



UNIVERSITY *of* WEST FLORIDA

Field Education Manual

Department of Social Work
BSW and MSW Programs

UWF College of Education
and Professional Studies

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Introduction

Social work is a practice profession, and the field placement component is the centerpiece of both the bachelor's and master's degrees. In compliance with the Council on Social Work Education (CSWE) and in accordance with the 2015 Education Policy and Accreditation Standards (EPAS) revised in 2015, the field program at UWF has implemented a competency-based approach to field education. Competency-based education is focused on student outcomes with the goal of facilitating student demonstration of nine core social work competencies, as outlined in the 2015 EPAS. Field education is primary to facilitating integration and application of these competencies through providing practice opportunities for students in field settings. Because competency-based education is outcome driven, field education also serves the vital function of assessment, providing evidence a student has demonstrated the level of competence requisite to entering practice. Thus, the Social Work Department at UWF embraces the concept of field education as the signature pedagogy for social work. "The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting." (CSWE, 2015, p. 12). The learning sought is conceptual—it teaches principles which can be generalized and transferred.

The UWF Department of Social Work Field Education Manual has been designed as a guide for students and field instructors who are participating in a field practicum under the supervision of the Department of Social Work at the University of West Florida. The Department of Social Work and our partner agencies in the local area have assumed a combined responsibility for offering experiences and instruction in agency settings for social work student in both the bachelor's and master's programs. In this way, conceptual classroom learning is supplemented and reinforced by actual practice while the student is still engaged in classroom pursuits. It is anticipated that, by participating in the field education process, the three interested parties will all benefit: the University, by stimulating its students to deeper and more individualized learning, the student, by gaining insight into the nature of the helping process and the profession he/she may enter, and the agency and community, both in direct service rendered and by better prepared future employees. This requires commitment from all three, and it is hoped that the quality of this three way relationship will continue to be such that the process of teaching and learning will be exciting and rewarding for all involved.

Department of Social Work Mission and Goals

The department of social work draws upon the University of West Florida's mission, "To empower each student with knowledge and opportunity to contribute responsibly and creatively to a complex world" through the promotion of social justice, guided by a global perspective, dedicated to a diverse student body and a commitment to the dignity of all people; the department seeks through education, research, and service to produce students of competence and commitment, reflecting excellence in social work practice and demonstrating professional skills, values, and knowledge delineated by CSWE guidelines and the NASW Code of Ethics. We intend for our graduates to carry out the University of West Florida's value of integrity: Doing the right thing for the right reason.

The mission of the University of West Florida's Department of Social Work is to prepare social work practitioners to empower individuals, families, groups, communities, and organizations within a geographic region of enormous need and promise. Drawing on a diverse faculty, the department is committed to human rights, social and economic justice, and respect for diversity to improve the quality of life of those we serve.

The mission of the Department of Social Work is highly congruent with the mission of the University and the College of Education and Professional Studies. In preparing graduates to assume professional positions of leadership dedicated to working for social justice, and committed to the need to advocate for vulnerable populations and put into practice the University's mission of contributing responsibly to a complex world.

Goals of the Department of Social Work are to:

- Maintain excellent BSW and MSW programs that provide an educational experience which prepares generalist practitioners at the BSW level and advanced clinical-community social work practitioners at the graduate level who are prepared with an understanding of the profession's history, purpose and philosophy, and are committed to the profession and to working with systems of various sizes including individuals, families, and groups.
- Continue to promote a culturally diverse, student-centered, learning environment devoted to the needs and interests of our student body where students can integrate the knowledge, values, ethics and skills of the profession into their practice and to assume positions of leadership.
- Collaborate with and serve the region, the university, the public, voluntary agencies, and the global community as a resource for current, relevant and quality social work education.
- Contribute to the development and application of knowledge in social work practice by supporting the teaching, quality scholarship and community service of the faculty.

Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, 2015, p.8)

Professional Expectations of Students in Field

The Department of Social Work at the University of West Florida is accredited by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the social work profession. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

Accountability: Attend class, arrive on time, and return from break in a timely manner.

Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

Respect: Treat all peers, instructors and all those with whom you come in contact, with dignity and respect at all times.

Listen while others are speaking.

Give feedback to peers in a constructive manner.

Approach conflict with peers or instructors in a cooperative manner.

Use positive and nonjudgmental language.

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit.

Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

Come to class with books, handouts, syllabus, and pens, note paper

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignments.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback.

Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

Communication: Strive to improve both verbal and written communication skills, as these skills are used heavily in interactions with clients and peers and in creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills

Pay attention to appropriate body language and tone with peers and instructors. Demonstrate empathy and active listening.

Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Department of Social Work Degree Programs

The UWF Department of Social work prepares graduates at two levels:

The Bachelor of Social Work Program

Field education at the BSW level aims to prepare students for beginning generalist practice with individuals, families, groups, organizations, and communities through facilitating a foundation of social work knowledge, skills, and values reflective of the CSWE social work competencies.

BSW Students are required to complete a minimum of 520 hours of field education, to include a 120-hour introductory level placement and a 400-hour field placement during the final semester of course work. At the introductory level, students are concurrently enrolled in SOW3503 Introductory to Generalist Practice, a class that meets weekly. Students completing the 400-hour field placement are concurrently enrolled in SOW4522 Senior Seminar which also meets weekly. Both placements are completed through the course of one semester, approximately 25 hours per week. Schedules are negotiated between the students and the agency and students are informed that they must have availability with regular business hours so as to ensure appropriate supervision is present. While enrolled in the 400-hour field placement, students are not permitted to enroll in more than one 3-credit hour course in addition to Field Instruction and Integrative Seminar.

The following apply to the BSW 120-hour Introduction to Generalist Placement:

- Students are enrolled in SOW 3503 Introduction to Generalist Practice (3-credit hours).
- Students are placed in one-agency, to be determined by the Field Coordinator.
- Students complete 120-hours over the course of one semester.
- Students must attend SOW 3503 weekly.
- Students must earn a minimum grade of C in SOW 3503 in order to progress to the 400-hour senior field placement.
- Students participate in the application process as specified in this manual.

The following apply to BSW 400-hour field placement:

- Students are concurrently enrolled in SOW4510 Senior Field Instruction (9-credit hours) and SOW4522 Senior Seminar (3-credit hours).
- Students are placed in one agency, to be determined by the Field Coordinator.

- Students must complete 400 hours in one semester. (25 hours per week Spring & Fall or 35 hours per week Summer)
- Students must be engaged in in-person contact with clients and constituencies during at least 50 percent of the required field hours.
- Students must participate in supervision through meeting face-to-face with a qualified field instructor (BSW or MSW degree from a CSWE accredited program with at least two years of post-social work degree practice experience) for one hour per week.
- Students must participate in the field placement process as outlined in this manual.

The Master of Social Work Program

Students enrolled in the MSW program participate in a Foundation (first year) placement and an Advanced Clinical placement (second year). The Foundation field placement aims to prepare students for beginning generalist practice with individuals, families, groups, organizations, and communities through facilitating a foundation of social work knowledge, skills, and values reflective of the CSWE social work competencies. The Advanced Clinical field placement builds upon foundation field and facilitates advanced knowledge and skills within a Clinical/Behavioral Healthcare Concentration, preparing students for advanced assessment, intervention, and evaluation at the micro, macro, and mezzo levels of practice.

During the Foundation (first year) year of study students enrolled in the Full-time or Part-time Programs are required to complete one 300-hour field placement over the course of one semester, averaging approximately 20 hours per week in an agency. All MSW students, including those enrolled in the Advanced Standing, complete a 600-hour Advanced Clinical field placement spanning the course of two semesters. This placement provides for 300-hours for each semester, approximately 20 hours per week, and students remain in the same agency throughout the 600-hours. The Foundation and Advanced Clinical field placements combine provide for a total of 900 hours. Schedules are negotiated between the students and the agency and students are informed that they must have availability with regular business hours so as to ensure appropriate supervision is present. Students participating in Foundation and Advanced Clinical Field attend a one-hour face-to-face seminar on-campus weekly. The seminar is part of the field education experience and is not a graded course.

The following apply to the MSW Foundation field placement:

- Students are enrolled in SOW5532 (3-credit hours).
- Students participate in integrative seminar weekly with assigned faculty liaison.

- Students are required to complete 300 (approximately 20 hours per week) in one semester at the same agency.
- Students must be engaged in in-person contact with clients and constituencies during at least 50 percent of the required field hours.
- Students must meet with a qualified field instructor (MSW degree from a CSWE accredited program with at least two years of post-social work degree practice experience) for one hour per week.
- Students must participate in the field placement process as outlined in this manual.

The following apply to MSW Advanced Clinical field placement:

- Students are required to complete 600 hours in one agency over two semesters (300 hours per semester) for approximately 20 hours per week.
- Students are enrolled in SOW 6535 Advance Field I (3-credit hours) followed by SOW 6536 Advanced Field II (3-credit hours).
- Students participate in integrative seminar weekly with assigned faculty liaison.
- Students must be engaged in in-person contact with clients and constituencies during at least 50 percent of the required field hours.
- Students must meet with a qualified field instructor (MSW degree from a CSWE accredited program with at least two years of post-social work degree practice experience) for one hour per week.
- Students enrolled in their final semester of study are concurrently enrolled in SOW 6536 and a capstone course, SOW 6548 Seminar in Advanced Clinical Practice.
- Students must participate in the field placement process as outlined in this manual.

Field Eligibility Requirements

Students enrolled in the BSW program applying for placement at the 120-hour Introduction to Generalist Practice level must meet the following criteria:

- Students must have completed SOW3350 Interviewing and Recording with a grade of C or better.

- Students must have completed SOW3203 Introduction to Social Work with a grade of C or better.
- Students must have a minimum cumulative GPA of 2.0.
- Students must be designated as social work majors.

Students meeting the eligibility requirements for the 120-hour internship may proceed with completing the field application. However, students will not be permitted to register for SOW3503 Introduction to Generalist Practice until the field office has confirmed the student has met the eligibility requirements. A final grade check is also completed at the end of the semester prior to the student entering field. If the grade check determines the student does not meet eligibility requirements the student will not be permitted to begin field.

Students enrolled in the BSW program applying for placement at the 400-hour Senior Field Instruction level must meet the following criteria:

- Students must have achieved senior standing.
- Students must have satisfactorily met all general education requirements and/or have an A.A. degree.
- Students must have a cumulative GPA of 2.0 and a social work major GPA of 2.5.
- Students must have completed all required core social work courses with a grade of C or better.
- Students must be entering their final semester of coursework.
- Students require no more than one 3-credit hour course in addition to SOW 4510 Senior Field Instruction (9-credit hours) and SOW 4522 Senior Seminar in order to graduate.

Students meeting the eligibility requirements to proceed with the 400-hour internship may submit a field application. However, prior to meeting with the Field Coordinator for the preplacement interview, the student must have met with the program academic advisor to review the student's degree plan and confirm all eligibility requirements have been met. A final grade check is also completed at the end of the semester prior to the student entering field. If the grade check determines the student does not meet eligibility requirements the student will not be permitted to begin field.

Students enrolled in the MSW program applying for 300-hour Foundation level field placement must meet the following criteria:

- Students must be admitted to the Full-Time or Part-time program.
- Students must have a cumulative graduate level GPA of 3.0 or higher.
- Students must have completed SOW5105 Human Behavior in the Social Environment I, SOW5305 Generalist Practice I, SOW5404 MSW Research Foundations, and SOW 5757 History Philosophy, and Theory of Social Work Practice.

Students enrolled in the MSW program applying for the 600-hour Clinical level field placement must meet the following criteria:

- Students must be admitted to the Full-time, Part-time, or Advanced Standing Program.
- Students must have a cumulative graduate level GPA of 3.0 or higher.
- Students must have satisfactorily completed SOW5532 Foundation Field and SOW6125 Psychopathology for Social Work.

A final grade check is completed at the end of the semester prior to the student entering field. If the grade check determines the student does not meet eligibility requirements the student will not be permitted to begin field.

Field Placement Process

The placement process for students entering field is structured and methodical in nature. Students anticipating enrollment in field initiate the field process the semester prior to entering field. Students at each level, BSW and MSW, are required to complete a field application within a specified time frame. This application is completed and submitted electronically via tk20. Failure to submit the application within the specified time frame will result in the student's deferment of field to the following semester. Students will be permitted to enroll in field courses only upon completion of the following steps:

Step 1: Orientation

Students are required to attend a mandatory orientation prior to the application and interview process. The orientation provides an overview of the policies and procedures for the field program. For students entering field in the Spring, orientation will be held in the Fall, and students entering field in the Summer and Fall will attend orientation in the Spring. Information presented at the orientation is accessible on the Department of Social Work website.

Step 2: Field Application

Prior to completing the field application students must purchase and activate a Tk20 account. This can be purchased from the UWF Bookstore, or online from the link located in the login page: <https://uwfsocialwork.tk20.com/campustoolshighered/start.do>

Once students have an active Tk20 account, and the application has been opened, they may complete a field application for their anticipated semester of internship. Applications must be submitted by the specified due date. Failure to do so will result in deferment of field to another semester.

Step 3: Verification of Eligibility to Enter Field

Students must confirm eligibility to proceed with the field placement process. BSW students must meet with the program academic advisor prior to participating in the pre-placement interview. Once the advisor has confirmed the student's eligibility, the student may participate in the pre-placement interview. At the MSW level, students must be admitted to and enrolled in the full-time, part-time, or advanced standing program to be eligible to enter field.

Step 4: Agency Assignment

Following pre-placement interviews, the field coordinator assigns each student to an agency. The availability of agency resources greatly impacts placement decisions. Students are assured that regardless of placement, opportunities to acquire the skills and knowledge required will be made available to them.

Assignments will be completed after all students have had the opportunity to participate in a pre-placement interview. Students will be provided in writing the name of the assigned agency along with instructions for contacting the agency to schedule an agency interview. **Students are not permitted to contact a potential field agency without first being instructed to do so by the field coordinator.**

If a student defers placement to another semester after receiving an agency assignment, this information must be communicated to the field office. Students must also reapply for field during the semester preceding the student's anticipated return.

Step 5: Agency Interview

Students are expected to contact the agency in a timely manner and demonstrate professionalism in all communication with the agency. With student consent, the field coordinator forwards the students field application and resume to the assigned agency prior to interview for review. However, students are responsible for scheduling the preplacement interview. Once scheduled, the student is expected to attend the interview, presenting as punctual and appropriately dressed and again, maintaining professionalism in all aspects. Students are encouraged to prepare for interviews with their prospective agency by utilizing the resources offered by the UWF Career Services (<http://uwf.edu/offices/career-services/students/career-resources/>)

Step 6: Field Confirmation Form

If the agency is agreeable to working with the student the student completes a field confirmation form in tk20. The student's field placement is not finalized until the agency field instructor and field coordinator agree upon the agency experience and a confirmation form is submitted in tk20. The confirmation form is record of the agency in which the student will be placed. Students are responsible for ensuring that all information required of the confirmation form is accurate, including names of field instructors and/or task supervisors along with their contact information. Once the field confirmation form has been submitted in full, students will be permitted to register for the field instruction and seminar courses.

Please note that agencies reserve the right to decline a student for placement upon review of the student's application and resume and/or following the agency interview. In such cases, the student is responsible for following-up with the field coordinator. The student and field coordinator will meet again to discuss any issues identified in the interview and to identify other placement options. Students may participate in up to three agency interviews. If the student is unable to secure a field placement after the third interview, placement will be deferred to another semester.

The field coordinator must sometimes try multiple agencies per student to find an agency that is able to host that student. In any given semester there will be several groups of students going into field. Various factors may impact a student's ability to be placed in a particular agency. Please keep in mind the significant amount of coordination that comes in to play. Consider the extreme responsibility some of the agency personnel are under. Many carry heavy caseloads and may not be in their office throughout the day. It can take some time for the field coordinator to reach a contact *and* also for the student to reach the contact to set up an interview. Your input and communication during this process are key.

Reporting to the Field Agency

Students may report to their internship no earlier than the start date of the semester. Students should report to their assigned field agency on the date determined by their field instructor. This date should fall within the first week of the semester. Students will also begin attending integrative seminar during the first week of class. Students are not permitted to complete field hours between semesters, ie. Winter Break, between Spring and Summer semesters, and/or between Summer and Fall semesters.

Field Placement Evaluation and Instruction

In-Person Contact Requirements

Per CSWE, students in field are required to engage in in-person contact with clients and constituencies at their site, for a minimum of 50% of their total required field hours. In-person contact refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies. Clients and constituencies are those served by social workers including individuals, families, groups, organizations and communities.

Learning Contract

The learning contract is a collaborative agreement between the Department of Social Work, Field Instructor, and student, containing the competencies and practice behaviors required of students at the BSW and MSW levels by the Council on Social Work Education. The learning contract provides a broad framework for developing an individualized learning plan that is specific to the needs of each student and the agency. The learning contract reflects the student's performance as it relates to CSWE competencies and practice behaviors, providing the opportunity to define in operational terms specific tasks to be completed by the student demonstrating the competencies and practice behaviors. With that, the learning contract provides a clear and fair baseline and is used as a tool to evaluate each student's performance as it relates to each task identified in the plan.

In addition to serving as a measuring tool to assess student performance, the learning contract provides an opportunity for student input as to the desired learning experiences and for the agency to agree on and identify how to provide for those experiences. The learning contract is also helpful in resolving any discrepancies that may arise between the student and the agency, as the expectations are clearly stated. In addition, the learning contract a valuable tool for use in supervision as it is utilized on an ongoing basis to assess the student's progress in completing each specified task. Thus it is helpful in identifying a student's strengths as well as specific areas of need. The learning subject to revision per approval of the field instructor and faculty liaison throughout the semester to allow for flexibility in addressing the needs of each student and agency.

In creating the learning contract, students are required to use the form located on the Department of Social Work website. Because the learning contract defines the expectations through which the student will be evaluated, careful thought and consideration is required, as well as time and effort, on behalf of the student and Field Instructor. Input from the Field Instructor is essential and the Seminar will provide feedback as well. The expected completion date for the learning contract is specified by the seminar instructor in the seminar course syllabus. Once approved the Learning Contract should be signed by all parties and placed in the student's tk20 binder.

Assessment & Evaluations

Each student's progress is formally evaluated twice through the course of the semester, once midway through the semester and at the end of the semester. The Midterm and Final Evaluations are to be completed by the Field Instructor. The evaluations are administered and must be submitted electronically. The evaluation will be accessible to the Field Instructor through a link that is emailed at the beginning of the semester. Specific due dates for the evaluations will be specified by the Faculty Liaison and noted in the seminar course syllabi.

The learning contract outlines specific desired outcomes related to each of the Core Competencies and is thus the primary tool utilized to assess student performance. Each competency is measured by rating the level of proficiency in performing tasks identified in the learning contract.

Student performance related to each competency is rated on a scale from 1 to 5 with an explanation of each as follows:

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "Somebody highly skilled at something". Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/students shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "Surpasses competent in one or more ways". Superior performance is demonstration of knowledge, values, and skills where all components of the practice behaviors are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "Having enough skill or ability to do something well". Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or the rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills or dispositions related to the performance of the practice behavior.	Inadequate: "Failing to reach an expected or required level or standard". Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.	Lacking: "Missing, not present or available". Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

N/O	Not Observed	In intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: “To see or notice something, especially while watching carefully”. There was not observation of the performance or practice behavior.
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The student is expected to demonstrate a minimum rating of 2, midway through the semester and ratings of 3 and above are expected at the end of the semester. Given students in Advanced Clinical Field are in placement two consecutive semesters, a rating of 2 would be an acceptable rating at the end of the first semester, while the final evaluation of the second semester should reflect ratings of 3 and above. Students rated as a 1 or below at midterm (end of the first semester for Advanced Clinical Students) will be required to complete a performance improvement plan with input from the Field and Faculty liaisons specifically addressing the area(s) of need.

Practice behaviors rated 2 or below on the final evaluation may result in a grade of “Unsatisfactory” in field. The student’s final grade is determined by the Faculty liaison and is based on the Field Instructor’s recommendation, the student’s performance in field seminar, and feedback provided by the agency. A final grade will not be assigned until all required field hours have been completed and midterm and final evaluations have been submitted.

Continued poor performance or a single incident that is considered unprofessional or unethical may result in termination from the agency (refer to the termination procedures). Field Instructors are requested to adhere to the Problem Solving Policy however the agency reserves the right to terminate the student if deemed necessary.

Termination from field may result from failure to meet the professional expectations outlined in the Termination of Students from Field. The feasibility for subsequent placement following termination will be determined by the Department Chair based on feedback provided by the Field Coordinator and Faculty liaison.

Upon earning an “Unsatisfactory” grade in Field the student may opt to repeat the Field Education Course if recommended by the Faculty Liaison and Field Coordinator and approved by the Department Chair. Students permitted to repeat Field must do so during the semesters for which the field course and seminar is offered. MSW students receiving an “Unsatisfactory” will not be permitted to progress in their course work until they are re-enrolled in field and/or have satisfactorily completed field. In such cases students must meet with the Academic Advisor to draft an amended degree plan to determine appropriate course sequencing. The degree plan is subject to approval of the Department Chair.

Monitoring of Students

Student progress in field is closely monitored in a number of ways:

- Students meet face-to-face for supervision with their field instructor a minimum of one hour per week. During these meetings, the student's progress towards mastering the competencies is reviewed. Supervision is also an opportunity for the field instructor to address any concerns that have presented in the preceding week.
- Students attend seminar weekly. Seminar is an arena in which students can safely discuss field experiences and receive feedback from their peers and faculty liaison. It's an opportunity for the faculty liaison to gauge student progress.
- Assignments completed as a requirement of seminar are reflective of student progress in field and a helpful means of monitoring.
- Faculty liaisons conduct a site visit at least once a semester with the field instructor and student present. This monitoring method is discussed more in-depth in the section below.

Supervision

Supervision is an integral part of the field experience. Per CSWE, students in field must participate in at least one hour of face-to-face structured supervision weekly with a social worker possessing the required post-social work degree practice experience. All efforts are made to provide for supervision to be available at the placement agency. At times, an agency may provide a student with a suitable learning environment, but not have a degreed social worker with the two years minimum practice experience on site. In this circumstance, a student may be supervised by an off-site supervisor also possessing the required post-social work degree experience. Off-site supervision must be coordinated through the field office.

Participation in supervision is documented through the field instructor's signature on the field hours log. Hours completed in an agency without the required supervision may result in the student completing additional appropriately supervised hours in order to satisfy this requirement.

Field Instructors must sign/initial the hours log weekly to document supervision and completion of hours.

Integrative Seminar

During each semester that a social work student is in a field placement, the student is concurrently enrolled in an integrative seminar taught by regular or adjunct faculty. The purpose of the seminar is to integrate curriculum course content with the field education experience through classroom discussion of field based experiences. The seminar focuses on facilitating student cognitive and affective processes, prompting students to think critically regarding the application of social work knowledge in the practice setting. The intent of the integrative seminar is to stimulate discussion of issues related to the social work competencies

within the context of the student's field education experience. Written assignments and oral presentations are also tools utilized in the integrative seminar and serve to connect classroom learning with field-based experience.

Participation in integrative seminar is a requirement of field at both the BSW and MSW levels. At the BSW level, SOW 4522 Senior Seminar is a graded course (A-F). Each integrative seminar (SOW 5532, SOW 6435, SOW 6536) at the MSW level is a pass/fail course, with the option to earn a final grade of satisfactory (S) or unsatisfactory (U). Seminar attendance is mandatory. Students are NOT excused from attending seminar due to responsibilities or obligations associated with the internship.

Students will be provided information necessary for registering for field following submission of the confirmation form. Students are assigned to the field seminar course based on geographic location of the placement agency.

Site Visits

At a minimum, the student's assigned faculty liaison conducts one site visit per semester. The agency visits serve to maximize the opportunity for student learning by assisting the agency in establishing and maintaining an effective learning environment, assisting and supporting the field instructor, monitoring the learning experience and intervening when learning difficulties occur. During field visits the faculty liaison meets with the student, field instructor, and other relevant agency staff to discuss the student's progress. The site visit is also focused on the student's performance and continuing needs and future assignments. While one site visit is required, the faculty liaison are available to meet onsite at the agency by request of the student and/or field instructor and in some situations more site visits may be warranted if issues of concern have been identified on the part of the student or agency.

Log of Field Hours

Students are required to maintain documentation of hours spent in the field agency as well as weekly supervision requirements. Students are required to use the Hours Log located on the UWF Social Work website. The Field Instructor and/or Task Supervisor must sign the time sheet **weekly** as well as on the date(s) of supervision. The Faculty liaison will review the student's time sheet periodically to determine if the student is progressing as expected in accruing the required number of hours and also will determine due dates for submission of Hours Log in tk20. Time spent in weekly supervision should be included in the student's hours log. However, travel to and from the agency and/or offsite supervision is not to be included in the student's hours log.

Enrollment in Advanced Clinical Seminar (Capstone)

Students are enrolled in SOW6548 Advanced Seminar in Clinical Social Work during their final semester of study in the MSW program. This is a 3-credit hour course that is taken concurrently with the student's second and final semester of advanced field instruction. The Advanced

Seminar in Clinical Social Work is integral to linking classroom learning to field experience as it allows for student analysis of practice with individuals, families, groups, organizations, and communities through a written and oral presentation of a case from the student's field experience. This comprehensive capstone presentation is the culmination of the integration of all coursework completed at the MSW level in conjunction with the advanced clinical field experience. The capstone encompasses engagement, assessment, intervention, and evaluation of the client or client system. Students are also required to complete three separate reflection papers focusing each on ethics, issues of human diversity and social justice, and social policy. Each paper is written in relation to a specific case the student has encountered through the course of the field experience. With that, the Advanced Seminar in Clinical Practice is comprehensive in that it incorporates classroom learning and field experience, and it provides an opportunity for the student to demonstrate an understanding of the nine competencies and ability to relate those competencies to the practice setting.

Roles and Expectations in Field Education

Expectations of the Field Coordinator

The Field Coordinator has primary responsibility for the field education program at the University of West Florida. Students work with Field Education staff concerning placement-related matters. The Field Coordinator develops and monitors field placement sites, provides training to agencies and field instructors, and is available to meet upon request with students and agency field instructors regarding and issues that may arise in field.

More specifically, the field coordinator is responsible for the following:

- Engaging and actively cultivating relationships with area agencies in order to facilitate appropriate field placement opportunities for UWF social work students.
- Facilitating the process of creating and renewing affiliation agreements with field placement agencies.
- Working with field faculty liaisons to prepare field seminar course content.
- Creating and updating field forms and field policies and procedures.
- Facilitating the field application process for students at all levels of field.
- Conducting field planning meetings and orientations for students entering field.
- Meeting with each student to collaboratively plan the student's field experience for the following semester.
- Contacting prospective placement agencies on behalf of students to discuss potential internships.
- Assigning students to field placements.
- Providing information and support to students as they interview at area agencies and begin their field placements.
- Troubleshoot and provide consultation with student, faculty liaison, field instructor (and/or other agency staff) on issues as they arise.
- Provide orientation and training for field instructors and other relevant agency staff.

- Communicating with the Department Chair on an ongoing basis regarding field-related matters.

Role of the Field Faculty Liaison

The faculty liaison serves as the faculty liaison who works in conjunction with the field education office to monitor activities between the student and the field agency and maintains contact with the field placement agency. The field liaison is the first point of contact for students assigned to their seminar course and their field instructors. Communication between the faculty-field liaison, agency field instructor, and the student is ongoing. The faculty field liaison serves as a resource to the agency and facilitates the student's educational experience. As a faculty field-liaison, the faculty liaison is responsible for monitoring students throughout their field placement. At a minimum, the faculty liaison conducts one site visit per semester. The agency visits serve to maximize the opportunity for student learning by assisting the agency in establishing and maintaining an effective learning environment, assisting and supporting the field instructor, monitoring the learning experience and intervening when learning difficulties occur.

Additional functions of the faculty liaison are as follows:

- Guide the field experience to ensure students are engaged in agency activities consistent with the program competencies.
- Participates in development of the learning contract with the student and field instructor to ensure the contract facilitates student growth for each competency and provides final approval.
- Maintains regular contact with and provides consultation to field instructors and students as needed either in person, by phone, or by email.
- Supervises ongoing assessment of student performance throughout the semester, leading up to and the midterm and final evaluation points.
- Assists the field instructor in exploring alternative field assignments if the minimum range of practice assignments does not provide the breadth and depth of learning opportunities to meet student needs and curriculum objectives.
- Serves as the primary means of communication between the field placement and the Field Coordinator and relays to the Field Coordinator any concerns related to the placement.
- Serves as a resource, role-model, and professional mentor for the student.
- Verifies students' hours in the field and may request that the agency formally document those hours.

Role of the Field Instructor

The role of the field instructor is one of a role model for the student. The field instructor conveys specific and general knowledge and skills to the student. In addition, the field instructor provides the stimulus for reflective thinking about social work theory and practice. An effective field

instructor imparts knowledge but also encourages the student to engage in critical thinking and independent use and testing of various content areas of the curriculum. Field Instructors are responsible for the following:

- Orients the student to the agency, staff and administration and acquainting student with agency policy and procedures;
- Complies with the conditions of the affiliation agreement between the University of West Florida and the agency;
- Ensures student has access to and participates in training or in-service requirements of the agency;
- Works collaboratively with the student and faculty liaison to develop the learning contract;
- Meets with the student for a minimum of one-hour per week to provide the required supervision;
- Ensures student's responsibilities include opportunities to participate in tasks specified in the learning contract;
- Assesses and addresses the student's learning needs and performance on an ongoing basis;
- Maintains communication with the faculty liaison;
- Ensures student has adequate work space and equipment, ie. desk, phone, computer, and/or any other resources necessary to fulfill responsibilities;
- With appropriate supervision, facilitates contact with clients and constituencies;
- Reviews all written documentation prepared by the student;
- Verifies student's hours in the field and participation in supervision through signing the student's hours log;
- Completes the midterm and final evaluations within specified time-frame and reviews with student;
- Participates in field orientation meetings and continuing education events provided by the program;
- Adheres to the NASW Code of Ethics;

Role of the Task Supervisor

Students may be assigned to work with Task Supervisor if the Field Instructor is not present to supervise the student's day-to-day activities. Such would be the case with students participating in offsite supervision. While the field instructor is responsible for ensuring the weekly supervision requirements, the task instructor may be involved with the student's activities on a daily basis. The task instructor's role is similar to that of the field instructor in relation to student learning, providing feedback, support, and guidance.

Functions of the agency task supervisor may include any of the following:

- Participates in orienting the student to the agency, staff and administration and acquainting student with agency policy and procedures;

- Complies with the conditions of the affiliation agreement between the University of West Florida and the agency;
- Facilitates student access to and participates in training or in-service requirements of the agency;
- Works collaboratively with the student and faculty liaison and field instructor to develop the learning contract;
- Ensures student's responsibilities include opportunities to participate in tasks specified in the learning contract;
- Assesses and addresses the student's learning needs and performance on an ongoing basis;
- Verifies student's hours in the field through signing the student's hours log.
- Maintains communication with the field instructor and faculty liaison;
- If appropriate, ensures student has adequate work space and equipment, ie. desk, phone, computer, and/or any other resources necessary to fulfill responsibilities;
- With appropriate supervision, facilitates contact with clients and constituencies;
- Reviews all written documentation prepared by the student;
- Completes the midterm and final evaluations within specified time-frame and reviews with student;
- Participates in field orientation meetings and continuing education events provided by the program;
- Adheres to the NASW Code of Ethics;

Offsite Supervision

In some instances, a student may intern in an agency in which there experienced and qualified professionals providing services in an agency. However, these professionals may not possess a BSW and/or MSW degree. In such cases, students meet with a professional possessing a BSW (undergraduate students only) or MSW from a CSWE accredited program with two years of post-graduate social work practice experience, in an off-site setting to complete the one hour per week of required supervision. This person serves as the student's field instructor. Onsite at the agency, a task supervisor must be assigned to supervise the student's day-to-day activities. Likewise, task supervisors are asked to complete a Task Supervisor Application located on the Department of Social Work website. The purpose of the application is to confirm the task supervisor's educational background and work experience. Off-site supervision is a collaborative effort and all parties should work together in developing the learning contract and assessing student progress. The off-site field instructor meets onsite at the agency with the student and task supervisor at least once per semester and at a minimum participates in the site visit with the faculty liaison. The primary responsibility for the student's learning remains with the field instructor.

Selection of Field Agencies

The field program works with a variety of agencies within Escambia, Santa Rosa, Okaloosa, and Walton counties. We have also developed relationships with agencies in the Baldwin, Mobile, and Escambia counties of Alabama. The demographics of our region include a large military presence and a diverse client population consisting of people of color, Latino's, women, and gay and lesbian persons. Our region is significantly impacted by poverty and consists of opportunities to work in both rural and urban settings. Many of our agencies serve active duty military personnel and veterans, children and families, the aging population, and agencies providing mental health and healthcare related services are strongly represented.

The Department of Social Work field program has been successful in maintaining and building a consistent agency base. Selecting agencies capable of providing appropriate field education experiences for students is the primary responsibility of the Field Education Coordinator. Agency selection is dependent upon numerous factors consideration is given to the following criteria.

- The agency's mission and goals are consistent with the values and ethics of the social work profession.
- Agencies must view students as learners and understand that performance of students is not the same as performance of staff members and retain ultimate responsibility for its clients/constituents.
- Agencies must be willing to facilitate the experiences and assignments required of field instruction and integrative seminar.
- Consideration is given to the credentials and experience of agency staff.
- Agencies must be willing to allow for the student to receive one hour of structured face-to-face supervision weekly, complete the midterm and final evaluations, and participate in field instructor training.
- Each agency must operate within a policy that prevents discrimination on the basis of race, color, age, sex, religion, ethnic origin, disability, political beliefs, or sexual orientation.
- Agencies are expected to provide a variety of assignments according to the student's educational needs and to provide the necessary resources for professional practice, including adequate space and equipment required to complete tasks.
- Agencies should provide students with the opportunity to attend staff meetings, in-service training and other meetings or activities designed for the general staff.
- Agency policies and procedures related to student safety must be in place.

The Field Coordinator is responsible for establishing and developing new placement opportunities. Department policy, as specified in the UWF Field Manual, is that students do not make direct contact with an agency to inquire about placement opportunities unless they have been given permission to do so by the Field Office. Agency information is maintained in an electronic database.

Agencies interested in working with students are initially asked to complete a Field Agency Application, which is located on our Department's website via the following link: <http://uwf.edu/ceps/departments/social-work/careers-and-internships/placement-agencies/>

Selection of Field Instructors

Social workers with a BSW or MSW degree from a CSWE accredited program desiring to provide field instruction must submit a Field Instructor Application. This application is available on The Department of Social Work website (<http://uwf.edu/ceps/departments/social-work/careers-and-internships/placement-agencies/>). In completing the application, potential field instructors must attest to having earned a social work degree from a CSWE accredited program. In compliance with CSWE, field instructors must have a BSW (if supervising undergraduate level students) or an MSW (if supervising graduate level students). Potential field instructors must also attest to having two years of post-baccalaureate or post-master's social work practice experience. In addition, the application requires potential field instructors to verify the number of years in practice and inquires as to the length of experience in their current agency. The application further inquires as to the potential field instructor's ability to provide a minimum of one hour per week of face-to-face supervision with the student.

Problem Solving Policy

The University of West Florida Department of Social Work is committed to facilitating a successful field placement experience. It is therefore essential to identify concerns related to student performance in field and address in a professional manner in an effort to identify corrective actions necessary to resolve the issue or concern in an expeditious manner. For students, participation in problem-solving process is an important aspect of the learning experience thus students are expected to adhere to the protocol as defined. In doing so, every effort is made to ensure the student's right to due process is respected, while offering the appropriate protections to agency and client interests. When a concern is identified the following sequence of activities should occur:

Student Concerns related to the Agency or Agency Field Instructor (or Task Supervisor)

- The student will address the concerns with the field instructor and task supervisor if applicable in an effort to resolve the issue at hand. Given the dynamics of the field instructor-student relationship, approaching a supervisor with an issue or concern may understandably be intimidating for the student. Therefore students are encouraged to consult with their faculty liaison to "rehearse" approaching the supervisor for such a discussion.
- If the student, field instructor, and task supervisor if applicable, are unable to resolve the issues directly, the student is to contact the faculty liaison to discuss the possibility of arranging a meeting to include all relevant parties. The purpose of such is to identify

problems, explore potential solutions, and attempt to develop a plan to facilitate success of the field placement.

- Should the issues remain unresolved following the aforementioned meeting, the student, field instructor, task supervisor if applicable, and faculty liaison will inform the Field Education Coordinator and all parties shall meet to discuss options available to the student. If warranted, this meeting may be to facilitate termination of student placement from the agency. However, termination of a field placement cannot occur unless the problem-solving process has been fully utilized.
- If appropriate, the Field Education Coordinator will identify other placement options for the student. Please note, the Field Office cannot guarantee that a second field placement options will be available.

Agency Field Instructor Concerns related to the Student

- The agency field instructor will meet with the student to address the identified concerns and attempt to resolve the concerns directly. In many situations, open and clear communication between the student and field instructor is sufficient to diffuse a tense and/or problematic situation.
- If the issue at hand is not resolved directly between the student and field instructor, the field instructor will contact the faculty liaison to discuss the situation. Oftentimes, the agency field instructor and faculty liaison are successful in developing a strategy to resolve the concern.
- The faculty liaison is readily available to meet onsite face-to-face with the student, agency field instructor and task supervisor if applicable. At this point, a Performance Improvement Plan will be developed and agreed to by all parties. The purpose of the Performance Improvement Plan is to clearly define the issue(s) at hand, how the issue relates to CSWE Core Competencies, and delineate the action to be taken by each party specifying an anticipated date of completion.
- If the issue remains unresolved, the student, field instructor, and faculty liaison shall inform the Field Education Coordinator and arrange to meet to discuss options available to the student. This may include the student's termination from the agency. However, termination from the agency cannot occur unless the aforementioned steps have been taken.
- If appropriate, the Field Coordinator will identify alternative placement options for the student. Please note, the Field Office cannot guarantee that a second field placement option will be available.

Agency Task Supervisor Concerns related to the Student

- The task supervisor will meet with the student to address the identified concerns and attempt to resolve the concerns directly. In many situations, open and clear communication between the student and supervisor is sufficient to diffuse a tense and/or problematic situation.

- If the issue at hand is not resolved directly between the student and task supervisor, the task supervisor will contact the faculty liaison to discuss the situation. The field instructor, whether agency-based or off-site should be consulted as well. Oftentimes, the task supervisor, field instructor, and faculty liaison are successful in developing a strategy to resolve the concern.
- The faculty liaison is readily available to meet onsite face-to-face with the student, task supervisor, and field instructor. At this point, a Performance Improvement Plan should be developed and agreed to by all parties. The purpose of the Performance Improvement Plan is to clearly define the issue(s) at hand, how the issue relates to CSWE Core Competencies, and delineate the action to be taken by each party specifying an anticipated date of completion.
- If the issue remains unresolved, the student, field instructor, and faculty liaison shall inform the Field Education Coordinator and arrange to meet to discuss options available to the student. This may include the student's termination from the agency. However, termination from the agency cannot occur unless the aforementioned steps have been taken.
- If appropriate, the Field Coordinator will identify alternative placement options for the student. Please note, the Field Office cannot guarantee that a second field placement option will be available.

Faculty Liaison Concerns related to Student

- The Faculty liaison will directly communicate the concerns to the student in an effort to immediately resolve the issue at hand.
- If the issue is not resolved, the Faculty liaison will inform the Field Instructor, task supervisor if applicable, and Field Education Coordinator and a meeting will be arranged to discuss the Faculty liaison's concerns.
- If appropriate, the Field Office will identify other placement options. Please note, the Field Office cannot guarantee that a second field placement option will be available.

Faculty Liaison Concerns related to the Agency

- The Faculty liaison will communicate directly with the field instructor and task supervisor if applicable in an effort to resolve the issue directly.
- If the issue is not resolved, the faculty liaison will inform the field instructor and task supervisor if applicable, along with the Field Education Coordinator and a meeting will be arranged to discuss the Faculty liaison's concerns.
- If appropriate, the Field Office will identify other placement options. Please note, the Field Office cannot guarantee that a second field placement option will be available.

Immediate Suspension or Termination of the Placement by the Agency

An agency reserves the right to immediately suspend or terminate a student's placement due to unprofessional behavior on the part of the student, safety concerns related to clients, or unethical behavior by the student. In such cases, it is requested that the Agency Field Instructor complete the following steps:

- Contact the Faculty liaison immediately to discuss the circumstances resulting in suspension or termination.
- The Faculty liaison will notify the Field Education Coordinator of the suspension or termination.
- The student will be informed verbally, and with written follow-up, the reason for the suspension or termination.
- The Field Instructor and task supervisor if applicable will work with the Faculty liaison in completing any activities or meetings to facilitate terminating the placement.
- The field instructor and task supervisor if applicable will provide feedback to the Faculty liaison and Field Education Coordinator with the goal of identifying issues bearing the potential to lead to termination and ways in which the agency and University can continue to work together to facilitate student success and promote social work education.
- If appropriate, the Field Office will identify other placement options. Please note, the Field Office cannot guarantee that a second field placement option will be available.
- Termination from a field placement may result in failing grade for field and/or seminar. In such cases the student will not be permitted to continue in the BSW or MSW program.

IMPORTANT NOTE: For students receiving off-site supervision from a qualified field instructor not on staff with the agency, both the field instructor (off-site supervisor) and task supervisor should participate and adhere to these processes.

Termination of Students from Field

The University Of West Florida Department Of Social Work is committed to facilitating a successful field placement experience. It is essential to identify concerns related to student performance in a timely manner and identify corrective actions necessary to resolve the issue or concern. For students, participation in problem-solving process is an important aspect of the learning experience thus students are expected to adhere to the protocol as defined. In doing so, every effort is made to ensure the student's right to due process is respected, while offering the appropriate protections to agency and client interests.

Students are expected reflect values consistent with the NASW Code of Ethics, and in doing so are expected to demonstrate professionalism in attitude, behavior, and demeanor in the field

agency and community. Concerns related to student performance, ethics, and professionalism should be addressed by the field instructor during supervision.

Inevitably some students will experience significant challenges in the development of professional behavior and identity. On occasion circumstances may arise in which students fail to adhere to professional expectations. An agency reserves the right to immediately suspend or terminate a student's placement due to unprofessional behavior on the part of the student, safety concerns related to clients, and or unethical behavior by the student.

Failure to adhere to these professional expectations can result in in termination from the field agency and/or dismissal from the BSW/MSW program. These professional standards mandate students to:

- Demonstrate respect, empathy, and tolerance towards peers, colleagues, and clients;
- Utilize an assertive and direct style of communication, both verbally and nonverbally;
- Demonstrate an understanding of the student's role within the formalized structure of the agency or organization;
- Use established lines of authority appropriately within the Department of Social work and agency or organization;
- Seek guidance from the student's identified field instructor and task supervisor if applicable, and prepare for supervision;
- Comply with Field Instructor's directives and utilize supervisor feedback;
- Dress and act in accordance with agency protocol;
- Respect the principle of confidentiality at levels within and outside of the agency or organization;
- Give precedence to professional responsibilities over personal concerns;
- Model a strengths-based perspective in professional interactions;
- Respect and use established protocol as outline in the field manual;
- Practice in conformance with the NASW Code of Ethics; and
- Be truthful with information to clients, field instructor, task supervisor, if applicable, faculty liaison and field education coordinator.

Termination for a field placement may result in a failing grade for field and in such cases the student will not be permitted to continue the BSW or MSW program without undergoing further academic review.

Internship Availability

Placement agencies affiliated with the Department of Social Work require that a majority of hours be completed Monday through Friday from 8AM to 5PM. Students who work or have other commitments should take this into account in planning to apply to Field. Most field instructors work normal business hours and the majority of the services provided to clients

are provided during the day on weekdays. There are very few exceptions to this as night and weekend placements are extremely limited, and the Field Office makes NO guarantee that such will be available. MSW students should anticipate being available for 20 to 25 hours per week during regular business hours. BSW students should plan to be present in their field agency no less than 25 hours per week during the Fall and Spring semesters, and no less than 32 hours during the summer semester. Students are encouraged to carefully consider their availability to intern in a given semester. In some instances, students may need to defer Field to another semester.

Starting and Finishing Hours Early/Late

Students are not permitted to begin accruing field hours prior to the first day of the semester for which the student is enrolled. Students are not permitted to “stockpile” hours and must remain in the placement agency at least until two weeks prior to the end of that semester. This ensures continuity for the agency and allows the student to participate in the field seminar course on the same schedule as other students in the group. A student is required to complete the requisite hours at the field placement by the due date specified in the field seminar course schedule.

Attendance

Students are expected to be punctual and present on all dates scheduled to intern in the field agency and are to adhere to agency hours. If the agency is open on a date that the University is not, for example spring break or holidays, the student is expected to report to the agency. The exception to this rule pertains to semester breaks. Students are not permitted to intern at their field agency between semesters, and hours may only be accrued within the start and end dates of the semester, per University policy. Students must immediately notify their Field Instructor of anticipated absences related to illness or emergency, and students must provide documentation from a medical provider or other appropriate source to their Seminar and Field Instructor. Extended absences beyond three days are subject to approval by the Faculty liaison and the Field Coordinator. Unnecessary absences, such as vacation, are NOT permitted nor will be excused and should be scheduled before or after the semester.

Attendance for the field seminar course is mandatory. Absences from the field seminar related to completing hours the placement agency are not permitted. If a student fails to attend seminar any hours accrued during the scheduled seminar timeframe will be null. As students coordinate schedules with their field agency, it is important to inform the field instructor of mandatory seminar attendance and to adjust intern hours as need to accommodate field seminar. Faculty liaisons may have additional attendance requirements for their course and will be addressed specifically in the course syllabus.

Leave Time

Unnecessary leave or vacation time is not permitted during the field educational experience and should be scheduled for breaks between semesters. Absences must be preapproved

by the field instructor, and hours missed for any reason must be made up before the end of the semester. In the case of illness, students should notify their field instructor immediately of any anticipated absences. Extended absences (more than three days) related to illness must be reported to the faculty liaison. Students incurring excessive absences from field experience may receive a grade of "Unsatisfactory". All field hours must be completed by the final day of the semester, as specified in the seminar course syllabi. Students may not begin accruing hours prior to the start date of the semester and must remain in the field agency at least two weeks prior to the end of the semester. Hours earned beyond in addition to those required does not exempt a student from remaining in field prior to that date.

The following policies apply to leave time:

- Students are expected to adhere to the agency's hours and holiday schedule while in the field placement. If the University is closed for any reason, the student is expected to be present at the field agency if scheduled. If an agency is closed for a holiday, the student does not report to the agency but must make-up for the hours missed as a result of the holiday closure.
- Students are permitted three days of leave per semester for illness and/or family emergencies (injury, death, illness). However, these hours must be re-scheduled per field instructor's approval and completed prior to the end of the semester. Absences extending beyond three days will require written documentation from a medical provider (or other appropriate documentation) and must be provided to both the seminar and field instructors immediately upon return to the agency to qualify for this exception. Determination as to whether the documentation is valid and approval of the exception should be considered is made by the faculty liaison. If the faculty liaison determines that the exception should be considered, the student must submit a written request for the exception to the Field Education Coordinator for approval. Hours that have not been approved per these procedures may result in a grade of "Unsatisfactory".
- Agency closures due to inclement weather are excused, and if you live in an evacuation zone and an evacuation has been ordered, the absences are excused. However, students are required to notify their Field and Faculty liaisons of the absences and any hours missed must be rescheduled per field instructor's approval.
- If a student is summoned for jury duty, the absence(s) will be excused so long as the appropriate documentation is provided to the Field and Faculty liaisons. Again, any hours missed must be made-up by the end of the semester and scheduled with approval of the Field Instructor.

Withdrawal from Field

Students desiring to withdraw from field must do so prior to University's withdrawal deadline to avoid receiving a "U" (unsatisfactory grade) in the course. Students withdrawing from field will be required to re-apply for field the semester preceding the student's anticipated return. Students must complete the field placement process, as specified, in-full. In the event of withdrawal, students are not permitted to carry-over hours earned in a previous semester and

must repeat all field hours required for the level enrolled. Students are not permitted to participate in field unless concurrently enrolled in and attending the integrative seminar.

Incomplete Policy

In rare instances students may request to receive an “Incomplete” grade for Field. Prior to requesting an “Incomplete” students are advised to review University guidelines via the following link: <http://catalog.uwf.edu/undergraduate/academicpolicies/grades/#gradesofincomplete>

At the Department level students must complete the Application for Incomplete Grade in tk20. Students must meet the following requirements in addition to and/or conjunction with the University’s “Incomplete” grade policy.

- Students must have accrued at least 70 percent of the field hours required of the semester for which they are requesting the “Incomplete”. Students also must have submitted all assignments and received satisfactory ratings on their Midterm Evaluation.
- Students must submit an Application for Incomplete Grade in tk20 no later than two weeks prior to the end of the semester. In the application, students must specify the circumstances warranting the request as well as a plan through which they intend to complete the remaining field requirements, including specific dates and times.
- If the Application for Incomplete Grade is approved, the student must submit a copy of their schedule containing the dates and hours the student will report to the field agency to complete the remaining field hours. This schedule must be approved by the Field Instructor and submitted to the Faculty liaison by the 7th day of the semester in which they are completing those requirements.
- Students are not to re-register for the course in which they are receiving an “Incomplete”. However, students are required to enroll in a one-hour directed study for the following semester.
- It is the student’s responsibility to maintain contact and provide all documentation required of the Faculty liaison, as specified in the contract.
- The remaining field requirements must be completed prior to the end of the following semester. However, students may not accrue hours between semesters. If the student does not satisfy the remaining course requirements the “Incomplete” grade will be changed to “Unsatisfactory”.

Same Agency/Employment Based Internships

Traditionally, social work field placements are educationally focused, unpaid training experiences in social work settings. There are some situations, however, in which paid employment can meet the standards for field placement. The guiding principles in determining if a student’s employment meets the criteria for field placement is that the experience must constitute new learning. Students who believe their employment potentially meets field education requirements should indicate their preference when completing the field application. Such is discussed at the time of the preplacement interview. If the Field Coordinator is agreeable to further consideration based on initial discussion, the student subsequently and Employment-

Based Field Application. This application is in addition to the field application and must be completed electronically and submitted in tk20. The student must complete the application with input from the field setting and proposed field instructor. The field education office then evaluates the agency's appropriateness for field placement. In order to be approved the following criteria must be met:

- Required field hours must take place under the supervision of a qualified BSW (BSW students only) or MSW from a CSWE accredited program with two years of post-social work degree practice experience who is not the student's current supervisor.
- Agency activities must be congruent with the competencies and provide opportunities for students to engage in generalist or specialized practice reflective of the competencies.
- The activities must constitute new learning for the student and responsibilities must differ from that of the student as an employee.
- The agency must be willing to exercise discretion as far as workload assignments to ensure the student's educational goals are primary.
- Students must have a change of assignment for the hours of the field placement and a new learning experience different from their work responsibilities.
- There must be a signed Affiliation Agreement between the agency and UWF Department of Social Work.
- The employment date or date of reassignment within the agency must be no more than 30 days from the first day of the semester in which the student is registered to start the placement, in order to ensure that the field education experience occurs in sequence with the student's degree plan.

In completing the Employment-Based Application students must describe the roles and responsibilities of their current job and how the roles and responsibilities of the field placement will differ. Students must also submit a copy of their current job description and a description for the proposed internship position. In addition, students are required to provide a proposed schedule delineating the student's employment hours from hours spent in field placement so as to ensure hours do not overlap. The Employment-Based Application is carefully reviewed, and the Field Education Coordinator is responsible for making the final determination as to the appropriateness of the proposed employment-based internship. The student is notified of the decision and if the application is approved, the student is responsible for obtaining signatures from the field instructor and agency administrative personnel. Students are informed of the potential conflicts that may arise through the course of an employment-based internship and the application is clear in stating that as such reserves the right to approve an Employment-Based Application.

Student Safety in Field

There are risks inherent to social work practice. Therefore, The Social Work Department is committed to supporting student safety. Supporting student safety is viewed as a collaborative effort between agencies, field instructors, and students. Agencies are expected to have

established safety protocols related to situations that may pose as a risk to the students. The field instructor is responsible for orienting the student to the agency's policies and procedures regarding risk management and to assign students with tasks consistent with their level of competence. Students are expected to adhere to agency policies and procedures addressing safety and are encouraged to address any concerns regarding their safety with their field instructor.

In an effort to reiterate the risks involved in practice, students must sign an acknowledgement of risk when completing the field application. The acknowledgement of risk addresses several factors related to student safety. They are as follows:

- Students are covered by a professional liability policy that is maintained by the Department of Social Work. Proof of such is available if requested by the field agency. Students are reminded of the importance of practicing within their scope of competence.
- Students may use their personal vehicle while in field however students are not permitted to transport clients under any circumstances. Students are encouraged to contact their automobile insurance agency to confirm coverage and to inquire as to any issues that may affect coverage through use of personal automobile in field.
- Students are informed of risks that may present when interacting with clients in office settings and in institutional settings, such as inpatient treatment programs or correctional facilities. Students should be knowledgeable of the agencies procedures and protocols related to safety and must participate in any training requirements required of their agency.
- Students may be expected to participate in home visits as a requirement of their field placement. Students are informed of risks related to home visits and again encouraged to be aware of and adhere to their agency's policies and protocols. The same is noted for students placed in agencies where client contacts may occur beyond normal business hours.
- Agencies may require students to undergo TB testing and, in some settings, students must provide proof of recent flu vaccination. Proof of other immunizations are sometimes required. It is the student's responsibility to verify completion of immunizations required of their agency as such is part of the student's personal health record.

Agencies vary in terms of criminal history disclosure. While students do not participate in a criminal background check upon admission to the BSW or MSW programs, students are informed that any pending criminal charges and/or history of criminal convictions may render a student ineligible for placement in a field setting. Students must affirm that they must disclose any history of criminal or child abuse allegations and that failure to be forthcoming in doing so could result in dismissal from the field setting and disciplinary action by the Department of Social Work.

Policy of Non-Discrimination

The University of West Florida, the College of Professional Studies and the Department of Social Work are committed to a policy and operation of non-discrimination. The University has a written nondiscrimination policy, plan and procedures, indicating that, in compliance with

federal, state and local laws, it does not discriminate on the basis of race, color, age, disability, national origin, religion, sex, veteran status, sexual orientation or any other basis prohibited by law. The University's nondiscrimination policies and affirmative action policies are stated in the policy and procedures manual which is available on the website, in the University catalog, and in the union agreement, the University states that it does not knowingly support or patronize any organization that engages in discrimination.

Sexual Harassment

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in educational programs and activities. Title IX applies to public and private educational institutions that receive federal funds, including the University of West Florida. Sexual harassment is generally referred to as discrimination on the basis of sex. Unwelcome conduct of a sexual nature is considered sexual harassment, and such includes a broad range of behaviors. The Department of Social Work requires that participating agencies have an established policy prohibiting sexual harassment of students while placed at the agency. Students must be provided with a copy of this policy at the time they begin their placement with the agency.

Title IX requires the University to respond to certain harassment on the basis of sex. Students should immediately report allegations of harassment to the faculty liaison. Students are invited to contact the Office of Title IX Programs on-campus with any questions, concerns, or requests for assistance.

Students with Disabilities

Students with disabilities that require special accommodations should:

- Register with the UWF Student Disability Resource Center (SDRC). More information can be found at: <http://www.uwf.edu/sdrc/>.
- Provide documentation to the field coordinator from the SDRC.
- Include a letter in the field application packet from the SDRC that indicates any accommodations that may be needed while in the placement agency or in the field seminar course.

All of the above steps must be completed by the due date for the field application in order to ensure the necessary accommodations can be made for the following semester.

Student Grievance Procedure:

Students are encouraged to use the informal resolution process set for in this Manual. However, students may elect and have the right to submit a formal grievance in writing. The Student Grievance Process is set forth by the University and specific steps are detailed on p. 53 of the UWF Student Handbook.

The Student Ombudsman is an employee of the University who is available to guide and assist students with concerns related to their experience as a UWF student. The role of the Student

Ombudsman is impartial in nature and may serve as a resource to the student as he/she navigates the steps to resolve the issue.

The UWF Student Handbook can be accessed via the following link: <http://uwf.edu/media/university-of-west-florida/offices/student-affairs/vp-office/documents/University-of-West-Florida-Student-Handbook-2016.pdf>

Student Expenses Related to Field Placement

Students are encouraged to anticipate expenses associated with establishing their field placement. The expenses may include the cost of background checks, drug screens, and/or immunizations. Students may be required to undergo a physical and provide proof of vaccinations or be subject to additional vaccinations. In most cases, that expense is the responsibility of the student. Students must also incur the cost of any specific dress requirements, for example, uniforms or lab coats. While agencies may reimburse students for any travel related to their internship while on duty, they do not reimburse students for travel to and from the agency. That includes the cost of gas and toll fees. The Department of Social Work does not reimburse or compensate students for any expenses related to field placement. Any expenses incurred in preparation for and/or during the course of the internship are ultimately the responsibility of the student.

Travel Expenses

Agencies may or may not reimburse students for travel performed in their personal vehicle. This is an agency decision and there are no requirements that agencies must reimburse students. The Department of Social Work does not provide any form of reimbursement or supplement for travel expenses. Travel to and from the agency is not to be included in the student's hours log. Students needing further clarification regarding travel should contact the field education office.

Agency Requirements

Students must adhere to all policies and procedures related to on-boarding for their assigned field agency. Agencies specify the requirements for interns placed in their agency, not the field office. And, students are ultimately responsible for ensuring any agency requirements are met. Please ensure that you have made contact with your assigned agency at least six weeks prior to the start of the semester to begin the on-boarding process as processing of backgrounds, drug screens, and any additional paperwork can be lengthy potentially delaying entrance to field. The process and requirements of completing such varies, however the following may be helpful in anticipating the process.

Background Checks

Most agencies affiliated with the UWF Department of Social Work require that potential student interns undergo a background check. Many of these agencies require that this be a Level II background screening. Some agencies cover the cost of the background and will instruct the

student as to how to obtain the screening. In other cases, an agency may have specific requirements as to how to obtain the background check while also requiring the student to incur the cost. If any agency requires a background check but does not have a process in place through which the student can obtain the background check, please contact the Field Coordinator. Students will be given specific instructions as to how to schedule and pay for the background screening. Please note that any prior events potentially affecting the outcome of the background screen should be discussed with the Field Coordinator at the time of the pre-placement interview. A criminal history does not automatically exclude a student from completing field but it may impact placement decisions in terms of student placement. Keep in mind that agency requirements with regard to backgrounds vary and some are more stringent than others. The Field Coordinator will assist the student in navigating this process however it is imperative that students be forthcoming in reporting any history of arrests.

Drug Screens

It is common practice for agencies to require students to submit to drug testing. In some cases, agencies arrange for the screen to be completed and cover the cost. However, there are agencies will require the student to bear the responsibility and incur the cost. If that is the case, students should contact the Field Office for further instruction as to how to meet the agency's drug screening requirement.

Health Requirements

Agencies may require students to submit documentation verifying that they are in good health and deemed fit to perform the responsibilities required of the internship agency. The Health Center on campus is a great resource in the event a health screening is required. They offer services to students and the cost is minimal. Proof of Immunizations may also be a requirement of your agency. Immunization records that were submitted upon your admission to UWF are on-file at the Student Health Center. However, students must directly request access to those records as they are considered private health information. In addition, an agency may require a flu vaccination. Some agencies permit the student to decline the flu vaccine upon signature of a declination form. Students may be required to wear a mask covering their nose and mouth if they choose to decline the vaccine. Please be aware that in some agencies, the internship is contingent upon the student agreeing to receive the vaccination. Students who have concerns regarding this issue are asked to notify the Field Coordinator in advance given the potential to affect placement options.

Malpractice Insurance

All students enrolled in Field are covered by malpractice insurance purchased by the Department of Social Work. Students are not responsible for purchasing this insurance but some agencies may require that students purchase additional coverage. Students are only eligible for coverage under this malpractice insurance within the beginning and end dates of the semester they are registered for field. Therefore, students are not permitted to intern before the start date or after the end date of the semester for which they are enrolled for field.

Substance Abuse Policy

Students who are using any kind of illegal drug, or abusing alcohol, prescription drugs, or other substances that can cause impairment are not permitted to participate in an internship or the field seminar course. A positive drug test whether during the preparation for internship or while in an internship will result in the student being removed from field immediately and will not return until all steps outlined in the Problem Solving Policy have been completed. The student may be asked to show proof of a substance abuse assessment or treatment from a state licensed facility.

Use of Technology in Field Placement

Use of technology or electronic items (cell phones, tablets, laptops, etc.) is not permitted during the hours spent in field unless the use is strictly related to the work being done in the agency. The only exception is when related to child care or family emergencies. Personal communication should not interrupt any professional activities in the field agency.

Transportation of Clients

Students are not permitted to transport clients in any capacity while interning at an agency. This constitutes a significant liability for both the student and the University.

Change in Placement

Once a student is assigned to a particular agency, the student is not able to change placements prior to or during the semester unless there are significant issues at the agency level that cannot be resolved. Student concerns regarding their assigned agency should be promptly reported to the Field Coordinator (prior to the start of the semester) or the Faculty Liaison (after the start of the semester).

Deadlines

Deadlines for field applications and assignments due in field seminar are strict. Students missing the field application deadline may have to wait until the following semester to be considered for field.

Credit for Life/Work Experience

Per CSWE policy, the Department of Social Work does not grant social work course credit for life experience or previous work experience.

Conflict of Interest and Dual Relationships

When a student is faced with a conflict of interest or the possibility of a dual relationship with a client, the student should immediately address this with the agency field instructor and the faculty liaison. Students should withdraw from any case where there is a conflict of interest or another kind of relationship with the client.

Criminal History Disclosure and Background Checks

Most agencies affiliated with the UWF Department of Social Work require that potential student interns undergo a background check. Many of these agencies require Level II background screens and in some cases a Department of Children and Families clearance is required. Please note that as a student you may be responsible for any costs related to completion of the background check. Agencies vary in terms of background requirements and placement determination is made by the agency. Agencies dictate the level and type of background screens required and whether or not students must incur the cost of the background check, if not done so by the agency. Each agency reserves the right to change their background screening requirements as well as the process through which backgrounds are completed at any given time, including matters related to cost of the background screen.

Students should notify the field coordinator in advance if there are any arrests or charges in their history, as this will impact placement in the field. Failure to disclose and/or falsification of documents related to disclosure of criminal history, current or pending arrests regardless of disposition of the case, and/or any other history that may affect the outcome of a Florida Department of Law Enforcement or Department of Children and Families clearance, may result in dismissal from the BSW/MSW program.

Forms and Resources

All field education forms can be accessed from the Department of Social Work website.

For important BSW program specific information including the SOW 4510 BSW Learning Contract, Log of Field Hours, and important orientation information and dates please visit:

<http://uwf.edu/ceps/departments/social-work/careers-and-internships/bsw-field-instruction/>

For MSW specific field instruction information, such as the SOW5532: MSW Foundation Learning Contract, the SOW6535/6536: Advanced Clinical Learning Contract, the Log of Field Hours, and MSW orientation information and announcements, please visit:

<http://uwf.edu/ceps/departments/social-work/careers-and-internships/msw-field-instruction/>

Agency related materials, including information for prospective agencies, the Agency Application, Field Instructor Application, Task Supervisor Application, and Field Instructor trainings and announcements can be found on the following web page:

<http://uwf.edu/ceps/departments/social-work/careers-and-internships/placement-agencies/>