

MSW Field Education Manual



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Important Notice

Field assignments and evaluations should be turned into your seminar instructor or to the Field Education Office. *Faxes are not accepted* because original signatures are required.

Preface

This **Field Education Manual** has been developed by the School of Social Work at the University of Central Florida to provide information about graduate Field Education. The **Manual** is regarded as supplementary to the University of Central Florida's **Graduate Catalog** and to current School of Social Work curriculum materials concerning the Master of Social Work (MSW) Program.

The policies and procedures outlined in the **Manual** are guidelines intended to: (1) enhance the quality of learning which occurs during field placement, (2) support the effective use of Field Education as part of the School of Social Work MSW curriculum, and (3) establish standards consonant with Council on Social Work Education policy and UCF graduate education. The guidelines suggested should not supplant professional judgments nor become constraints to the creative use of experience in directing field learning.

As faculty, field instructors, and students use the **Manual**, it is anticipated that changes can be suggested which will improve its usefulness as a guide for Field Education.

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I. MISSION OF THE SCHOOL OF SOCIAL WORK

The Council on Social Work Education Curriculum Policy Statement notes the “purpose of social work education is to prepare competent and effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination” (p. 134). The UCF School of Social Work recognizes this purpose through its curricula and is committed to the pursuit of excellence in teaching and the promotion of competent, ethical social work practice. To this end, the School is guided by five principles:

1. All people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth.
2. Social workers provide moral, passionate, and practical leadership in advocating for social and economic equality, in particular for those least-powerful members of society.
3. Social workers, as citizens of a global village, recognize and appreciate that cultural diversity enriches us all.
4. Social work practice in the 21st century will require a mastery of theory and interventions that will impact the form and process of professional relationships.
5. Scientific inquiry and the pursuit of knowledge are integral forms of energy for the human spirit.

The primary mission of the School of Social Work is the education of students to prevent and resolve human problems. Supplementing its primary focus on preparing students for professional practice, the School offers continuing education for individuals employed in human service, supports local service delivery systems through faculty and student involvement in community and professional activities, and provides a suitable educational base for students who wish to pursue scholarship in social work.

The School of Social Work emphasizes the dissemination of current knowledge, the responsiveness to diverse community needs, community partnerships, and the preparation of people who are capable of solving future problems. The School and the University seek to develop liberally-educated people with broad interests and perspectives. The School and the University have rigorous graduation requirements for all students while offering options to meet the specific interests of particular students. Finally, the value base of the School clearly embraces the University’s philosophy of individual worth, community service, direct experience in actual life situations, cross-cultural sensitivity and interaction, and a global view.

II. MSW PROGRAM

A. **INTRODUCTION:** UCF's Master of Social Work Program prepares students for community-based entry-level clinical practice. The MSW program is designed to educate students to perform social work **generalist** and **clinical** practice functions. The MSW generalist year is a foundation for the clinical year, which prepares students for community-based, entry-level clinical practice. Students learn to apply basic generalist and clinical social work functions in dealing with problems that include:

- | | | | |
|----|-----------------------------|----|---------------------------------------|
| TM | Addiction/alcoholism | TM | Family dissolution |
| TM | Bereavement | TM | Homelessness |
| TM | Child abuse | TM | Instability from loss of traditions |
| TM | Dysfunctional relationships | TM | Migration, displacement, dislocation |
| TM | Expanded life span issues | TM | Prejudice, discrimination, oppression |
| | | TM | Poverty |

- B. **GENERAL ADMISSION POLICY:** To be admitted into UCF's social work programs, students must be willing to work directly with and on behalf of diverse populations. These include adult men and women, children, the elderly, African Americans, Asian Americans, Hispanic Americans, people with disabilities, homosexuals, persons with HIV/AIDS or other physical and mental conditions, and economically-disadvantaged persons. Social work students also are expected to provide services through a variety of helping strategies, including, but not limited to: assessments; contracting; home visits; office interviews; individual, family, and group counseling; referrals; case, program, and community evaluations; grant writing; advocacy; education; and follow-up. Students who, in the judgment of the faculty, are unwilling or unable to meet these expectations may be denied admission or later may be dismissed from the program. Admission decisions are made by the Social Work Admissions Committee and retention decisions are made by a majority of the social work faculty members. A student may appeal a decision by following the procedures outlined in the Policy on Student Grievances found in the STUDENT HANDBOOK.
- C. **PROGRAM REQUIREMENTS:** Students admitted to the School of Social Work's graduate program earn the MSW degree by completing either 30 semester hours or 62 semester hours of graduate study.
1. A student who has earned an undergraduate degree in a discipline other than social work (hereinafter referred to as the "regular standing student") is required to complete 62 semester hours of graduate course work. The **regular standing student** must first complete 30 semester hours of the **generalist practice** courses and then take 32 semester hours of **clinical** courses.
 2. A student who has earned an accredited undergraduate degree in social work is hereinafter referred to as the "advanced standing student." The **advanced standing student** is required to complete 30 semester hours of **clinical** course work and may be required to take selected additional courses from the generalist curriculum.
 3. Students, both regular standing and advanced standing, are able to complete the MSW program either full-time or part-time.

III. MSW FIELD EDUCATION: OPEN ONLY TO MSW STUDENTS

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

B. FIELD EDUCATION OUTCOMES AND OBJECTIVES

1. Generalist Field Education Outcomes and Objectives

- a. **Generalist Competency Outcomes:** Assignments in the generalist field courses enable graduate students to acquire new knowledge and apply what they have learned related to at least the following generalist practice functions:

1) Assessing People and Resource Systems

Definition: A social worker's assessments are client-focused. The client's needs, not a social worker's method of practice, determine the social worker's assessment activities. A social worker views problems presented by clients from the framework of the person in their environment. A social worker makes decisions, typically with a client, about the client's desired and actual personal and environmental resources; about the helping forces for and the restraining forces against attaining desired resources; about providing, obtaining, and/or developing needed resources and services as appropriate; and about the feasibility and effects of undertaking alternative plans of action. A social worker assesses potential and actual changes (a) in persons, individually or collectively, (b) in the support system of clients, and (c) in the linkages between persons and their potential and actual support systems.

Sample Tasks: Assessing and diagnosing needs; intake screening or determining eligibility; detecting and/or identifying resources; and examining alternative options.

2) Providing Services and Resources to People in Need

Definition: A social worker may decide to provide resources and services to a client. The decision to provide resources depends partially upon personal and organizational capacities to do so and partially upon the client's willingness to accept a resource or service from this source. The resources and services may be guidance and counseling services, financial assistance, material goods, and social, political, or employment opportunities.

Sample Tasks: Supporting and assisting; care giving; distributing resources and materials; basic counseling; guiding; and teaching.

3) Obtaining Services and Resources for People in Need

Definition: Sometimes a client may be unaware of a resource or a service provider's existence or requirements, may not be motivated to seek services, may be unable to gain access to the resource, or may find the potential support system unresponsive to his/her needs. Intervention by a social worker then may be necessary to link a client with an environmental resource. A social worker may obtain resources or services for a client when the client personally cannot obtain them, when the social worker cannot directly provide the needed resources or services, or when others could provide the resources and services more effectively or efficiently.

Sample Tasks: Referring; accompanying; advocating for a service or resource; accessing resource; overcoming barriers or obstacles to resource usage; and mobilizing for coordinated action.

4) **Improving Services and Resources for People in Need**

Definition: Sometimes the resources and services needed by clients simply do not exist or require changes. Developing or improving the needed resources or services then becomes an important function of a social worker. Developmental activities include documenting client needs, sensitizing others about resource deficiencies, mobilizing persons for common action, forming alliances, advocacy, and program planning.

Sample Tasks: Documenting resource and service delivery problems; evaluating; alerting others to resource deficiencies; advocating internally; educating the community; studying and advocating policy changes; planning programs; consulting; training volunteers or staff; participating in fund raising; and lobbying.

b. **Generalist Practice Objectives:** While demonstrating the above competency outcomes, students are expected to achieve the following objectives:

- 1) **Systems Perspective:** To observe people, whether individually or collectively (family, group, organization, or community), in terms of their dynamic, interactional interdependence with environmental systems, to assess people and their environmental relationships, and to use such observations and assessments in intervention.
- 2) **Facilitating Planned Change Processes:** To use intervention stages, based upon the scientific approach of observation/intervention/observation (O-X-O) while: (1) contacting/engaging potential client systems, (2) identifying problems, (3) identifying strengths, (4) collecting data, (5) assessing data, (6) contracting (deciding on target objectives and action plans), (7) implementing (forming, maintaining, and changing systems), (8) evaluating, and (9) terminating.
- 3) **Micro, Mezzo, and Macro Focus:** To demonstrate a recognition of, and a dual concern for, private troubles and public issues, and to use intervention strategies to influence both people and environmental support systems.
- 4) **Ability to Relate to Human Diversity:** To recognize and appreciate human diversity in forming and maintaining relationships, to communicate effectively (in writing and orally) with individuals and collectives in cross-cultural situations, and to manage personal values.
- 5) **Commitment to Social and Economic Justice:** To speak out and take action with and on behalf of the oppressed groups, including racial/ethnic minorities, the older adult, women, and others who are systematically disadvantaged and to promote the general welfare of society.
- 6) **Ethical Practice and Professionalism:** To demonstrate responsibility to clients, colleagues, the agency, the profession, and society by: (1) proficiently implementing evidence-based practice, (2) being courteous and fair, (3) showing self-awareness, (4) demonstrating self-discipline, (5) adhering to commitments, (6) observing agency regulations and standards, (7) making appropriate suggestions for organization and program change, (8) sustaining professional growth by preparing for and appropriately using supervisory conferences and other learning opportunities, and (9) adhering to the Social Work Code of Ethics.

- 7) **Strengths Perspective:** To ascertain client and environmental strengths and resources, to recognize client resiliency, and to empower the client as an active participant in the planned change process.
- 8) **Evidence Based Practice:** To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness.
- 9) **Critical Thinking:** To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups.

2. Clinical Field Education Outcomes and Objectives

- a. **Clinical Competency Outcomes:** In the clinical field courses, assignments focus on activities that enable graduate students to acquire more clinical and practical knowledge and apply it effectively to diverse client systems. Learning assignments in the clinical field courses are designed to ensure that students gain experience in:
 - 1) **Clinical Social Work Practice with Individuals**

Definition: Clinical social work practice with individuals includes: theoretically based assessments of people and their environments; the identification of biopsychosocial stresses and strengths that impact on the client's ability to function effectively; the development and facilitation of interventions that promote the client's optimal functioning; and prevention activities.

Sample Tasks: Individual counseling; establishing treatment plans with clients; and referring clients to community-based resources.

- 2) **Clinical Social Work Practice with Families, including Couples and Partners**

Definition: Clinical social work with families applies family systems-based theoretical knowledge and techniques to empower families, couples, and partners during the problem-solving process.

Sample Tasks: Couples and family counseling; completing genograms; parent education; and referring clients to community-based resources.

- 3) **Clinical Social Work Practice with Groups**

Definition: Clinical social work with groups applies small group theory and techniques to the development, implementation, and evaluation of groups designed to enhance members' psychosocial functioning.

Sample Tasks: Facilitating psychoeducational and/or support groups; HIV education and prevention.

- b. **Clinical Practice Objectives:** While demonstrating the above competency outcomes, students are expected to achieve the following objectives:

- 1) **Generalist Perspective:** To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies; and to facilitate development in individuals, families, and groups and service delivery systems. The generalist perspective encompasses the nine generalist practice objectives:
 - a) Systems Perspective
 - b) Facilitating Planned Change Processes
 - c) Micro, Mezzo, and Macro Focus
 - d) Ability to Relate to Human Diversity
 - e) Commitment to Social and Economic Justice
 - f) Ethical Practice and Professionalism
 - g) Strengths Perspective
 - h) Evidence Based Practice
 - i) Critical Thinking

- 2) **Clinical Theoretical Perspectives:** To integrate knowledge that includes basic theories (including psychosocial, behavioral, and crisis intervention), emerging frameworks, and evidence-based practice that focus on understanding and enhancing the functioning of individuals, families, and groups.

C. **FIELD EDUCATION COURSES**

1. **Generalist Field Education Courses**

- a. **SOW 5538 and SOW 5539 Full Time MSW Generalist Field Education and Seminar I and II** (3 cr. each)

Schedule: Student is assigned to an agency for 30 weeks and must complete 16 hours of placement each week; the integrative seminar meets every other week for 1½ hours

Co-requisites: SOW 5305 Social Work Practice I and SOW 5306 Social Work Practice II

Course Descriptions: These courses are comprised of both supervised learning experiences in agencies which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 500 hours over two semesters (250 hours per semester). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University's mission of working with both private and public, local and state agencies.

- b. **SOW 5565, SOW 5566, and SOW 5567 Part Time MSW Generalist Field Education and Seminar I, II, and III** (2 cr. each)

Schedule: Student is assigned to an agency for 42 weeks and must complete 12 hours of placement each week; the integrative seminar meets every other week for 1 hour

Pre/Co-requisites: SOW 5305 Social Work Practice I and SOW 5306 Social Work Practice II

Course Descriptions: These courses are comprised of both supervised learning experiences in agencies which relate social work practice to theory and seminars designed to facilitate student integration of generalist social work practice and theory. The supervised agency experience consists of a total of 500 hours over three semesters (Part Time Generalist Field I – 180 hours, PT Generalist Field II – 180 hours, and PT Generalist Field III – 140 hours). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University's mission of working with both private and public, local and state agencies.

2. **Clinical Field Education Courses**

a. **SOW 6531 and SOW 6536 Full Time MSW Clinical Field Education and Seminar I and II** (4 cr. each)

Schedule: Student is assigned to an agency for 30 weeks and must complete 18 hours of placement each week. (Note: Placement for the regular standing student for Clinical Field Education is arranged in a different agency from the generalist internship.)

Pre/Co-requisites: MSW Generalist Field Education and Seminar, SOW 6123 Psychosocial Pathology, SOW 6348 Practice with Individuals, SOW 6612 Practice with Families, SOW 6324 Practice with Groups

Course Descriptions: These courses are comprised of both supervised learning experiences in agencies which relate social work practice to theory and seminars designed to facilitate student integration of community-based clinical social work practice and theory. The supervised agency experience provides a setting for community-based clinical social work practice and consists of a total of 550 hours over two semesters (275 hours per semester). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University's mission of working with both private and public, local and state agencies.

b. **SOW 6561, SOW 6562, and SOW 6563 Part Time MSW Clinical Field Education and Seminar I, II, and III** (I and III 3 cr. each; II 2 cr.)

Schedule: Student is assigned to an agency for 42 weeks and must complete 14 hours of placement each week. (Note: Placement for the regular standing student for Clinical Field Education is arranged in a different agency from the generalist internship.)

Pre/Co-requisites: MSW Generalist Field Education and Seminar, SOW 6123 Psychosocial Pathology, SOW 6348 Practice with Individuals, SOW 6612 Practice with Families, SOW 6324 Practice with Groups

Course Descriptions: These courses are comprised of both supervised learning experiences in agencies which relate social work practice to theory and seminars designed to facilitate student integration of community-based clinical social work practice and theory. The supervised agency experience consists of a total of 550 hours over three semesters (Part Time Clinical Field I – 200 hours (3 credits), PT Clinical Field II – 200 hours (2 credits), and PT Clinical Field III – 150 hours (3 credits)). Seminar course content will revolve around specific agency-based practice situations and curriculum integrative themes in keeping with the University's mission of working with both private and public, local and state agencies.

D. FIELD EDUCATION HOUR REQUIREMENTS

1. Requirements for Regular Standing Full-Time Students

Regular standing students complete a minimum of **1050** field hours in an agency setting by completing four field courses. Full Time MSW Generalist Field Education and Seminar I and II (a minimum of 250 clock hours each) focus on the development of generalist practice skills. Full Time MSW Clinical Field Education and Seminar I and II (275 clock hours each) emphasize development of clinical skills for practice with individuals, families, and groups. Regular standing students also complete **45** hours of integrative seminars. These courses meet every other week for 1½ hours over two semesters for a total of 15 meetings each year of the MSW program.

2. Requirements for Advanced Standing Full-Time Students

Advanced standing students must complete two field courses: Full Time MSW Clinical Field Education and Seminar I and II, for a minimum of **550** clock hours of agency-based field work. Advanced standing students are also required to complete **22½** hours of integrative Field Education seminars by meeting every other week for 1½ hours over two semesters for a total of 15 meetings.

3. Requirements for Regular Standing Part-Time Students

Regular standing part-time students complete the Generalist Field Education requirements delayed-entry and concurrently. Students take Part Time MSW Generalist Field Education and Seminar I, II, and III concurrently with classes in the fourth, fifth, and sixth terms. Students complete 180 hours of agency-based field instruction during the fourth and fifth semesters and 140 during the sixth for a total of **500** hours while completing the generalist course work. Students also complete **22½** hours of integrative seminars while completing the generalist course work. Regular standing part-time students complete their clinical field requirements as described below for advanced standing part-time students.

4. Requirements for Advanced Standing Part-Time Students

Advanced standing part-time students complete the Clinical Field Education requirements delayed-entry and concurrently. Students take Part Time MSW Clinical Field Education and Seminar I, II, and III concurrently with classes in the third, fourth, and fifth terms. Students complete 150 hours of agency-based field instruction during the fourth semester and 200 during the fifth and sixth semesters for a total of **550** hours while completing the clinical course work. Students also complete **22½** hours of integrative seminars while completing the clinical course work.

E. APPLICATION FOR FIELD COURSES

1. **Regular Standing Students:** Regular standing students must complete two separate applications for field study. The first application is used by the Field Education Office faculty to arrange the student's placement for Generalist Field Education. This application should be submitted by a student within two weeks after he or she has been notified of acceptance into the graduate program. The second application, which provides information for selection of a placement for Clinical Field Education, must be submitted by the deadline established by the Field Education Office and communicated to students.

2. **Advanced Standing Students:** Advanced standing students are required to complete an application for Clinical Field Education. This application must be submitted within two weeks after the student is notified of his or her acceptance into the graduate program.

IV. SELECTION AND REGISTRATION OF FIELD AGENCIES

A. **SELECTION CRITERIA:** The selection of field placement agencies for graduate social work students by the University is based on the following criteria:

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

B. **REGISTRATION OF FIELD AGENCIES:** The goals of agency registration are: (1) to ensure quality field placements, (2) to inform students of agencies available for placement, (3) to identify learning opportunities within an agency, and (4) to facilitate communication between the agency, the student, and the University.

1. The agency's representative completes an Agency Application for Student Interns and submits it to the Field Education Office for review. The School of Social Work Coordinator of Field Education contacts the agency representative to clarify requirements for graduate Field Education and to define collaborative roles and responsibilities.

2. If the University and agency agree to use the agency as a placement for students, both parties sign an Affiliation Agreement which outlines standards, requirements, and mutual obligations for Field Education.
3. The Field Instructor attends the basic UCF School of Social Work field orientation for agency staff on an annual basis.
4. Affiliation Agreement are renewed every five years as long as criteria are met by the agency.

V. FIELD PLACEMENT PROCESS

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

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

B. PLACEMENT STEPS

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

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

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

3. Each student is advised to contact the agency representative for a pre-placement interview.
4. The student and the agency decide whether they want to work together after their interview. At that point, they confirm the placement with the faculty member of the Field Education Office to whom they have been assigned. If the student is not accepted by the agency, it is the student's responsibility to inform the faculty of the Field Education Office and to schedule another interview to discuss another field placement option.
5. In cases where a student is accepted by an agency, but refuses the placement, the Field

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

6. A Placement Confirmation Form (available on the Field Education website) is signed by the agency field instructor and the student and submitted to the Field Education Office to confirm that the student is accepted by the agency for a field placement.

Students must submit this form prior to the start of their internship in order for field hours to be counted. Any field hours accrued prior to the submission of the Placement Confirmation Form to the Field Education Office will not be counted toward the required field hours for the semester.

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

8. **Change of Placement:** In the event a student feels a placement change is needed, the student must follow the steps listed below:

- a. The student must first meet with the agency Field Instructor and discuss the problem situation and devise a plan of action to remedy the situation.
- b. If the student and Field Instructor are unable to remedy the situation, the student should next contact his/her Faculty Field Liaison.
- c. In the event that the Faculty Field Liaison is unable to rectify the situation, the student may request to be assigned to another field agency. The student must **request in writing** the reasons for the change request and actions taken to maintain the existing placement; this request is submitted to the **Coordinator of Field Education**, who has final authority to approve placement changes.

- C. **PLACEMENT FACTORS:** Factors taken into consideration in selecting a student for assignment to an agency placement include:

1. The student's expressed interest and future career plans.
2. The student's work and volunteer experience in social service agencies.
3. The student's specific educational needs as perceived by the University.
4. The student's capacity to function in a particular agency setting and work with a particular Field Instructor.
5. The agency's ability to work with a particular student. When an agency questions the appropriateness of establishing a placement or the selection of a particular student for field, the agency should bring this to the attention to the faculty of the Field Education Office. After joint discussion and evaluation, a decision is made about placement of the student.

VI. ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

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

A. UNIVERSITY ROLES AND RESPONSIBILITIES

1. **Role of the School of Social Work Coordinator of Field Education:** The Coordinator of Field Education is a faculty member who has overall administrative responsibility for direction and coordination of the Field Education program. In coordinating the activities of the field program, this faculty member:
 - a. 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.
 - b. Implements and monitors field agency registration as defined in this **Manual**.
 - c. Initiates the placement request with the agency and coordinates placement activities.
 - d. Provides opportunities for the field student to receive information about agencies (including their major function and the general nature of the learning experience he/she can expect during placement) in order to enable the student to make an informed choice of his/her agency placement.
 - e. Authorizes any changes of placement necessary after full discussion of the issues involved with the student, the Faculty Field Liaison, and the current Field Instructor.
 - f. Coordinates an annual 16 hour training for field instructors.
 - g. Coordinates field orientation workshops for students and for agency supervisors before placement begins.
 - h. Conducts an least one meeting per semester of the Field Education Sequence committee comprised of faculty members of the School of Social Work.
 - i. Conducts at least one meeting per semester of the Community Advisory Committee for Field Education comprised of faculty and agency/community field instructors.
 - j. Initiates activities to expand future field placement opportunities for students.
 - k. Assists faculty who serve as Liaisons between agencies and the University during the placement semesters. (See the next section of this **Manual** for a description of the Faculty Field Liaison's role.)
 - l. Serves as the University's representative on the School of Social Work Field Education Advisory Committee. The Field Education Committee is composed of Field Instructors, graduates of the School of Social Work, and field faculty. The Field Education Committee reviews the School of Social Work's Field Education program and makes suggestions concerning changes which will improve the educational experiences offered to students during placement.
2. **Role of the Seminar Instructor/Faculty Field Liaison:** Faculty Field Liaisons are social work faculty members who have responsibility after placements begin for monitoring and evaluating student progress and performance, making agency visits, participating in field workshops and meetings, and dealing with problems related to field requirements. Faculty Seminar Instructors teach field seminar for both generalist and clinical students. The seminar instructor serves as the field liaison for the students in the seminar being taught by the seminar instructor. In performing this role, the Faculty Field Liaison:

- a. Makes at least one visit to each assigned field agency during the placement semester. The Faculty Field Liaison will make additional visits to an agency during the placement semester when necessary and/or requested by a student or Field Instructor.
 - b. Submits a field visit report to the Field Education Office for review after each visit to an agency (see *Site Visit Questionnaire* posted on the UCF SSW Field Education website).
 - c. Contacts each student by phone once each semester.
 - d. Completes a telephone interview with the field instructor during the final semester of placement to discuss progress being made by the student.
 - e. Remains informed about changes in the agency which may affect Field Education assignments available to students.
 - f. Becomes familiar with the agency's perceptions and observations about the student's learning needs, assignments, progress, and performance.
 - g. Clarifies with the Field Instructor requirements for supervision and evaluation of the student's field study.
 - h. Deals with problems that may arise during placement.
 - i. Provides information to the agency regarding the School of Social Work curriculum and the purpose of field work to ensure integration of classroom and Field Education experiences.
 - j. Monitors special arrangements for instruction and evaluation where the professional staff member responsible for daily supervision of field assignments does not have a MSW degree. (See the "Special Placements" section of this **Manual** for a description of the roles of the external Field Instructor and Task Supervisor in a special placement.)
 - k. Learns about changing service needs in the Central Florida area and determines how such information may be incorporated into the School of Social Work curriculum to strengthen the Field Education component.
3. **Role of the Seminar Instructor:** Seminar Instructors are social work faculty members who teach the generalist and clinical Field Education integrative seminars and serve as field liaison for the students to the integrative seminar which they are teaching.
 4. **Preparation of Field Instructors and Students for Field Placement:** Before placements begin, Field Instructors attend an orientation workshop conducted by the faculty of the Field Education Office. During the workshop, 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.

Graduate students are required to attend a field orientation meeting with School of Social Work Director of Field Education and Faculty Field Liaisons before reporting to their assigned agencies.

MSW Field Orientation is mandatory for all MSW students entering field. Students in the two year MSW program are required to attend MSW Field Orientation both years.

Students must contact the Field Education Office in advance if they are unable to attend mandatory field orientation due to a documented excused absence. In this event, students will be assigned to a make-up field orientation session.

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

5. **Issuance of Certificates of Participation to Field Instructors:** At the request of agency Field Instructors, the University will issue Certificates of Participation (tuition waivers) to Field Instructors for supervising students (See *Certificate of Participation* posted on the UCF SSW Field Education website). Field Instructors are to submit a request for a Certificate of Participation to the Field Education Office after the student has completed the internship. The request must be received by the Field Education Office within two weeks of the completion of the field placement.

B. AGENCY ROLES AND RESPONSIBILITIES

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

1. The agency's representative(s) will sign an Affiliation Agreement with the University which outlines the general requirements and standards for Field Education, including the roles and responsibilities of the University, agency, and student.
2. **The agency's representative(s) should conduct a personal interview with each student being considered for field study to determine if a placement in that agency is appropriate. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency.** Therefore the agency, in consultation with the University, may request that the student be withdrawn from placement in the agency.
3. The agency will inform students of potential work hazards, such as exposure to infectious diseases. The agency also will discuss any required preventative measures, such as hepatitis tests and necessary immunizations.
4. The agency will make available physical facilities and other resources needed by the student to complete field assignments as identified in the learning contract. Ideally, the agency will provide the student with work space comparable to that provided the regular staff.
5. The agency Field Instructor (and Task Supervisor, when assigned) will attend the School's annual orientation meeting for agency staff called Field Orientation for Field Instructors.. Either the Field Instructor or the Task Supervisor will attend the 16-hour Field Instructor's Training provided by the UCF School of Social Work.
6. The agency Field Instructor (and Task Supervisor, when assigned) will maintain contact with the University through consultation and scheduled meetings with the Faculty Field Liaison.
7. The agency Field Instructor (and Task Supervisor, when assigned) will provide consultation to the student in the development of a learning contract (see *Learning Contract* posted on UCF SSW Field Education website), which contains appropriate learning experiences to meet the educational requirements for Field Education.
8. The agency Field Instructor (and Task Supervisor, when assigned) will provide ongoing supervision for the student which facilitates achievement of the requirements for Field Education.
9. The agency Field Instructor (and Task Supervisor, when assigned) will provide written evaluations of the student's performance at mid-term of the first semester and near the completion of each semester of placement (see *Midterm Evaluation* and *Field Instructor's*

Semester Evaluation of Student forms posted on the UCF SSW Field Education website). As part of the ongoing evaluation process, the Field Instructor will inform the Faculty Field Liaison of any significant problems that may be interfering with the student's progress.

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

In performing this role, the Field Instructor:

- 1) Provides student with a general orientation to the field agency.
- 2) Identifies and/or designs learning assignments for the student.
- 3) Reviews, modifies (as needed), and signs the student's learning contract.
- 4) Provides ongoing supervision to the student concerning field assignments.
- 5) Schedules weekly supervisory conferences (minimum of 1 hour) with the student to assist him/her in relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.
- 6) Provides ongoing feedback to the student concerning his/her performance in the field.
- 7) Maintains contact with and meets with the Faculty Field Liaison to monitor student progress.
- 8) Attends field workshops and meetings scheduled on campus before and during the placement semester.
- 9) Develops with the student a written evaluation of the student's performance and submits the evaluation to the Faculty Field Liaison (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
- 10) Completes the request form for a Certificate of Participation and submits this information to the Director of Field Education or Faculty Field Liaison (see *Certificate of Participation* posted on the UCF SSW Field Education website).
- 11) Signs the Record of Field Hours and Supervisory Log on a weekly basis as required by the School of Social Work Field Education Office.

- b. **Role of the Task Supervisor:** The Task Supervisor is an agency staff member who may be assigned to supervise specific learning assignments given to the field student. The Task Supervisor (when assigned) should participate in the evaluation of the student with the Field Instructor and student (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
- c. **External Field Supervisor:** Please see the "Special Placements" section of this **Manual** for description of this position.

12. Opportunities for Learning Experiences

- a. **Orienting Student to the Agency:** The agency is expected to orient the student to the field setting at the beginning of placement. The orientation should be comparable to that provided to a new employee. Such orientation is seen as the primary mechanism for ensuring that the student both understands and is able to function within the expectations of the field agency. The student should gain a basic familiarity with the agency setting and practices before specific work assignments are made. Student orientation to the agency can include, but is not limited to, the following areas:
 - 1) Description of the history, philosophy, and goals of the agency.
 - 2) Interpretation of the agency's organizational structure and governing body, staffing pattern, funding sources, and interface with other agencies.
 - 3) Profile of clients served, services offered, eligibility requirements, and sources of referrals.
 - 4) Tour of facility and introduction to agency personnel.
 - 5) Identification of available agency in-service training and community seminars.
 - 6) Explanation of relevant agency procedures, forms, and requirements as delineated in agency policy manuals.
 - 7) Other information as related to assigned work area and specific tasks (e.g., work schedule, record keeping procedures, confidentiality laws, dress requirements, time planned for supervisory conferences, etc.).
- b. **Assignment of Learning Activities:** To enhance the benefit derived from agency placement, learning assignments should be arranged for the student which include a variety of practice experiences and provide a wide range of meaningful encounters with the social service delivery system. Student assignments during placement should be designed according to the goals and objectives outlined for the specified Field Education course. **All assignments should be educationally directed.** Professional supervision should be based on the student's need for structure, support, and direction.

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

13. Evaluation of Student Performance

- a. **Ongoing Assessment:** Evaluation of the student's performance and assessment of the

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

- b. **Mid-Term Evaluation:** The purpose of the mid-term evaluation (see *Midterm Evaluation* posted on the UCF SSW Field Education website) is to provide an opportunity for the Field Instructor and the student to assess the student's current progress and development.
- c. **Field Instructor's Semester Evaluation of Student:** Each Field Instructor should review with the student the learning goals and objectives specified in the student's learning contract and the field evaluation forms. Sources of information used to assess the student's performance during a placement term include observations by the Field Instructor, input from others, and review of written materials. The Field Instructor is responsible for providing close supervision of the student's work and evaluating assignments. Students are responsible for continually assessing their own learning needs and progress.

At the end of each field placement term, the Field Instructor and student complete written evaluations of the placement (see *Field Instructor's Semester Evaluation of Student* posted on the UCF SSW Field Education website). Evaluations should be submitted to the Faculty Field Liaison by the announced due date (see *Assignment Due Dates* listed on the UCF SSW Field Education website). The Seminar Instructor assigns the grade for integrative seminar.

C. STUDENT ROLES AND RESPONSIBILITIES

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

1. **Purchase of Insurance:** When a student registers for the Field Education placement course, they will automatically be covered by UCF College of Health and Public Affairs Liability insurance policy designed to ensure protection for malpractice issues. Students also should have their own personal health and accident insurance coverage. Students need to be aware that some agencies cannot cover students under Worker's Compensation.
2. **Completion of Field Placement Process:** Students should follow the School's procedures outlined for arranging graduate placements. (See the **Manual** section on "Placement Process" for a description of the steps involved in securing a placement.) The faculty of the Field

Education Office initiates placement options after reviewing student's field application and refer students to agencies for interview and placement consideration.

3. **Participation in the Field Orientation Meeting and Seminars:** Orientation meetings are held on campus for students before the placement period begins. This field orientation is in addition to the orientation given by each field agency. **The policy of the School of Social Work is that all field students must attend the field orientation.** Students unable to attend these required meetings should contact the Field Education Office in advance to discuss options.
4. **Conformity to University and Agency Policies and Procedures:** Students should understand and meet the requirements for Field Education (e.g., attendance, arriving and leaving the agency at the agreed upon time, notification of absences, seminar assignments, etc.), adhere to policies and procedures of the placement agency, and comply with guidelines described in this **Manual**. In addition, each student is expected to follow placement requirements described in the Affiliation Agreement between the University and field agency.
5. **Completion of Field Education Requirements:** Students are expected to transfer the theoretical concepts, principles, and skills acquired in the classroom to field practice situations to receive a Satisfactory (S) grade in Field Education. (See the “Administrative Matters—Incomplete Grades” section of this **Manual** for the procedure to follow for an Incomplete (I) grade.) Responsibilities of the field student include:
 - a. Read this **Manual**.
 - b. Complete field logs and submit them to the Seminar Instructor.
 - c. Develop a learning contract with the Field Instructor and Task Supervisor (when assigned) and complete all field assignments (see *Learning Contract Instructions and Sample* and *Learning Contract Form* posted on the UCF SSW Field Education website).

The student should submit the **original signed** learning contract to the Seminar Instructor.
 - d. Schedule a weekly conference with the Field Instructor for supervision with planning, managing, and completing field assignments. The student should prepare an agenda before each scheduled conference.
 - e. Participate in the visit of the Faculty Field Liaison to the agency each semester.
 - f. Have the Record of Field Hours and Supervisory Log signed on a weekly basis by the Field Instructor.
 - g. Participate with the Field Instructor and Task Supervisor (when assigned) in the development of a written evaluation of student performance (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website). The student should have the evaluation signed by agency supervisors and then submit it to the Faculty Field Liaison.
 - h. Submit a written evaluation of the Field Education experience (Student Evaluation of Field Placement) to the Faculty Field Liaison by the designated date near the end of the 2nd placement term (see *Student Evaluation of Field Placement* posted on the UCF SSW Field Education website).
 - i. Submit completed time sheets to the Faculty Field Liaison at the end of each semester of field placement (see *Record of Field Hours* forms posted on the UCF SSW Field Education website) after having them signed by agency supervisors.
 - j. Demonstrate a commitment to ethical social work practice as outlined in the NASW Code of Ethics by applying social work values and ethics in all practice situations.

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

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

7. **Participation in the Evaluation Process:** Evaluations of the student's progress and performance during the placement term are completed by the Field Instructor and the Task Supervisor (when assigned) at mid-term of the first semester and the end of each semester (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website). Each student is expected to participate in the formal evaluation process.

D. **SPECIAL PLACEMENTS (i.e., MSW not on Agency Staff)**

In particular circumstances, a special placement may be arranged. Special placements are those in which a MSW Field Instructor outside the agency is assigned to work with a Task Supervisor in the agency.

The success of a special placement depends upon the abilities of the external Field Instructor and Task Supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, the University, and the student. Although **very few special placements are used** in the MSW program by the School of Social Work, the following described arrangements for supervision ensure that standards are maintained in special placements for the professional direction and supervision of a student's learning in the field.

1. **Role of the Task Supervisor:** When a MSW Field Instructor is not available to provide supervision in a desirable field agency, an external Field Instructor who is employed outside the placement unit or field agency will be assigned to work with a Task Supervisor within the agency to assure that the student's assignments have a social work focus and meet the requirements for Field Education. In this special arrangement for field study, day-to-day supervision of the student's work is the responsibility of the Task Supervisor. This requires that a Task Supervisor be selected who is very knowledgeable about the agency and is a skilled and capable professional in his/her field (e.g., a psychologist, physician, BSW social worker, administrator, rehabilitation specialist, nurse, etc.). In addition, the Task Supervisor should have experience in supervision and be willing to commit adequate time to supervision of the student. Specifically, the Task Supervisor:
 - a. Provides the student with a general orientation to the field agency.
 - b. Identifies and/or designs learning assignments for the student in consultation with the external Field Instructor.
 - c. Reviews, modifies (as needed), and signs the student's learning contract (see *Learning Contract* form posted on the UCF SSW Field Education website).
 - d. Provides daily supervision to the student concerning field assignments.

- e. Schedules weekly supervisory conferences with the student to provide him/her assistance in planning, managing, and completing field assignments.
 - f. Provides ongoing feedback to the student concerning his/her performance in the field.
 - g. Maintains contact with and meets with the external Field Instructor and Faculty Field Liaison to monitor student progress.
 - h. Develops with the student a written evaluation of the student's performance (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
 - i. Arranges for the external Field Instructor to review, modify (as needed), and sign the written evaluations of the student's performance before submitting it to the Faculty Field Liaison (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
 - j. Submits the request form for a Certification of Participation to the Field Education Office if the external Field Instructor will not be submitting the form for supervising that student (see *Certificate of Participation* posted on the UCF SSW Field Education website).
2. **Role of the External Field Instructor:** When a special placement arrangement is used, the person who functions as the external Field Instructor usually has a direct affiliation with the agency (e.g., board member, agency consultant, etc.). The external Field Instructor is responsible for directing the student's overall learning experience and for guiding the Task Supervisor's activities with the student. Specifically, the external Field Instructor:
- a. Identifies and/or designs learning assignments for the student in consultation with the Task Supervisor.
 - b. Reviews, modifies (as needed), and signs the student's learning contract (see *Learning Contract* posted on the UCF SSW Field Education website).
 - c. Maintains contact with and meets with the student once a week for one hour of supervision to assist him/her in relating assignments and theory to social work practice and to discuss other issues associated with the profession of social work.
 - d. Maintains contact with and meets with Task Supervisor and Faculty Field Liaison to monitor student progress.
 - e. Reviews, modifies (as needed), and signs the written evaluations of the student's performance before it is submitted by the Task Supervisor to the Faculty Field Liaison (see *Midterm Evaluation* and *Field Instructor's Semester Evaluation of Student* forms posted on the UCF SSW Field Education website).
 - f. Submits the request form for a Certification of Participation to the Field Education Office (see *Certificate of Participation* posted on the UCF SSW Field Education website).
3. **Role of the Faculty Field Liaison:** To safeguard against role conflict and minimize confusion in a special placement arrangement where an external Field Instructor and Task Supervisor have joint responsibility for the student's activities, the Faculty Field Liaison performs the following functions:
- a. Provides clarification and consultation concerning the objectives for Field Education, placement requirements, learning assignments, and the roles of the external Field Instructor, the Task Supervisor, and the student.
 - b. Maintains contact with the Task Supervisor, external Field Instructor, and student to monitor student progress.
 - c. Schedules at least one agency visit during the placement period and meets with the external Field Instructor, Task Supervisor, and student to review the student's learning contract, to evaluate the student's performance, and to receive feedback about the Field Education program.

- d. Receives and reviews the written evaluations of student performance and the student's evaluation of the Field Education experience (see *Midterm Evaluation*, *Field Instructor's Semester Evaluation of Student*, and *Student Evaluation of Placement* forms posted on the UCF SSW Field Education website).
 - e. Documents that the Task Supervisor or Field Instructor have met requirements to receive a Certificate of Participation (*Certificate of Participation* posted on the UCF SSW Field Education website).
4. **Role of the Student:** When in a special placement and assigned to an external Field Instructor and an agency-based Task Supervisor, the student:
- a. Performs all roles described in the "Student Roles and Responsibilities" section of this **Manual**.
 - b. Plans an agenda and schedules weekly conference with the Task Supervisor for direction in planning, managing, and completing field assignments.
 - c. Maintains contact with the external Field Instructor. The student should prepare an agenda and meet one hour a week with the external Field Instructor for assistance in relating agency assignments and theory to social work practice and to discuss other issues associated with the profession of social work.

VII. ADMINISTRATIVE MATTERS RELATED TO FIELD EDUCATION

- A. **TIME REQUIREMENTS OF THE FIELD EDUCATION PROGRAM:** Regular standing students are required to complete a minimum of 1050 clock hours of field study and 45 hours of integrative field seminars while enrolled in four field/seminar courses. Advanced standing students must complete a minimum of 550 clock hours of field work and 22½ hours of integrative field seminars while enrolled in two field/seminar courses.

All students must continue to report to their agencies for the full duration of the semester even if they complete the hour requirement earlier in the semester. See the "MSW Field Education" section of this **Manual** for a description of the typical schedule for the field courses.

- B. **STUDENT SCHEDULE, ATTENDANCE, AND HOLIDAYS:** Students should complete Field Education requirements during normal agency hours. *A minimum of fifty percent of the student's field hours must be completed during normal business hours and when the agency field instructor or task supervisor is present.* The student and the Field Instructor work out the daily schedule for assignment to the agency during placement. The regular schedule established for a Field Education course should allow the student opportunities to be actively involved in the agency's services, to participate in agency functions, and to attend campus seminars. Any needed variations in the regular, established schedule (e.g., attending night meetings, occasional weekend work, using compensatory time, etc.) must be planned in advance and agreed upon by the student and the Field Instructor.

Agency orientation should include procedures regarding student absences, arrangements for making up missed time, and using compensatory time. **The faculty of the Field Education Office need to be contacted if a student does not report to the agency when the placement term begins or if there are frequent absences.** A conference will be arranged with assigned agency personnel, the Faculty Field Liaison, and the student in cases where there is significant concern about the ability of a student to function in an agency due to absences, illness, or other problem situations that may arise during placement.

Students observe agency holidays that occur during the placement semester. If the student is scheduled to work during a University holiday, the student is expected to report to the field agency. Students can accumulate up to 20 hours of agency time over semester break that can be applied toward the next term's hour requirements. **All students must continue to report to their agencies for the full duration of the semester even if they complete the hour requirement earlier in the semester.**

- C. **INCOMPLETE GRADES:** A student must be assigned a satisfactory (S) grade by the Seminar Instructor/Faculty Field Liaison to receive course credit for the Field Education course. If a student is unable to complete required field hours or assignments before the placement period ends due to extenuating circumstances (e.g., student illness, pre-planned extension of placement, student is withdrawn from agency by the University or at the request of the agency), an incomplete (I) grade for a student's field study may be recommended. **Students must complete 75% of all field hours required for the semester in order to receive a grade of Incomplete.** A student may be required to complete assignments or redo a part or all of the field work in the same or a different placement setting.
- D. **STUDENT EXPENSES:** Expenses for transportation and other costs incurred while completing required field assignments should be paid by the agency. Students must follow agency procedures for reporting expenses connected with field assignments and receiving reimbursement. Students pay costs of transportation for reporting to and returning from their assigned agencies each day.
- E. **PLACEMENT IN AGENCY WHERE STUDENT IS EMPLOYED**

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

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

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

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

2. Requirements for Employment Based Internships

- a. All of the required field hours must take place under the supervision of a Field Instructor who meets the standards of the program (MSW students must receive one hour of supervision per week from someone with a MSW degree). The student may not be supervised in their internship hours by the same individual who supervises the student in his/her employment responsibilities.
 - b. The activities must be congruent with the student's placement level (generalist or clinical). Some jobs with the title of "Social Worker" do not meet the expectations of the practice activities for a particular field experience. Students are responsible for understanding and adhering to the course objectives for Field Education.
 - c. 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.
 - d. The student's educational goals should be the primary focus of the position, not simply the needs of the agency.
 - e. The employment date or date of reassignment within the agency must be no more than 90 days from the first day of the semester in which the student is registered to start the placement, in order to ensure that the Field Education experience falls in sequence with academic course work as structured by our program of studies and according to the Council on Social Work Education (CWSE).
3. **Approval Process for Employment Based Internships:** If the potential internship meets the above criteria, the student can then submit the *Employment Based Internship Proposal* form (posted on the UCF SSW Field Education website) to the Field Education Office. The purpose of this proposal is to provide the Field Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the UCF School of Social Work's expectations.

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

Students are limited to one Employment Based Internship while a student in the School of Social Work.

- F. **POLICY ON CHANGING FIELD PLACEMENTS AS A RESULT OF EMPLOYMENT:** In the event that a student wishes to change field placements as the result of a job offer which meets the criteria for an appropriate field placement, the following must occur:
1. The student must first discuss the possible change with the existing Field Instructor.
 2. The student must discuss the possible change with the Field faculty.
 3. Both the Field Instructor and the Field faculty must give initial approval of the change before the student is to proceed.
 4. If initial approval is given as stated in (3), the student must submit a written transition plan that insures continuity of care for clients, such that no client will be harmed by the student's departure. The plan must then be approved and signed by the Field Instructor and the Field faculty.
- G. **PROBLEMS DURING FIELD PLACEMENT AND GRIEVANCE PROCEDURE:** The Coordinator of Field Education, Faculty Field Liaison, student, and Field Instructor share responsibility for identifying, discussing, and solving any problems that may arise during

Field Education. Attempts should be made by the student and Field Instructor to consider and deal carefully with problems as soon as they become apparent. Immediate and successful resolution of problem situations requires open and frequent communication between appropriate agency personnel and the student.

The Faculty Field Liaison will maintain regular contact with the field agency and student and assist in solving problems as needed. The University will withdraw a student from a field placement when necessary at the request of the field agency and/or due to other extenuating circumstances. Each individual situation will be carefully reviewed to determine the appropriate action. Changes in the field placement may occur after consultation with the student, agency representative(s), Field Liaison, and Field Coordinator and/or faculty advisor. (See the "Placement Process – Change of Placement" section of this Manual for the procedure to request a change of placement.)

The steps taken when a student wants to grieve the decision of the Field Office are as follows:

1. When appropriate, the assigned Field Liaison meets with student and field agency representative to mediate a resolution acceptable to all parties.
2. If a resolution is not achieved, the Field Coordinator meets with student, Field Liaison, and (if appropriate) agency representative to mediate a resolution within ten working days of the initial meeting. A Student Academic Progress Contract will be created delineating what steps must be taken before the student will be referred to another agency placement. The Plan will be forwarded to the MSW Program Coordinator and to the student's faculty advisor.
3. If a student disputes the Field Education Plan, the student will submit a grievance request in writing to the MSW Program Coordinator who will then convene a MSW Program Committee meeting within five working days of receipt of request. The request should include what specifically in the Student Academic Progress Contract the student disagrees with.
4. After meeting with the student, the MSW Program Committee will then make a recommendation to the School of Social Work Director within three working days.
5. The School of Social Work Director will make the final decision regarding the student's Field Education Plan within ten working days.
6. During this process the student will be encouraged to seek out support and guidance from their School of Social Work advisor and the UCF Counseling Center.

Students who have failed one field placement and who are eligible to be placed in a second field placement will be placed in a second field placement chosen by the faculty of the Field Education Office.

Students who have a total of two failed placements during their field experience at the UCF School of Social Work may be dismissed from the School of Social Work. Failed placements are defined as any placement where the student is asked by the agency to leave the placement or where the student is performing at an unacceptable level as determined by the Field Instructor and the Field Coordinator. In these situations a review will be held by the Program committee to determine the suitability of the student for further social work study at that time.

7. Misrepresentation of field hours in any form is unacceptable as a student in the School of Social Work. Any student who is determined to have misrepresented field hours will receive a failing grade for the semester for the field education seminar, will forfeit all earned field hours and will be reported to the Office of Student Conduct.

- H. **POLICY ON HOME VISITS:** It is the policy of the School of Social Work that students in Field Education are to perform duties and tasks expected of a professional social worker including, but not limited to, home visits, community-based meetings, staff development, and documentation, because they represent valuable learning opportunities.

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

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

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

- I. **POLICY ON AGENCY CONFLICT OF INTEREST:** The School of Social Work believes it is not in the student's, agency's, or the clients' best interests to allow a student to complete an internship at an agency where the student has been a consumer of services within the past two years. The Coordinator of Field Education and Director of the School of Social Work will review all requests after the two-year period.

J. **POLICY ON SEXUAL HARASSMENT AND NON-PROFESSIONAL RELATIONSHIPS**

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

Sexual harassment is defined as unwelcome sexual advances, request for sexual behaviors, or verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made (either explicitly or implicitly) a term or condition of an individual's employment, as a condition for a student's grade, or as a condition of a student's admission into, continuation in, or graduation from the program.
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work/education environment. (Modification of 1994 President's Policy statement Regarding Equal Opportunity/Affirmative Action Program — University of Central

Florida).

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

2. Relationships

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

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

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

- b. **Agency Staff-Student Relationships:** While in field placement, agency staff serve as Field Instructors, Task Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is strictly prohibited. Field agency staff are to conduct themselves in a professional manner in all of their dealings with UCF social work students. Dating between agency staff and students is **not** acceptable. Allegations by students regarding sexual harassment by agency staff should be reported to the student's Faculty Field Liaison and to the Director of the School of Social Work.
- c. **Student-Client Relationships:** The *Code of Ethics of the NASW* urges social workers to avoid dual relationships with clients whenever possible and states, "Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively." The *Code* also prohibits sexual relationships and sexual harassment between social worker and client (previous or current) and clients' family members. Therefore, non-professional relations between social work students and agency clients or family members are unacceptable.
- d. **Staff-Faculty Relationships:** The *Code of Ethics* is clear about the need for social workers to respect and demonstrate ethical principles in their relationships with professional colleagues. The same principles apply within the School of Social Work. It is **never** appropriate for faculty to carry on intimate relations with subordinate staff members. Any unwelcome sexual advances made explicitly or implicitly by a faculty member having supervisory responsibilities for other faculty or staff members constitutes sexual harassment and will not be tolerated within the School of Social Work.

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

- K. **POLICY ON NON-DISCRIMINATION AND COMMITMENT TO SOCIAL AND ECONOMIC JUSTICE:** Consistent with the University of Central Florida's policy regarding equal opportunity and affirmative action, the School of Social Work is committed to carrying out its program without regard to sex, race, national or ethnic origin, religion, disability, age, class, sexual orientation, or veteran status. However, to diversify its student population, the School is committed to recruiting, admitting, and retaining minority students.

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

Furthermore, the UCF School of Social Work does not discriminate on the basis of political orientation. Towards this end, the School does not inquire about students' political orientation in 1) the admissions application, 2) the Field Education placement process, nor 3) the application for student financial assistance. While it is expected that all students will adhere to the *Code of Ethics of the NASW*, no particular political orientation is required. Political orientation is not discussed within the classroom or field. No specific political orientation is advocated by the faculty or in school governance.

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

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

- M. **FIELD EDUCATION SEMINAR:** Students are expected to attend field seminar and to actively participate in seminar discussion. Attendance requirements for field seminar include:

One missed class:	No make-up assignment
Two missed classes:	5 page paper due in two weeks (see seminar instructor for details)
Three missed classes:	Student is assigned an extra 50 hours of field work for the semester
Four missed classes:	Failing Grade for Field Education and Seminar