. The School of Social Work 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), UCF Seminar Instructor/Field Liaison, Field faculty team, MSW Director, 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.

### **ADMINISTRATIVE POLICIES IN FIELD EDUCATION**

#### **School, Agency, and Religious Holidays**

Students typically do not attend field education on UCF academic holidays. (See the UCF Academic Calendar) Students may make up placement hours if their agency is open on an academic holiday. During semester and spring breaks, and the November holiday (Thursday and Friday), students do not typically attend field education.

NOTE: Students who are placed in a school should take their spring break with the school's calendar, not with the UCF SSW spring break calendar.

It is the policy of the University to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, no student will be penalized due to religious reasons but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Agency Field Instructor and the involved students, the Agency Field Instructor should consult the advisor or Director of Field Education. If a student has difficulty meeting the field education hour requirements because of a large number of holidays, the Agency Field Instructor should seek help from the Field Education Department to discuss an alternative plan. Ultimately, it is the student who is responsible for completing the required number of hours.

#### **Student Absences Due to Illness**

If a student is absent from field education because of illness or personal reasons (e.g., death in the family), they need to make up any time missed. Plans for making up extended absences should be discussed with the UCF Seminar Instructor/Field Liaison.

#### **Prolonged Absences**

Should it become necessary for a student to be absent from Field for a period that exceeds three weeks consecutively, an assessment will be required to determine the impact of these absences on the educational requirements/contract of consistent participation in Field and the ability to return to Field.

#### **Jury Duty**

Students called for Jury Duty must notify the agency and UCF Seminar Instructor/Field Liaison. Students will not have to make-up the hours missed due to jury duty but will have to provide verification of attendance.

#### **Criminal History**

Students are advised that most agencies require a criminal background check before final approval for field placement. Students with a criminal background may be ineligible for field placements due to Florida Statute (F.S.) Chapter 435, thus, could impact their ability to complete the social work program. Furthermore, students are advised that Florida and most other states may restrict or deny social work licensure for persons with a felony conviction.

Students that have a criminal background, even those that are believed to be sealed or expunged, must discuss this at their field interview and before proceeding with the field placement process. Students who are arrested at any point within their participation in the MSW Program must disclose this to the Director of Field Education within two business days of the arrest.

Students must seek advisement regarding placement from a field faculty member if you have any criminal

background before continuing with the field placement process. Limitations in field placement opportunities may apply. These limitations include less field placement opportunities, field placements further from home, work, or family obligations, and impact on future professional goals.

Failure to inform the field faculty member of any past, current, or future criminal offenses after acceptance into the social work program may result in removal from the program.

### **Weekend and Evening Placements**

For a student to request an evening and weekend placement, they must declare their intent in the field application. However, evening and weekend placements are minimal and highly competitive. Therefore, the field education department cannot guarantee the availability or placement in an evening or weekend site. It is required that the student discuss this request with a field education staff member at their field interview.

There is no guarantee that an evening and weekend placement will be located for every student who makes this request. While requests are under review, the student must work on adjusting their schedule to meet the daytime field requirements if denied. Limited availability may result in limited placement options. These limitations include less field placement opportunities and a field placement further from home, work, or family obligations. Students will not enter the field and must wait until the next available field semester if a placement cannot be secured, and their schedule cannot be adjusted.

### **Medical Marijuana Cards**

In keeping with the Florida Statute (F.S.) Chapter 381, students that have medical marijuana registry identification cards, must disclose this to the Field Faculty member when interviewing for the field placement. Students must seek advisement regarding placement before continuing with the field placement process. In advisement, the student must provide their registration identification card. Students understand that state regulations and federal regulations differ, which will have limitations to field placement opportunities. These limitations may include less field placement opportunities, field placements further from home, work, or family obligations, and impact on future professional goals.

## **CSWE COMPETENCIES, STUDENT EVALUATION, AND FIELD COURSES**

### **INTRODUCTION TO CSWE 2015 EPAS COMPETENCIES AND COMPONENT BEHAVIORS**

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 how each student connects theoretical and conceptual knowledge learned in the classroom to the practice of social work through placement in a community-based agency. Competencies, Component Behaviors and Advanced Component Behaviors are utilized throughout the curriculum and field education as the threshold for professional competence.



The 2015 Educational Policy and Accreditation Standards (EPAS) established Nine Competencies and associated Component Behaviors for accredited social work programs.

**GENERALIST COMPONENTS**

The Behaviors for generalist practice developed by CSWE are as follows:

<b>COMPETENCY</b>	<b>GENERALIST COMPONENT BEHAVIORS</b>
<p><b>1: Demonstrate Ethical and Professional Behavior</b></p>	<ul style="list-style-type: none"> <li>• 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>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgement and behavior.</li> </ul>
<p><b>2: Engage Diversity and Difference in Practice</b></p>	<ul style="list-style-type: none"> <li>• 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>• Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ul>
<p><b>3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>• Engage in practices that advance social, economic, and environmental justice.</li> </ul>



COMPETENCY	GENERALIST COMPONENT BEHAVIORS
<p><b>4: Engage in Practice-Informed Research and Research-Informed Practice</b></p>	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research.</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>• Use and translate research evidence to inform and improve practice, policy and service delivery</li> </ul>
<p><b>5: Engage in Policy Practice</b></p>	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>• Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>
<p><b>6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>
<p><b>7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<ul style="list-style-type: none"> <li>• Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</li> <li>• 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>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.</li> </ul>
<p><b>8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>• 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>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>

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

**ADVANCED CLINICAL COMPONENTS**

The School of Social Work developed the following Advanced/Clinical Behaviors for the nine Competencies of the 2015 Educational Policy and Accreditation Standards (EPAS) for utilization with students during the clinical year:

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

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

**Evaluation of Student Competencies – Agency Field Instructor**

Competency behaviors in field placement are measured by Agency Field Instructors. Agency Field Instructors design the student assignments at the agency based on the CSWE Competencies as part of the Learning Contract at the beginning of each placement and measure a student’s demonstrated achievement of each behavior afforded by the assignments at the end of each term in the Student Field Evaluation. Agency Field Instructors rate each student on each behavior using a 5-point scale.

Agency Field Instructors not only meet with their students on a regular, weekly, formal supervisory basis, but interact with their students at agency meetings, staff meetings, case conferences, etc. They also directly observe the students’ work. At the end of every term, the Agency Field Instructor measures student progress on each of the competency behaviors in which it is categorized and provides an overall holistic, integrated impression of the student's progress. Agency Field Instructors and students should refer to the Generalist or Advanced/Clinical component behaviors as applicable when writing the learning contract and designing student assignments. The end of term field evaluation is based on the competencies and corresponding component behaviors for each cohort.

Because of this serious educational responsibility to both teach and measure progress in skill acquisition, Agency Field Instructors are required to complete an orientation at the beginning of the student’s field placement and attend the 12-hour Qualified Supervisor Course described above. To support UCF’s overall responsibility to afford to students the essential learning activities necessary to become professional social workers, UCF has a very active system of supporting the student within their Field Seminar Course, ensuring that Agency Field Instructors are teaching, and students are learning. Student Evaluations are provided to the Agency Field Instructor by the students’ UCF Seminar Instructor/Field Liaison.

**Evaluation of Student Competencies – Field Faculty**

Student progress in the components is also measured by the UCF Seminar Instructor/Field Liaison, who meet with the students in a course pairing of Field Education and Integrative Seminar. They evaluate student assignments, participation in course, and progression of field hours. UCF Seminar Instructors/Field Liaisons have continuous communication with students about the learning components and accordingly are well-aware of the students' acquisition of skills and learning.

Infrequently, Agency Field Instructors who do not provide adequate documentation to support their evaluation of the student's acquisition of skills and knowledge will have their documents returned to them for revision and expansion by the UCF Seminar Instructor/Field Liaison. End of term evaluations are taken seriously and are a learning tool for both student and UCF Seminar Instructor/Field Liaison.

### **FIELD EDUCATION COURSES**

The Field Education placement helps students gain skills to apply learned theory to social work practice in the field. The student learning contract provides a broad framework for developing an individualized learning plan that is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the practice competencies and component behaviors that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

**The MSW Advisors will provide students with additional information for registering for specific sections of field education.**

#### **Field Seminar Course**

- All students will participate in an assigned section of Field Integrative Seminar. Students must successfully complete all assignments in the seminar course, to successfully pass this course.
- The main objective of the seminar is to practice the integration of theory and classroom knowledge with actual social work practice. It is also an opportunity for students to process their field placement experience in a safe and confidential environment as they develop the skills of the profession.
- 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 information on issues critical to field education, competencies, component behaviors and advanced clinical behaviors.
- Assignments for field seminars are outlined in the course syllabus. Assignments are to be thoroughly completed and submitted in a timely manner. Participation in field seminars is very important and requirements for participation are stated in the course syllabus.
- Students should be prepared to actively participate in field seminars and to contribute positively.
- Integrative Seminar is graded with a letter grade, based on participation and assignment completion.
- Students are asked to complete an evaluation of their field placement experience prior to graduation, and this information is reviewed by the field team for program improvement.
- Students and social work alumni are encouraged to bring suggestions to the field team at any time.

#### **Field Education Course**

- Students are enrolled in a Field Education Course, to represent their time in the agency.
- This course is asynchronous and requires students to regularly upload their record of field hours log as well as a supervisory log.
- This course is graded as S/U, based on student completion of field hours, regular supervision meetings with the Agency Field Instructor, and achieving minimum competency standards on the applicable component behaviors for the nine competencies.
- A student achieves a grade of 'Satisfactory' by meeting the required performance criteria outlined in this manual and in the student's field placement Performance Improvement Plan (if applicable), adhering to the National Association of Social Workers (NASW) Code of Ethics, completion of field hours, scores of "3" or higher on the Field Evaluations, and demonstrating the Key Attributes of a Social Worker (see above).
- The Field Liaison conducts one site visit per field placement and can conduct additional site visits as needed for student success.

#### **Site Visits**

The UCF Seminar Instructor/Field Liaison will make at least one site visit during the course of the student field placement. The site visit may be virtual or in-person. The UCF Seminar Instructor/Field Liaison will have

contact with the Agency Field Instructor during the semesters in which a site visit does not take place to discuss the student's continued progress in the field placement and any related topics.

The role of the UCF Seminar Instructor/Field Liaison is to be a link between the agency, the student, and the field education department. Students and Agency Field Instructor are encouraged to use this resource to help them with optimizing the field education experience. Site visits last approximately 30 minutes and include the student and Agency Field Instructor. Site visits should not include groups of students and should be a meeting with the individual student and Agency Field Instructor. Discussion will focus on student progress, the learning contract, application of theory and classroom material to practice, identification of areas of concern and related topics.

Additional site visits may be scheduled for students who are not making the expected progress and students rated below an expected "3" or above on the semester evaluation of the student (based on EPAS core competencies and component behaviors). A Performance Improvement Plan (PIP) will be developed by the UCF Seminar Instructor/Field Liaison with input from the Agency Field Instructor, if problems arise, to help the student with a successful outcome in field education.

### **Grading for Field Education Courses**

If the student's performance does not meet minimum expectations (see section titled, "Field Education Courses" above) by the due date of the semester evaluation, the Agency Field Instructor will complete the narrative portion of the semester evaluation form indicating the reasons why the student did not meet expectations including those areas/component behaviors where the student received a rating below "3". At that time, the student may be placed on a performance improvement plan specific to improvement in the areas on the semester evaluation where a grade below "3" (meets expectations) is received. Students must be able to demonstrate competency on all component behaviors/advanced component behaviors by the end of the internship.

### **Incomplete Grades**

Incomplete grades imply satisfactory progress. It is given only for Field Education in those rare situations in which the required hours or assignments unavoidably and predictably continue beyond the end of the term.

Furthermore, students may not request an incomplete grade, as it is only assigned by the UCF Seminar Instructor/Field Liaison in consultation with the offices of MSW Advising and Field Education.

The UCF Seminar Instructor/Field Liaison and/or Director of Field Education must also establish a specific, and reasonable, deadline for completion. Upon completion, the final grade is assigned, and credit allowed.

## **FREQUENTLY ASKED QUESTIONS (FAQs) REGARDING FIELD AGENCY CONCERNS**

**\*Note: We have included this section as a quick reference for students seeking information on some frequently asked questions. Other relevant sections in the manual should also be reviewed.**

### **Does the Field Department ever change student placements or discontinue sites?**

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 The Field Office.

A change placement to another field agency is selected by the field education team. A student should be prepared to undergo a new background screen (which may delay hours) as well as orientation to the agency.

If the Agency Field Supervisor, student and/or UCF Seminar Instructor/Field Liaison believe that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to another agency placement. This action is taken only if is documented that all efforts have been made by

all parties to correct the problem. Any change of placement is coordinated with the Director of Field Education. The placement site for students under these circumstances is selected by the field faculty team.

**Students terminated by a field agency or the field faculty team due to performance do not fall under these guidelines. Please see section below titled, “Students Experiencing Difficulty in Field Education.”**

**If I don’t like my placement, or I want a different placement what should I do?**

In general, students are expected to remain in their assigned field placements throughout their time in their cohort. Each site is carefully selected for each student. Field placement sites are developed in partnership with the UCF SSW, after undergoing a rigorous evaluation to determine that each site meets the Council on Social Work Education’s (CSWE) requirements for the development of social work competencies.

Even when placements are imperfect or not as expected, each placement offers opportunities to develop important skills. Often, imperfect, or unexpected placements provide the most valuable learning experiences, because students are able to learn to be flexible and to function outside of their comfort zones. Students should discuss their concerns with their Agency Field Instructor and/or UCF Seminar Instructor/Field Liaison and problem-solve ways to enhance their learning opportunities.

It often takes multiple semesters of working with a client population, to fully understand their needs, assessments, and community connections. Students are also able to learn a much more detailed understanding of systemic barriers to their client populations and any laws that impact client service needs. Students are evaluated in the growth of their understanding of the CSWE competencies. It takes consecutive semesters to observe and evaluate the growth curve.

The field team, UCF Seminar Instructors/Field Liaisons, and Agency Field Instructors are all available to work through any concerns with students related to student expectations for their placements.

**What will happen if my Agency Field Instructor is not satisfied with my performance?**

If a student has problems in the field placement, the field team, Agency Field Instructor, and UCF Seminar Instructor/Field Liaison will work with the student to engage in a collaborative problem-solving process.

- The first step to this process is usually the development and implementation of a Performance Improvement Plan, where the UCF Seminar Instructor/Field Liaison and student are asked to commit to negotiated expectations and behaviors.
- The Performance Improvement Plan is developed by the UCF Seminar Instructor/Field Liaison in consultation with the student’s Agency Field Instructor and task supervisor (if applicable).
- If the implementation of a Performance Improvement Plan does not resolve the issue(s), the student may have to be moved to a new placement without penalty (if the issue is caused by the agency), or termination or field failure can result (if the issue is a result of a problem with the student’s performance).

**What do I do if my field experience is different from my expectations about social work and/or the role of social workers?**

Students often find that their field placement varies greatly from what their expectation of social work is – and that is okay!

Social workers use a wide variety of skills across micro, mezzo, and macro levels to pursue positive social change. Students are encouraged to be open to the learning process, as all field sites have been vetted for appropriateness pertaining to MSW level social work education.

Even when students start off with field placements that do not match their expectations, they typically find that they have learned a lot by the end of the placement. For example, students can learn vital assessment, planning, and intervention skills across a wide range of settings.

Students are encouraged to creatively utilize field educator supervision, their learning contract, and their Faculty Seminar Instructor to develop learning opportunities consistent with the nine social work competencies.

Students are also encouraged to dialogue with their Agency Field Instructor to explore a variety of learning experiences to integrate student interests with agency needs and capacity. For example, students can potentially explore opportunities in another part of the agency, seek collaborations with agency partners, conduct research/evaluations, and/or engage in outside trainings.

**If a task supervisor or field educator displays inappropriate or unprofessional behavior, what are options for students?**

Students are encouraged to gain clarity from their supervisor anytime an issue of concern arises. For example, students can ask for help to better understand why a field educator or task supervisor responded in a certain way.

Sometimes an explanation can better clarify and contextualize behavior. However, if the concern cannot be resolved with supervision, or if the situation constitutes an emergency, students should contact their UCF Seminar Instructor, or a member of the field team as soon as possible.

Agency Field Instructors are bound by the *NASW Code of Ethics*, and they have entered into a field affiliation agreement with UCF, so it is expected that they will guide the field placement accordingly. If a student has an issue with a UCF Seminar Instructor/Field Liaison that cannot be resolved between the two, the student should contact the Director of Field Education.

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 <https://letsbeclear.ucf.edu/>. For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – Office of Institutional Equity: <https://oie.ucf.edu/> and [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services: <http://sas.sdes.ucf.edu/> and [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events: <https://diversity.ucf.edu/>
- Student Bias Grievances – Just Knights Response Team: <http://jkrt.sdes.ucf.edu/>
- UCF Compliance, Ethics, and Risk: <http://compliance.ucf.edu/> and [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office: <http://www.ombuds.ucf.edu>

**What information can be shared between UCF and a student's Agency Field Instructor?**

The Family Educational Rights and Privacy Act (FERPA) is a federal policy guiding confidentiality of educational records.

The UCF SSW adheres to these guidelines in regard to communication about field. The field team can communicate with the Agency Field Instructor on a “need to know” educational basis only.

For example, if a change in a student's academic status will result in placement disruption, or if there is a safety concern, the Agency Field Instructor would need to be notified. The field team works with the student to create a communication process that is comfortable for the student whenever possible.

Disclosure of sensitive information, such as information about personal or family problems, illness, or criminal history will never be shared with the agency or other field team members, without a student's written permission.

## APPENDIX: THE CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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The *NASW Code of Ethics* is a set of standards that guides the professional conduct of social workers. All social workers should review the full text at the link below and affirm their commitment to abide by the Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. The preamble is replicated below.

### PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.