

BSW Field Education Manual



UNIVERSITY OF CENTRAL FLORIDA
School of Social Work
Field Education Office
College of Health and Public Affairs
P.O. Box 163358
Orlando, FL 32816-3358
Social Work Office: 407-823-2114
Field Education Office: 407-823-3474

Field Education Website: http://www.cohpa.ucf.edu/social/field_education/

BSW Field Education Manual

PREFACE

This **Field Education Manual** has been developed by the School of Social Work, at the University of Central Florida, to provide information about Field Education. The **Manual** is regarded as supplementary to the University **Catalog** and to current School of Social Work curriculum materials.

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's curriculum, and (3) establish standards' consonant with University 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, task supervisors, and students use the **Manual**, it is anticipated that changes can be suggested which will improve its usefulness as a guide for Field Education.

UCF School of Social Work
Field Education Office
P.O. Box 163358
Orlando, FL 32816-3358
Social Work Office: 407-823-2114
Social Work Fax: 407-823-5697
Field Education Office: 407-823-3474
Field Education Website: http://www.cohpa.ucf.edu/social/field_education/

TABLE OF CONTENTS

Section	Page
I. Mission of the School of Social Work.....	1
II. Purpose of Field Education.....	1
III. BSW Field Education	2
A. BSW Field Education Outcomes and Objectives	2
B. BSW Field Education Courses.....	4
C. BSW Field Education Hour Requirements	5
IV. Selection and Registration of Field Agencies	5
A. Selection Criteria	5
B. Registration of Field Agencies.....	6
V. Field Placement Process	6
A. Introduction.....	6
B. Adequate Educational Preparation of Students for Field Education.....	6
C. Placement Steps	7
D. Placement Factors.....	8
VI. Roles and Responsibilities in Field Education.....	8
A. University Roles and Responsibilities	8
B. Agency Roles and Responsibilities.....	10
C. Student Roles and Responsibilities.....	13
D. Special Placements	15
VII. Administrative Matters Related to Field Education.....	17
A. Time Requirements of the Field Education Program.....	17
B. Student Schedule, Attendance, and Holidays	17
C. Incomplete Grades	18
D. Student Expenses	18
E. Placement in Agency Where Student is Employed	18
F. Policy on Changing Field Placements as a Result of Employment	19
G. Problems During Field Placement and Grievance Procedure.....	19
H. Policy on Home Visits	20
I. Policy on Agency Conflict of Interest	21
J. Policy on Sexual Harassment and Non-Professional Relationships	21
K. Policy on Non-Discrimination and Commitment to Social and Economic Justice.....	22
L. Policy on Reporting Abuse and Neglect.....	23

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.” 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, 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 requires 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. PURPOSE OF FIELD EDUCATION

While the entire curriculum of the BSW Program at the University of Central Florida has been developed to prepare students for entry level practice, Field Education plays a strategic role in enlarging upon classroom learning by providing agency settings in which students directly experience social work practice. The field internship consists of a one-semester block placement (or a two-semester block placement for those students who require additional time to complete the agency hours) and a Field Seminar. The Field Education and Integrative Seminar courses are taken upon the completion of the required curriculum.

In the field, students are expected to apply prior learning to actual practice situations. In the seminar, students reflect on their experiences, relate their fieldwork to other settings, and systematically integrate their field and classroom learning. Both classroom and field instruction are viewed as strategically-linked educational processes for enabling students to utilize professional knowledge, skills, and values when performing the varied roles of the social worker. Field Education enlarges upon and enriches classroom instruction by providing students with opportunities to learn by participating in the actual delivery of social work services to individuals, families, groups, organizations, and communities.

Therefore, the Field Education component of the BSW Program is designed to ensure that each student completes an educationally directed agency placement which offers highly integrated and professionally supervised learning experiences that:

1. Improve the student's ability to translate theory into effective social work practice.
2. Broaden the student's range of skills for performing quality social work functions.
3. Strengthen the student's awareness of the values, ethics, motivations, and judgments identified with the profession of social work.
4. Increase the student's awareness of community resources, diversity, and at risk populations.

While in the field, students are expected to test, integrate, and apply the theoretical concepts, value orientation, principles, and skills acquired in the classroom to selected practice situations. The overall objective of BSW Field Education is to produce a developing social work professional who is reflective, self-evaluating, accountable, and knowledgeable.

In summary, classroom and Field Education are closely related in preparing students to apply professional knowledge, skills and values when performing the varied roles of the social worker. The Field program offers students opportunities to learn by participating in the actual delivery of services to individuals, families, groups, organizations and communities.

III. BSW FIELD EDUCATION

A. BSW FIELD EDUCATION OUTCOMES AND OBJECTIVES

1. **Competency Outcomes:** Assignments in the field course enable students to acquire new knowledge and apply what they have learned related to at least the following generalist practice functions:
 - a. Generalist social work practice
 - b. Professional identity and ethical practice
 - c. Human behavior/social environment and systems theory
 - d. Facilitating change and a micro, macro and mezzo focus
 - e. Human diversity and social/economic justice
 - f. Critical thinking and evidence based practice
 - g. Engagement, assessment, and evaluation with individuals, families and groups and responsiveness to the environments that shape these practices.
2. **Practice Objectives:** Students are expected to achieve the following objectives related to the above competency outcomes:
 - a. **Generalist Social Work Practice:** To interact with systems of all sizes while utilizing social work skills and knowledge.
 - b. **Professional Identify and Ethical Practice:** To conduct oneself as a representative of the social work profession, its mission and its core values. Social workers know the profession's history and commit themselves to the profession's enhancement and to their own professional conduct and growth. To commit to career-long learning and to utilize supervision and consultation. To maintain professional boundaries and roles and to communicate effectively. To make ethical decisions by applying standards of the NASE

Code of Ethics. To be courteous and fair, demonstrate self-awareness, to show self-discipline, to observe agency regulations and standards and to adhere to commitments.

- c. **Human Behavior/Social Environment and Systems Theory:** 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. To apply theory and knowledge to understand biological, social, cultural, psychological and spiritual development.
- d. **Facilitating Change and Use of Micro, Mezzo and Macro Focus:** To demonstrate a recognition of and a dual concern for private and public issues and to use intervention strategies to influence both people and environmental support systems.
- e. **Human Diversity and Social/Economic Justice:** To recognize and appreciate human diversity in informing and maintaining relationships, to communicate effectively (in writing and orally) with individuals and collectives in cross-cultural situations and to manage personal values. To speak out and take action with and on behalf of the oppressed groups, including racial/ethnic minorities, the aged, women, and others who are systematically disadvantaged and to promote the general welfare of society.
- f. **Critical Thinking and Evidence Based Practice:** To incorporate research findings into the selection of intervention processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. To demonstrate an ability to utilize analytical skills to review and critique models and interventions used with individuals, families and groups.
- g. **Engagement, Assessment, and Evaluation with Individuals, Families and Groups and Responsiveness:** To respond to evolving organizational, community and societal contexts at all levels of practice. To be aware of the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels.

B. BSW FIELD EDUCATION COURSES

1. SOW 4510 BSW Field Education (9 credit hours)

Schedule: Student is assigned to an agency four days per week for 15 weeks and must complete an average of 28 hours of placement each week

Pre-requisite: Completion of all courses required for the major

Co-requisite: SOW 4522 Field Education Integrative Seminar

Course Description: Supervised learning experiences in agencies which relate social work practice to theory, involving 420 clock hours in the field

2. SOW 4941 Part Time BSW Field Education (9 credit hours total – 5 during Spring

semester and 4 during Summer semester)

Schedule: Student is assigned to an agency for 27 weeks and must complete an average of 16 hours of placement each week

Pre-requisite: Completion of all courses required for the major

Co/Pre-requisite: SOW 4522 Field Education Integrative Seminar

Course Description: Course for BSW students who require two semesters to complete the 420 hours of agency internship. Supervised learning experiences in community agencies which relate social work practice to theory, involving 250 clock hours during the spring semester and 170 clock hours during the summer semester, for a total of 420 hours.

3. **SOW 4522 BSW Field Education Integrative Seminar** (3 credit hours)

Schedule: Student attends weekly 3-hour seminar for one semester

Pre-requisite: Completion of all courses required for the major

Co-requisite: SOW 4510 BSW Field Education or SOW 4941 Part Time BSW Field Education

Course Description: Weekly seminar to examine the field experience and to integrate and relate theory with practice situations

C. **BSW FIELD EDUCATION HOUR REQUIREMENTS**

1. **Requirements for Full Time Students**

Full time students fulfill their internship requirement by completing two field courses during their last semester of the BSW program. SOW 4510 BSW Field Education focuses on the development of generalist social work practice skills and requires students to complete a minimum of **420** field hours in an agency setting. Full time students also complete **45** hours of integrative seminar concurrently with their agency hours; the SOW 4522 BSW Field Education Integrative Seminar meets every week for 3 hours.

2. **Requirements for Part Time Students**

Part time students fulfill their internship requirement by completing three field courses during their last two semesters of the BSW program. Part time students enroll in SOW 4941 Part Time BSW Field Education for 5 credit hours in the Spring semester and are required to complete 250 agency hours and then enroll in SOW 4941 for 4 credit hours in the Summer semester for 170 agency hours for a total of **420** field hours in an agency setting. Part time students also complete **45** hours of integrative seminar during the Spring semester; the SOW 4522 BSW Field Education Integrative Seminar meets every week for 3 hours.

IV. **SELECTION AND REGISTRATION OF FIELD AGENCIES**

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

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

B. 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 Director of Field Education and/or BSW Field Coordinator contacts the agency representative to clarify requirements for undergraduate 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 agency Field Instructor attends the basic UCF School of Social Work field orientation for agency staff.
4. The registration will remain in effect until any of the criteria is no longer met by the agency.
5. The Director of Field Education and/or BSW Field Coordinator will provide students a list of registered agencies for placement purposes.

V. FIELD PLACEMENT PROCESS

- A. **Introduction:** Students will be placed in appropriate and approved agencies by the BSW Field Coordinator after careful consideration of the student's educational needs, expressed interests, and career objectives. Therefore, in order to prevent confusion and misunderstandings, *students are requested not to contact field agency representatives without first discussing the situation with the BSW Field Coordinator.* During the placement process, field agency representatives are contacted by the BSW Field Coordinator to determine the potential for student placement and to review specific learning opportunities required to meet program objectives.
- B. **Adequate Educational Preparation of Students for Field Education:** A student is eligible to begin field courses only if he/she has a minimum overall GPA of 2.5 and at least a C- grade in all required social work courses. To be eligible for Field Education, students must complete all courses for the social work major as prerequisites. Permission to waive any prerequisite requirement for field study must be secured by the student in writing from the BSW Coordinator of the School of Social Work. A student's application for placement will be denied if it is determined that he/she is ineligible to begin field work.
- C. **Placement Steps:** During regular advisement, students are encouraged to discuss Field Education requirements and available placements with academic advisors. Although students, field placement agencies, and field faculty participate in the field placement process, the **BSW Field Coordinator has responsibility for locating, screening, identifying, selecting and confirming student placements.** Field placements are chosen to meet the educational needs of students as identified by the University and standards established by the Council on Social Work Education. Every effort is made to match the educational needs and interests of the students with the programs, needs, and preferences of available Field Education agencies.

The actual placement process starts the semester before a student is scheduled to begin field work and includes the following steps:

1. Students meet with their faculty Academic Advisors to review their degree audits and have their advisors sign the BSW Field Placement Request form to turn in with their completed Field Application forms.
2. Students complete the Field Application form and submit it to the BSW Field Coordinator 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. Approved waivers of field prerequisites should also be submitted by this deadline. Students should have updated resumes available for the field interview.
3. After the review of each application, the BSW Field Coordinator 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.
4. Each student is advised to contact the agency representative for a pre-placement interview. During the agency interview, the student and staff member(s) who would be responsible for field supervision discuss the agency, its functions, the general nature of field assignments available to the student, and other matters relevant to acceptance of the student for placement. If the student or the prospective Field Instructor or Task Supervisor question the appropriateness of the placement and these concerns cannot be resolved during contacts with the BSW Field Coordinator, the request for placement is withdrawn. Another acceptable agency is then selected

for field placement.

5. The student confirms the placement with the BSW Field Coordinator.
 6. **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 **BSW Field Coordinator**, who has final authority to approve placement changes.
- D. **Placement Factors:** The University has responsibility for determining which students are eligible for field placement and for assigning students to registered agencies. Factors taken into consideration in assigning a student 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 School of Social Work BSW Field Coordinator. 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 Director of Field Education:** The Director of Field Education is a faculty member who has overall administrative responsibility for direction and coordination of the Field Education program. In coordinating the activities of the field program, this faculty member:
 - 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. Ensures that eligible Field Instructors and Task Supervisors receive a Certificate of Participation after the placement period ends.
 - d. Initiates activities to expand future field placement opportunities for students.
 - e. 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.)
 - f. 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 School of Social Work BSW Field Coordinator:** The BSW Field Coordinator is a faculty member who has administrative responsibility for direction and coordination of the BSW Field Education program. In coordinating the activities of the BSW Field program, this faculty member:
- a. Initiates the placement request with the agency and coordinates placement activities.
 - b. 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.
 - c. Assigns the student to the field agency after the placement has been agreed upon by the Field Office faculty, the agency, and the student.
 - d. 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.
 - e. Coordinates field orientation workshops for students and for agency supervisors before placement begins.
 - f. Records the final grades for Field Education courses. The BSW Field Coordinator meets with the Faculty Field Liaison before assigning a grade for the course.
 - g. 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.
3. **Role of the Faculty Field Liaison:** Faculty Field Liaisons are social work faculty members who have responsibility after placements begin for monitoring and evaluating student progress and performance, making agency visits, participating in field workshops and meetings, and dealing with problems related to field requirements. 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 BSW Field Coordinator 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. Meets with each student on campus once each semester *if requested 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.
4. **Role of the Seminar Instructor:** Seminar Instructors are social work faculty members who teach the Field Education integrative seminars.
 5. **Preparation of Field Instructors and Students for Field Placement:** Before placements begin, Field Instructors attend an orientation workshop conducted by the BSW Field Coordinator. During the workshop, the BSW Field Coordinator reviews the objectives for Field Education, describe components of the BSW curriculum, distribute additional Field Education information, and discuss ways in which learning requirements can be met. Faculty Field Liaisons also schedule meetings with Field Instructors during the placement semester to ensure continuity of supervision and coordination between agencies and the University.

Undergraduate students are required to attend a field orientation meeting with the BSW Field Coordinator before reporting to their assigned agencies.

6. **Issuance of Certificates of Participation to Field Instructors:** At the request of agency Field Instructors, the University will issue Certificates of Participation (tuition waivers) to Field Instructors for supervising students (See *Certificate of Participation* posted on the UCF SSW Field Education website). After placement ends, the BSW Field Coordinator verifies that a Field Instructor is eligible to receive a Certificate. The Certificate may be used to defray the cost of course work at any state university in Florida.

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 orientation meeting for agency staff. Either the Field Instructor or the Task Supervisor will attend the 16-hour Field Instructor's Training provided by one of the state Schools of Social Work.
6. The agency Field Instructor (and Task Supervisor, when assigned) will maintain contact with the University through consultation and scheduled meetings with the Faculty Field Liaison.
7. The agency Field Instructor (and Task Supervisor, when assigned) will provide consultation to the student in the development of a learning contract (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 and near the completion of the 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** for BSW students will have a MSW degree and at least 2 years post-MSW work experience or a BSW degree and at least 5 years post-BSW work experience, demonstrated competence in practice, experience or training in supervision, and a capacity for teaching social work. Every field student is assigned a 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 (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).
- 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 BSW Program of the School of Social Work, the objectives for BSW Field Education, 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 BSW Field Coordinator 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 the 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 Seminar Instructor by the announced due date (see Seminar course syllabus). The BSW Field Coordinator has final responsibility for assigning grades for Field Education courses.

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 equal, assertive, and active partner in planning, carrying out, and evaluating Field Education activities. Therefore, students should take initiative in selecting a suitable placement, developing the learning contract, meeting the objectives and goals for Field Education, and participating in all decisions related to requirements for field work. In summary, students are active participants in the educational process and have both roles and responsibilities for meeting requirements of Field Education. Among these are the following:

1. **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 Field placements. (See the **Manual** section on "Placement Process" for a description of the steps involved in securing a placement.) **The BSW Field Coordinator initiates placement options** after reviewing student's field application and refers students to agencies for interview and placement consideration.
3. **Participation in the Field Orientation Meeting and Seminars:** 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 their Faculty Field Liaison before reporting to the assigned placement agency.
4. **Conformity to University and Agency Policies and Procedures:** Students should understand and meet the requirements for Field Education (e.g., attendance, arriving and leaving the agency at the agreed upon time, notification of absences, seminar assignments, etc.), adhere to policies and procedures of the placement agency, and comply with guidelines described in this **Manual**. In addition, each student is expected to follow placement requirements described in the Affiliation Agreement between the University and field agency.
5. **Completion of Field Education Requirements:** Students are expected to transfer the theoretical concepts, principles, and skills acquired in the classroom to field practice situations to receive a Satisfactory (S) grade in Field Education. (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 direction in 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.
 - f. Request a meeting on campus with the Faculty Field Liaison if desired.
 - 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 Seminar Instructor.
 - h. Submit a written evaluation of the Field Education experience (Student Evaluation of Field Placement) to the Seminar Instructor by the designated date near the end of the placement term (see *Student Evaluation of Field Placement* posted on the UCF SSW Field Education website).
 - i. Submit completed time sheets to the Seminar Instructor 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 and the end of the 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., BSW/MSW not on Agency Staff)**

In particular circumstances, a special placement may be arranged. Special placements are those in which a BSW or 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 BSW program by the School of Social Work, the following described arrangements for

supervision ensure that standards are maintained in special placements for the professional direction and supervision of a student's learning in the field.

1. **Role of the Task Supervisor:** When a BSW or MSW Field Instructor is not available to provide supervision in a desirable field agency, an external Field Instructor who is employed outside the placement unit or field agency will be assigned to work with a Task Supervisor within the agency to assure that the student's assignments have a social work focus and meet the requirements for Field Education. In this special arrangement for field study, day-to-day supervision of the student's work is the responsibility of the Task Supervisor. This requires that a Task Supervisor be selected who is very knowledgeable about the agency and is a skilled and capable professional in his/her field (e.g., a psychologist, physician, 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:

Chart 1. Regular Placement

(MSW on Agency Staff)

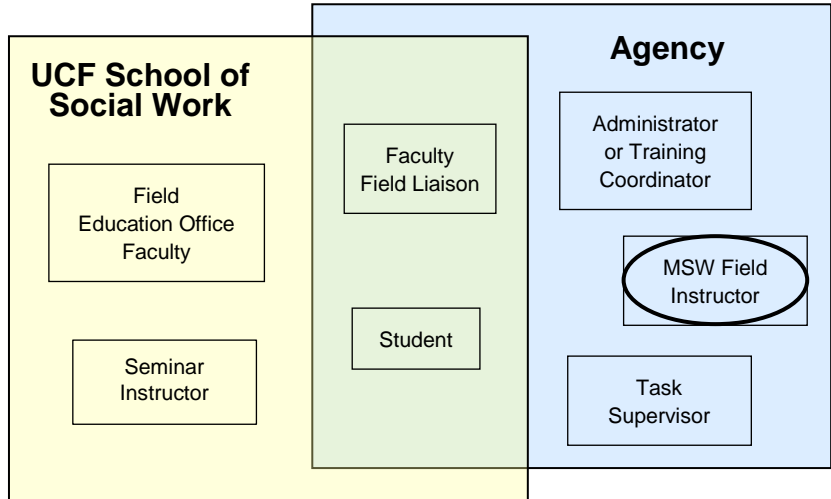
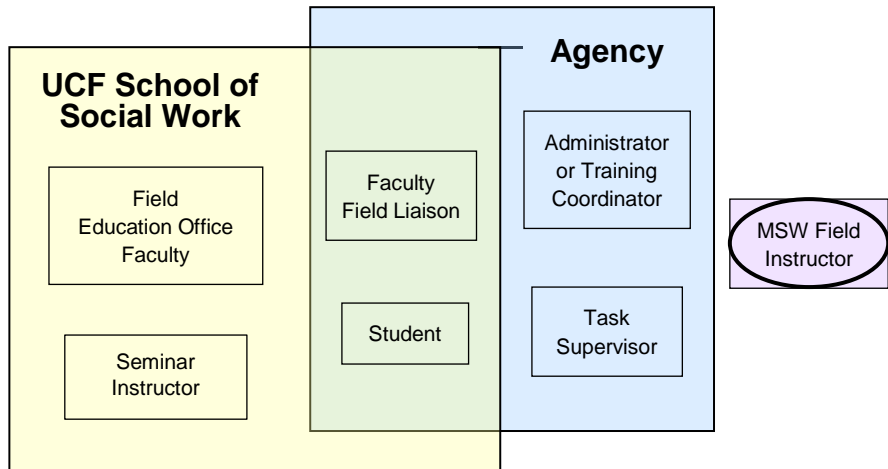


Chart 2. Special Placement

(MSW not on Agency Staff)



- 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 Director of Field Education or Faculty Field Liaison 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 clinical supervision or at least twice a month for at least two hours of clinical 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 Director of Field Education or Faculty Field Liaison (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. In consultation with the BSW Field Coordinator, assigns the final grade for the Field Education course based on the joint recommendation of the Task Supervisor and the Field Instructor.
 - 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 at least twice a month (for an average of one hour a week) with the external Field Instructor for assistance in relating agency assignments and theory to social work practice and to discuss other issues associated with the profession of social work.

VII. ADMINISTRATIVE MATTERS RELATED TO FIELD EDUCATION

- A. **TIME REQUIREMENTS OF THE FIELD EDUCATION PROGRAM:** BSW students are required to complete a minimum of 420 clock hours of field study and 45 hours of integrative field seminars.

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 "BSW Field Education Courses" 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. 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 BSW Field Coordinator or Faculty Field Liaison needs 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. Part time 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 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. **When an incomplete grade is assigned, the student is required to complete an Incomplete Grade Agreement and turn it in to the BSW Field Coordinator** (see *Incomplete Grade Agreement* posted on the UCF SSW Field Education website). 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 paid employment can meet the standards for field placements. The guiding principles for these exceptional decisions is that the field placement experience must offer new and different learning opportunities from those associated with the student's regular employment and also must be educationally directed and professionally supervised by Field Instructor who meets the standards of the Field Education Office.

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

- 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, paid employment can present many complicating factors that limit students' full utilization of the educational opportunity of field internships and should be weighed carefully by the student and the employer. Therefore, the Field Education Office cautions

students about the potential problems of these placement situations and reserves the right to approve paid employment as field placements based on the following guidelines. These guidelines apply to new jobs as well as to existing employment.

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 (BSW students must receive one hour of supervision per week from someone with a degree in social work and the appropriate post-degree work experience).
- b. The activities must be congruent with the competency outcomes for BSW Field Education. Some jobs with the title of “Social Worker” do not meet the expectations of the 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 Field Education Office and will be communicated directly to the student as soon as possible. *Students should not assume that these placements will be automatically approved.*

- 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 BSW Field Coordinator.
 3. Both the Field Instructor and the BSW Field Coordinator 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 BSW Field Coordinator.
- G. **PROBLEMS DURING FIELD PLACEMENT AND GRIEVANCE PROCEDURE:** The BSW Field Coordinator, 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 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 Director/BSW 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 BSW 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 Field Education Plan 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 BSW 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 BSW Program Coordinator who will then convene a BSW Program Committee meeting within five working days of receipt of request. The request should include what specifically in the Field Education Plan the student disagrees with.
4. After meeting with the student, the BSW 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 a total of two failed placements during their field experience at the UCF School of Social Work are not guaranteed another placement. 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 BSW 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.

- 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 BSW Field Coordinator 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 and affectional 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.