



UNIVERSITY *of*
WEST FLORIDA

Student Handbook and Field Manual
Department of Social Work

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Welcome!

Welcome to the University of West Florida’s Department of Social Work. The Department of Social Work has a baccalaureate program and master’s program accredited by the Council on Social Work Education.

This handbook is intended to advise social work students about current policies, procedures, and program requirements. It is designed to acquaint you with the faculty and staff of the academic program you are entering and to provide helpful information about the general needs of social work students. We hope that you will find the program to be a source of both personal and professional growth.

Social workers engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities under an overarching fabric of professional ethical standards centered on principles of justice and the recognition of civil and human rights. Social work may take the form of, but is not limited to: Case management and resource allocation; direct clinical practice with individuals, families, and groups; policy practice; program evaluation and needs assessments; and, community organizing and advocacy efforts that may include participatory action research.

For students earning their Bachelor of Social Work degree (BSW), students have professional opportunities related to case management in social service agencies and are eligible for the Advanced Standing MSW program. The Advanced Standing MSW program is a shortened degree track allowing for students to complete their MSW more quickly.

Professional social work offers many career opportunities for those with a Master of Social Work degree (MSW). BSWs and MSWs practice in a wide variety of public and private settings such as mental health/counseling, child welfare, youth services, schools, criminal justice programs, hospitals, in the military, with military families, and long term care facilities, to name a few. Social Workers interact with diverse client populations and seek to improve the quality of life for their clients.

Here at the University of West Florida we take great pride in our students and the preparation they receive to do great work in the community. If you want to join the profession that promotes social welfare, helps people of all backgrounds overcome their unique challenges, advocates for social and economic justice, and embodies a professional code of ethics, we welcome you to the path that will lead to a career in [Social Work](#).

University of West Florida Mission Statement

UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

Department of Social Work Mission Statement

The mission of the social work program is to prepare social work practitioners who demonstrate and practice the critical thinking skills, values, ethics, and knowledge delineated by the Council of Social Work Education (CSWE) guidelines and the National Association of Social Workers (NASW) Code of Ethics.

BSW Mission Statement

The Social Work Department draws upon the University of West Florida's vision, mission and values. The mission of the BSW program is to prepare graduates for effective multi-level assessment, engagement, intervention, and evaluation of multiple systems in many fields of practice. Guided by a diverse faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the quality of life for those we serve.

MSW Mission Statement

The Mission of the MSW program is to prepare graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings, with a special focus on military populations. Our goal is to develop advanced practitioners who can demonstrate clinical and critical thinking skills necessary to assist clients in a broad range of dilemmas and settings. Guided by a diverse faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the lives of the individuals and communities we serve.

CSWE Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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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

Goals of the Department of Social Work

1. Maintain excellent BSW and MSW programs that provide an educational program which prepares generalist practitioners at the BSW level and prepares MSW graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings, with a special focus on military populations.
2. 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.
3. 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.
4. Contribute to the development and application of knowledge in social work practice by supporting the teaching, scholarship and community service of the faculty.

BSW Program Goals

The BSW program goals are derived from the Department's mission and goals. The Department of Social Work is dedicated to integrating the following program goals throughout the curriculum:

1. Maintain quality BSW programs that provide an educational experience which prepares generalist practitioners at the BSW-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, groups, organizations, and communities.
2. 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.
3. 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.
4. Contribute to the development and application of knowledge in social work practice by supporting the teaching, quality scholarship and community service of the faculty.

MSW Program Goals

MSW program objectives are derived from the mission and goals of the Department and the MSW program itself and are consistent with the EPAS. Various curriculum content objectives and field education objectives are developed within the context of these overall objectives and are implemented throughout the program. They link the Department's mission, and goals with the graduate program's goals. Specific learning outcomes are linked to these objectives and contain the knowledge and skills a student should demonstrate upon graduation. They include demonstration of the following professional abilities and competencies:

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1. Demonstrate the range of skills required to practice competently in an agency setting serving vulnerable and at-risk populations, utilizing person-in-environment and strengths perspectives.
2. Incorporate into practice the use of cultural, psychological, social, biological, and spiritual frameworks.
3. Practice competently at an advanced level in the area of clinical and behavioral Healthcare, building on a generalist practice perspective, combined with a liberal arts foundation, and demonstrate in all settings an understanding of and respect for diversity and for appropriate use of supervision.
4. Demonstrate an understanding of the historical context of the profession and the guiding ethical principles and values of professional practice.
5. Apply ethical decision-making, evidence based knowledge, and critical thinking skills to an understanding of how health and well-being are influenced by families, groups, organizations, communities, and the world-at-large.
6. Utilize practice skills and advocacy strategies to influence policies and programs of social work agencies to benefit the populations served and to work toward improving the lives of individuals and populations-at-risk through access to services and the promotion of social and economic justice.
7. Make use of research methods and knowledge in developing intervention strategies, evaluating practice, and enhancing agency services.

The program's mission and goals clearly reflect the profession's purpose and values.

Profession's Purpose

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)

National Association of Social Workers Code of Ethics: Preamble

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities.

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships ● integrity
- Competence.

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

Profession's Values

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.” (EP 1.0, 2015 EPAS)

UWF Dept of Social Work Admission Requirements - BSW

Entry into the Department of Social Work is determined by University of West Florida admissions policies, criteria and procedures. Completion of two years of liberal arts core courses of the university, or an acceptable AA degree from an accredited community college with a liberal arts foundation of courses. Please see the [Social Work Academic Undergraduate Catalog](#) for more information. Specific to the Department, applicants must complete 45 hours of general education requirements before entering the BSW program. Common prerequisite courses in the areas of psychology, sociology, human biology, political science, and economics must be completed prior to graduation.

UWF Dept of Social Work Admission requirements - MSW

Applicants from a wide variety of backgrounds, including those with a Bachelor of Social Work

(BSW) degree, are considered for enrollment in one of four MSW program options: (1) Face-to-face/ Traditional option (MSW 00), (2) Face-to-face/ Advanced Standing option (MSW 05), (3) Online/ Traditional option (MSW 06), and (4) Online/ Advanced Standing option (MSW 07).

Each applicant's admission packet is reviewed holistically. Applicants do not need a BSW to be admitted into the MSW program. However, for consideration into the Advanced Standing option, applicants must have graduated with a BSW from a CSWE- accredited undergraduate program in social work within the last 7-years.

Application Process

- Applicants submit all required documentation to the UWF Graduate School; for the online program options (#3 and #4), applicants submit the required application materials to the MSW online program manager, Wiley.
- Graduate Admissions and Wiley send the completed application file to the SOW department admissions committee for review; the department admissions committee is composed of 4 full-time social work faculty and the field director, who is designated as full-time staff.

Admission Decisions

- As part of the admissions decision process, the Field Office ensures that the MSW applicant will have a viable placement option in their area by vetting three potential internship sites submitted by the applicant on the required form, [Master of Social Work Field Practicum](#).
- The admissions committee reviews each applicant's file and makes the admissions decision based on a global understanding of the applicant's GPA, resume, narrative statement, and letters of professional recommendation. Based on the strength of these components, the committee makes a decision to either admit or not admit. If the decision is to admit, there are 4 admission options:
 - Full Admission
 - Express Admission ([Express Admission | University of West Florida \(uwf.edu\)](#)): Express admission is an exclusive admissions procedure to quickly admit UWF undergraduate students to our master's programs. Express admission allows for high-performing UWF undergraduate students to continue their graduate study at UWF by going through an expedited application process eliminating the formal graduate admission application, application processing fee, and some, if not all, departmental admission requirements.
- Eligibility Requirements:
 - Applicants must be nominated by the department chairperson of the proposed master's program.
 - An applicant who has not yet graduated must be a candidate for graduation from UWF with an active [Application for Graduation](#).

- Admission is provisional upon the awarding of the baccalaureate degree prior to commencement of graduate study.
- An applicant is eligible to be express admitted to and begin a graduate program for up to four semesters after graduating from UWF (e.g.: a student who graduates in the spring 2019 semester must be admitted with an entry term no later than the summer 2020 semester).
- Enrolling at another institution of higher learning after graduating from UWF disqualifies an applicant from eligibility for express admission.
- Applicants must meet published UWF graduate admission criteria and have a UWF institutional undergraduate GPA as specified by the proposed program/department.
- The application for express admission must be completed and received by the Graduate School at least one month prior to the start of graduate classes for the requested semester. The application must be submitted via the admitting department or college to the Graduate School.
- Provisional Admission ([Admission Requirements | University of West Florida \(uwf.edu\)](#)): With approval from the department, students who do not have all application materials available at the time of admission may be granted provisional admission by the Graduate School. Provisional admission is appropriate for circumstances such as when the baccalaureate degree has been awarded but the undergraduate institution has not yet posted the degree, when the student submitted unofficial transcripts for the admission review process, when graduate admissions has not received the applicant's official standardized test score, or when information required by the department is incomplete. Students who are granted provisional admission must submit all application materials during the first semester of graduate study or risk removal by the Graduate School of their status to pursue graduate study.
- Conditional Admission ([Admission Requirements | University of West Florida \(uwf.edu\)](#)): Students who do not meet the minimum requirements for regular admission may be admitted by a department on a conditional basis. In order to be considered for conditional admission, students must submit all required admission materials. Also, students who have graduated from a recognized, although non-accredited, institution may be admitted on a conditional basis at the department's discretion. Students admitted on a conditional basis may be permitted to register for up to 12 semester hours of graduate coursework, identified by the department as appropriate to the degree. In addition, the student must:
 - Earn at least a grade of “B” on each of those courses during the semester(s) where the student is admitted on a conditional basis, OR
 - Earn a semester grade point average above a 3.0, earning no less than a C+ on any given course, during the semester(s) where the student is admitted on a conditional basis.

Failure to accomplish the above may result in the removal of his/her status to pursue graduate study. Admission on a conditional basis should not be routine. Departments may establish standards that exceed the University conditional admission requirements. [Admission Requirements | University of West Florida \(uwf.edu\)](#)

Credit for Life/Work Experience

The department cannot grant academic credit for previous work or volunteer experience that was not incorporated into a social work course offered by a CSWE accredited program. No credit will be granted for life experience. Transfer credit in required social work courses will only be accepted from programs accredited by the Council on Social Work Education.

Notifying the Applicant

- Graduate Admissions processes the admission decision and notifies the applicant
 - All admissions decisions are communicated to applicants by UWF's Graduate School via email, and they will also receive a hard copy of the admission letter mailed to their home address. Any provisional or conditional admission requirements are stated in the letter offering admission.
- The department then sends the newly admitted student a welcome email that explains the next steps that they must complete, culminating in their first appointment with their academic advisor

Admission Criteria for Traditional (60-hour) MSW Program

University-level graduate admission requirements

1. An earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.
2. Submission of a graduate degree-seeking application and processing fee
3. Official transcripts from all institutions attended for 15 or more credit hours
4. International students may have additional requirements, as determined by UWF's Graduate School

Departmental MSW admission requirements

1. A personal statement using the required [Social Work Personal Statement](#) instructions
2. A professional resume
3. A signed copy of the [MSW Criminal History Form](#)
4. Three [MSW Recommendation Forms](#), to be completed by individuals familiar with the applicant's ability to succeed in a graduate program
5. The [Master of Social Work Field Practicum](#) electronic form
6. Minimum undergraduate institutional GPA of 3.0 is recommended
7. Test scores (taken within the last 5 years) for either the Graduate Record Examination

(GRE) or the Miller Analogies Test (MAT)*

*The test score requirement is waived for applicants who earned an institutional GPA of 3.0 or higher on their undergraduate degree or a previous graduate degree. For applicants who earned an institutional GPA of less than 3.0, the required GRE or MAT test scores will be considered as part of a holistic application review, and they may be considered for conditional admission.

All of the aforementioned application materials must be submitted online through the UWF Graduate School. These specific requirements and instructions can be accessed via the following link: <http://uwf.edu/graduate/apply/how-to-apply/>

Admission Criteria for Advanced Standing (30-hour) MSW Program

Applicants earning a baccalaureate degree in social work from a CSWE-accredited program within the last 7 years may apply for admission to the Advanced Standing MSW program at UWF. Admission is competitive and based on the following requirements:

- Commitment to the Mission of UWF and the Department of Social Work as reflected in the required Personal Statement (specific instructions provided in application packet)
- Overall Minimum Grade Point Average (GPA) of 3.0
- Professional Letters of Recommendation
- Completed Graduate School Application
- Official transcripts from all colleges attended (CSWE accredited program)
- Submission of GRE or MAT test scores

All of the aforementioned application materials must be submitted online through the UWF Graduate School. These specific requirements and instructions can be accessed via the following link: <http://uwf.edu/graduate/apply/how-to-apply/>

Applications for Advanced Standing follow the same process for review as other applications but in addition includes an evaluation of the BSW Field Placement. Applicants requesting admission to Advanced Standing must submit transcripts reflecting grades earned from a CSWE-accredited program.

All admissions decisions are communicated to applicants by UWF's Graduate School via email, and they will also receive a hard copy of the admission letter mailed to their home address. Any provisional or conditional admission requirements are stated in the letter offering admission.

Transfer Credits

Students in the BSW program should review the transfer credit policy in the [UWF Undergraduate Catalog](#). The receipt and coordination of the evaluation of undergraduate transfer credits is the responsibility of the Office of Undergraduate Admissions. The Office of Undergraduate Admissions evaluates transfer credit for General Education, Gordon Rule, foreign language, civic literacy, and multicultural course requirements necessary for graduation with a

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baccalaureate degree. However, the department chairperson for the program to which an applicant applies has authority in determining which courses are applicable toward the requirements for that degree at UWF. In many instances, exact course equivalents are determined after consultation with the departments.

MSW students and applicants should review the transfer credit policy in the [UWF Graduate Catalog](#). Applicants may request transfer credits for course work completed in another CSWE accredited MSW program. Applicants must request transfer credits, in writing, at the time of application. The transfer of credits into the MSW is in part, subject to University policy. Transfer credit may be given for course work if the course content is equivalent to a course offered in the MSW program. Only courses in which an applicant has earned a B or better will be considered for transfer credit. Applicants requesting transfer credit must present transcripts, syllabi, and copies of the course description from the external institution's catalog when applying. Transfer credit will be considered on a case-by-case basis and will accept no more than three (3) semester hours of transfer credits for the Advanced Standing program and nine (9) semester hours of transfer credits for the Traditional MSW program.

[Academic Advising](#)

Program advising strives to build a partnership between student and advisors or the academic, professional and personal growth of each student. Advising provides an opportunity to address needs of students as they move through the program and also provides a forum for career advice and counseling. It is important for students to establish early contact with an advisor.

The Academic Advisor will assist with the following:

- Successful completion of the program by monitoring University, Departmental, and Professional Requirements.
- Collaborate with students in planning a course of study.
- Provide students with campus and community information and resources.
- Help students identify options and possible solutions when academic or personal difficulties interfere with achieving educational goals.
- Help students identify and attain their professional and career goals.

Every effort is made to inform the student of the requirements and an individual's standing in relation to graduation. A degree program is outlined for the student upon admission into the program. Students who have not been enrolled in courses for three or more consecutive semesters (including summer semester) must complete the required readmission application and required documentation.

Professional Advising

Full-time undergraduate and graduate social work faculty are titled as mentors, and each is assigned approximately 25 to 55 social work student mentees in their assigned program level. The faculty member is available to students during their period of enrollment and mentorship-related tasks include, but are not limited to: Modeling professional and ethical behavior; sharing important information about the program and the profession (e.g., state licensing information); fielding and directing program and policy questions; providing professional development opportunities, both volunteer-based and paid; and generally functioning as a sounding board for students to navigate their educational and professional plans within the context of their lived experiences.

Faculty Mentors

Faculty mentors reach out to the group of student mentees via an online communications platform at the beginning of each semester and throughout the year as needed to share contact and availability, as well as information about professional development opportunities.

Faculty Supervisors and Graduate Assistants

At the beginning of each academic year, the chair solicits applications from students who are interested in being a Graduate Assistant. The chair then works with faculty to pair the Graduate Assistant. Graduate assistantships last for one semester with the possibility of renewal; graduate research assistants may split their time between two faculty; assistants may be social work graduate students or other graduate students enrolled within the College and University.

According to the [UWF Graduate Assistant Handbook \(pp. 4-6\)](#):

A Graduate Assistant (GA) is an admitted master's-level, specialist-level, or doctoral-level student assigned to teaching or research duties. A Graduate Assistant (9186) may assist with research or teaching related clerical activities.

The student is responsible for assisting faculty members with research related to the student's degree program. GAs are required to observe ethical practices when conducting sponsored research (research funded by a grant). To comply with this policy, students must complete and provide certification for pertinent responsible conduct in research training.

[GA-handbook_2018.pdf \(uwf.edu\)](#)

BSW Social Work Curriculum

The undergraduate social work curriculum is designed to prepare graduates for beginning social work generalist practice. Generalist practice means that social workers must be able to work with systems of various sizes: Individual, family, small group, organization, and communities.

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Generalist practitioners use an eclectic theory base. This means that they are comfortable with multiple evidence-informed theories of practice and can apply these to best meet the needs of and empower the client system. Generalist practice uses a problem-solving approach (engagement, assessment, planning, implementation, evaluation, termination and follow-up). This means that the generalist practitioner is able to intervene with multiple systems on behalf of the client. Generalist practice knowledge and skills are transferable from one field of practice to another. Generalist practitioners use critical thinking skills and practice lifelong learning.

The degree requires a total of 120 semester hours. All social work majors must complete 36 semester hours of General Education requirements, 51 semester hours of Social Work courses which includes the field experience, and 24 semester hours of electives to include one required Social Work elective.

Course Sequencing in BSW Program

The following courses are Social Work prerequisites: BSC1005 or BSC1085 (Biology for Non-majors) or BSC1085 (Anatomy & Physiology), POS2041 (American Politics, or a national government course), PSY2012 (General Psychology), SYG2000 (Introduction to Sociology), and ECO2013 (Principles of Economics Macro) or ECO2023 (Principles of Economics Micro). The following is a list of required BSW courses offered by the Social Work Program. Your advisor will help you plan your schedule as you move through the program:

Course Name	Credit Hours
<p>SOW3203 Introduction to the Field of Social Work Survey of the social work profession from its roots to contemporary practice with a descriptive focus on its values, knowledge bases, skills, and fields of practice. Emphasis is on generalist social work and social policy structures which sustain society. Introduces the relationship of social problems to social policy and to social service delivery systems.</p>	3 credit hours
<p>SOW3103 Human Behavior in the Social Environment Social personality and cognitive development, normal and abnormal, normative and non-normative crisis and gender issues with an emphasis on cultural diversity. Importance of social work intervention and treatment with individuals, family, and community.</p>	3 credit hours

<p>SOW3350 Interviewing and Recording Practice in interviewing techniques and in precise, descriptive, and accurate writing techniques for practitioners in social work, psychology, and other helping professions. Students will learn interview techniques, how to record sessions accurately and in formats required for opening, transferring, updating and closing a social work client record. Students will learn American Psychological Association writing guidelines. Meets Gordon Rule Writing Requirement.</p>	3 credit hours
<p>SOW3313 Work With Individuals One of four practice courses designed to prepare the student for generalist social work. Emphasis is on the values, knowledge, and skills necessary for effective assessment and intervention on the micro level, and is reflected in several areas, including the worker / client relationship, assessment, strategies and implementation techniques, the social worker's use of self, the phases of the helping process, and evaluation. Using the systems approach, emphasis is placed on social, cultural familial, and environmental influences on the functioning of individuals. Permission is required.</p>	3 credit hours
<p>SOW4403 Social Work Research Foundations introduces students to scientific strategies used to evaluate social work practice and theory. The different strategies covered range from participant and observational techniques, to controlled experimentation. Ethical/value dilemmas involved in social science research are also covered.</p>	3 credit hours
<p>SOW3322 Work With Groups</p>	3 credit hours
<p>Introduction to scientific strategies used to evaluate social work practice and theory. The different strategies covered range from participant and observational techniques, to controlled experimentation. Ethical/value dilemmas involved in social science research are also covered.</p>	
<p>SOW3314 Case Management Designed to help students develop a general overview of case management and how it is defined and practiced in a variety of settings, such as juvenile justice programs, mental health programs, and nonprofit community agencies.</p>	3 credit hours

<p>SOW4613 The Social Work Perspective in Behavioral Health Generalist social work course focused on mental health. Students will acquire basic knowledge and skills for effective and culturally appropriate work with clients involved in behavioral health services or with a mental health disorder. The course focuses on an examination of foundational topics related to behavioral health to inform a social work perspective on mental health/illness, human rights, social justice, stigma, ethical/legal issues, and continuum of care. Mental health/illness will be taught from a distinct social work perspective using systems theory and a person-in-environment approach.</p>	3 credit hours
<p>SOW3113 Human Behavior in Organizations & Communities introduces students to the concept of “change agent” within organizations, institutions and communities Introduces the future practitioner to the concept of change agent within organizations, institutions, and communities. Prepares the student with academic concepts on community organization as a prelude to the practice course. Emphasis is placed on the student's ethical responsibilities to the client, organizational structure of human service agencies and the elements common to them. Students will understand structural and organizational differences between profit and nonprofit agencies. Students will experience organizational obstacles to planned change. The dynamics of gender, class, race, ethnicity, and sexual orientation are examined in relationship to how they are played out within the organizational context.</p>	3 credit hours
<p>SOW4233 Human Diversity and Social Justice Examines social welfare policy as a central concern to social work. Addresses policy practice. Includes improvement of human services delivery systems through the application of problem solving, critical thinking and other necessary skills.</p>	3 credit hours
<p>SOW4242 Families and Family Treatment This course is designed with a definition and understanding of contemporary family forms and family function, both normative and in crisis, and to introduce modalities for assisting troubled families. This course also addresses such issues as: the impact of the family life cycle, strategies and goals of family treatment, single-parent families, gay and lesbian couples and families, and practical applications of family social work.</p>	3 credit hours
<p>SOW4232 Introductory Analysis of Social Service Policy Examines social welfare policy as a central concern to social work. Addresses policy practice. Includes improvement of human services delivery systems through the application of problem solving, critical thinking and other necessary skills.</p>	3 credit hours

<p>SOW4510 Social Work Field Instruction Field education experience in a social service agency with a qualified professional supervisor. A minimum of 400 hours is required. Restricted to social work majors. Graded on a satisfactory/unsatisfactory basis only. Eighteen semester hours of required social work courses, 2.5 GPA in major, and permission is required. Material and Supply Fee will be assessed.</p>	<p>9 credit hours</p>
<p>SOW4522 Senior Seminar Designed to integrate previously learned beginning generalist practice concepts, values, knowledge, attitudes and skills with practice. Eighteen semester hours of required social work courses, 2.5 GPA in major, and permission is required.</p>	<p>3 credit hours</p>

[Social Work Curriculum - MSW](#)

The Master’s of Social Work (MSW) program prepares graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings, with a special focus on military populations. The Master’s of Social Work program at UWF develops advanced practitioners who can demonstrate clinical and critical thinking skills necessary to assist clients in a broad range of dilemmas and settings. Guided by a diverse faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the lives of the individuals and communities we serve.

The MSW program at the University of West Florida is a clinical program that is accredited by the Council on Social Work Education. The UWF MSW program is designed to meet the needs of students who wish to pursue clinical social work licensure.

The Department of Social work has two different options for earning the MSW graduate degree. The Traditional MSW program involves completion of 60-semester hours of graduate coursework and is intended for students who have earned an undergraduate degree in a field other than social work. The Advanced Standing MSW program requires 30-semester hours of graduate coursework and is intended for students who have obtained a baccalaureate degree in social work from a CSWE accredited program within 7-years of application. All coursework should be completed within a maximum of 4-years.

Liberal Arts Perspective

In order to engage in the MSW program, a liberal arts background is essential. Entering students must demonstrate that they have completed an undergraduate program based on the liberal arts by completing a program with a major in humanities, social science, the arts, or a comparable liberal arts education. We require students to complete undergraduate content in the social and

behavioral sciences and human biology. A strong liberal arts perspective prepares students to express viewpoints clearly in written and oral form and to appreciate and apply basic scientific principles. This liberal arts perspective also is the starting point for learning about the person-in-environment perspective, an understanding and appreciation of a pluralistic society, a respect for diversity and an understanding of values and ethics. The liberal arts perspective also gives students knowledge of diverse cultures, social problems, and the institutional structures of society. It is the expectation of the program that students apply their knowledge gained during their liberal arts undergraduate education to their graduate education.

The curriculum is divided into two integrated phases of study: a foundation curriculum, consisting of 30 credit hours of courses, which establishes a professional core utilizing a generalist perspective and an advanced phase consisting of 30 credit hours. The advanced curriculum is based on an expanded clinical-behavioral health model of practice. The preparation of competent clinical-behavioral health social work practitioners who have a strong foundation in generalist practice is an overarching goal of the MSW program.

The foundation phase includes professional content in Human Behavior and the Social Environment, Human Behavior in Organizations and Communities, Social Welfare Policy, Social Work Research, Human Diversity, Economic and Social Justice, Foundation Field Education with an Integrated Seminar, and Generalist Social Work Practice.

The advanced curriculum builds on the foundation phase and consists of one concentration in clinical-behavioral health social work practice. The Clinical and Behavioral Healthcare approach to practice utilizes an expanded clinical role, building on a generalist perspective and a liberal arts base of knowledge that includes the following elements: Therapeutic and/or counseling interventions, as well as community action, policy, research, practice evaluation, program implementation, supervision, and administration. The advanced curriculum in clinical and behavioral health practice designates a set of required courses. The clinical and behavioral health concentration provides a solid understanding of assessment, treatment planning, intervention, evaluation, and supports multiple perspectives in regard to theories, roles, and intervention strategies. This approach makes it possible for graduates to practice with a high degree of skill and autonomy and emphasizes that professional practice requires the ability to skillfully and flexibly utilize a broad range of interventions, roles and strategies. A practice-based advanced curriculum addresses knowledge and intervention skills that are universally applicable to various populations, configurations of service delivery systems, and agency settings.

Foundation Curriculum

The first phase of the program is the foundation curriculum. This phase provides the basic professional content and prepares students for generalist practice, including a field practicum and integrative seminar.

The foundation curriculum consists of 30 credits and covers Human Behavior and the Social Environment, Social Welfare Policy, Research Foundations, Generalist Practice, Human

Diversity, Social and Economic Justice, one elective, and a Field Practicum with Integration Seminar. The foundation field practicum with integration seminar of 4-credit hours is designed to give students the opportunity to apply foundation theory and knowledge in their practice. In addition, content related to diversity, social justice, and professional values and ethics is also included in all courses throughout the curriculum. The foundation curriculum is designed to provide students with the history, values and goals of the social work profession. In addition, the foundation curriculum imparts the basic generalist social work practice skill and knowledge needed to function in the beginning level of practice. The foundation is designed to provide a solid basis for advanced clinical-behavioral health social work practice.

Generalist Practice Definition

The following definition of Generalist Practice is utilized in the MSW program:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” ([EP 2.0, 2015 EPAS](#))

Course Title	Credits
<p>SOW 5757: The History, Philosophy, and Theory of Social Work Practice This course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice in the United States. Also discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice. Students are provided an overview of the historical development, philosophical orientation, basic values, principles and knowledge base, and practice of the profession. The course will examine critical social problems that impact societies with an emphasis on the quest for social justice at local, national and global levels. Various perspectives on social welfare, social work as a profession, and many of the core concepts of the profession will be introduced. Content will cover major concepts and perspectives to include</p>	<p>3 credit hours</p>

<p>issues in poverty, child welfare, criminal justice, health and mental health, values, ethics, and working with a diverse and vulnerable population of individuals and families, ethnicity, minorities, women, gays and lesbians, aging, and disabled people.</p>	
<p>SOW 5305 Generalist Practice I This is the first course in a two-course sequence which covers generalist social work practice. This course covers basic generalist practice skills in the beginning phase of the helping process with individuals and families. Basic communication and interviewing skills essential to the helping relationship are introduced and practiced. Students learn the tasks and skills required in the beginning phase of practice: preparation, engagement, first interviewing skills and case documentation. Students learn the process of collecting relevant social, psychological, cultural, economic, and biological data from both individuals and families, as well as the process of organizing and analyzing these data for purposes of problem formulation. Case management as a form of social work is examined, along with historical and contemporary perspectives on the case management process, with a focus on advocacy roles. Throughout the course, emphasis is placed on practice skills through the use of interactive exercises and role plays utilizing case examples representative of the client populations with which the students work.</p>	<p>3 credit hours</p>
<p>SOW 5105 Human Behavior in the Social Environment This foundation year class presents a bio-psycho-socio-spiritual and ecosystems framework that introduces students to a macro, mezzo, and micro systems perspective. A major focus of the course is on the analysis of diversity within these systems as well as an examination of power and privilege. The person-in-environment framework provides students with an understanding of human adaptation and the various forces that support or impede well-being. Models for understanding human development are introduced. An overview of social functioning throughout the lifecycle within the context of the social environment is covered.</p>	<p>3 credit hours</p>

<p>SOW 5106 Human Behavior in Communities and Organizations This foundation year course focuses on Human Behavior in Organizations and Communities. The course familiarizes students with the intervention strategies of community organization. Emphasis is placed on the social worker's role as change agent and models and strategies for community organizing. Content related to values and ethics of community organization in relation to the client, the organization, and the community is covered. Intervention plans which focus on planned change efforts and contain strong evaluation plans are utilized in working with human service agencies serving vulnerable populations.</p>	3 credit hours
<p>SOW 5405 MSW Research Foundations An introduction to research methodology in the evaluation of social work practice and program evaluation.</p>	3 credit hours
<p>SOW 5629 Human Diversity and Social Justice This course examines the impact of social, economic, and political environments on diverse populations, specifically race, gender, age, ethnicity, social class, sexual orientation, gender identity, religion, and physical and mental ability. This course integrates the key elements of the social work profession through the lens of social, political, and economic justice. It includes the history, and philosophical foundations of social welfare, community organization, and social action strategies and tactics. Included are effects of cultural and group differences, the results of oppression, economic systems, and social policies on social work professional practice.</p>	3 credit hours
<p>SOW 5218 Analysis of Social Service Policy This course will examine social work as a policy-based profession and how social welfare policy is a central concern to the social work profession. This course also addresses policy practice roles such as planner, administrator, policy analyst, and program evaluator. This course will review ways to improve human services delivery systems through the application of problem-solving, critical thinking, and other necessary skills.</p>	3 credit hours

<p>SOW 5532 Foundation Year Field Instruction and Integration Seminar This course is designed to integrate the foundation curriculum course content and field education experience utilizing a generalist approach. Agency based casework experiences and seminar discussions provide an opportunity to gain professional and peer feedback regarding acquisition of generalist practice skills. Focus will include critical thinking skills regarding the application of social work knowledge to the solution of client problems. Issues related to social work values and ethics, diversity, social and economic justice, populations-at risk, HBSE, social welfare policy and services, practice, and research are examined within the context of the student's field education experience.</p>	<p>3 credit hours</p>
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Clinical/Behavioral Healthcare Practice Concentration

The advanced curriculum is built around one practice concentration in clinical-behavioral health social work and requires 30-credit hours. The 30-credit hours are distributed between required clinical-behavioral health practice courses, electives, and the two advanced clinical-behavioral health field education practices and integrated seminars. The curriculum is determined and monitored by the Department Curriculum Committee. The clinical-behavioral health concentration allows students to specialize in an in-depth clinical practice concentration. Building on the generalist practice model, and the knowledge and skills developed in the foundation phase of study, the advanced curriculum provides specialized and advanced knowledge and skills. The advanced curriculum integrates content on social work values and ethics, diversity, populations-at risk, social justice, and research. The concentration phase of the curriculum prepares students to practice with a high degree of autonomy irrespective of population, field of practice, or agency setting. Graduates are prepared to practice with an in-depth array of empirically-based knowledge and skills which are responsive to the diverse human needs and problems faced by individuals, families, groups, organizations, and communities.

Course Title	Credits
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<p>SOW 6618 Clinical Practice with Individuals</p> <p>This course builds on the knowledge base of generalist social work practice and expands and deepens that base. The course emphasizes advanced assessment of clients across the life span, trauma assessment, and beginning evaluation of practice skills. Treatment planning with individuals is stressed. Building on the generalist practice base for analyzing and interpreting bio-psycho-socio-spiritual content, interpreting and implementing professional values and ethics and utilizing the professional helping relationship, this course expands and deepens that base by introducing an advanced clinical practice base of clinical-community social work. Major contemporary theories of psychotherapy will be introduced, including cognitive-behavioral, experiential, interpersonal, and integrative therapies. We will investigate clinical processes as they are informed by psychopathology and developmental issues across the life cycle, as well as institutionalized oppression, poverty, racism, sexism, heterosexism and other inequities. This course is open to students admitted to the MSW program only.</p>	<p>3 credit hours</p>
<p>SOW 6619 Clinical Practice with Families</p> <p>Clinical decision-making and advanced clinical interventions by building on a generalist approach to social work practice. Utilizes the clinical community concentration prerequisites to examine normal development and psychopathology as a foundation for advanced practice. Examines specific theories and models of intervention with individuals, families, and groups that can be tailored to client needs. Addresses work with clients across the life cycle with diverse issues. The impact of poverty, racism, sexism, and manifestations of institutionalized oppression upon clients and workers are addressed at an advanced level. Methods of enhancing adaptive functioning and resiliency are emphasized. Students will be expected to demonstrate clinical expertise, an understanding of social work ethics and values,</p>	<p>3 credit hours</p>
<p>incorporate client preferences, utilize critical thinking skills, and apply empirical evidence to practice decisions. This course is open to students admitted to the MSW program only.</p>	

<p>SOW 6846 Clinical Practice with Groups</p> <p>The advanced social work practitioner is required to demonstrate group skills in a wide variety of practice situations. The focus of this course is on the design and implementation of group treatment services for at-risk populations of varying ages, social situations and composition. Students will be afforded the opportunity to develop a clear sense of the scope, uses and skills of group work in the social work profession. This course is open to students admitted to the MSW program only.</p>	3 credit hours
<p>SOW 6125 Psychopathology for Social Work</p> <p>This course addresses patterns of human behavior and psychosocial functioning commonly conceptualized as psychopathology. The course addresses such concepts as function, mental health, mental illness, normality and abnormality. Prevalent categories of psychiatric disorders are considered as to their labeling process, differentiating characteristics, explanatory theories and relevance for social work practice. This course is open to students admitted to the MSW program only.</p>	3 credit hours
<p>SOW 6432 Evaluation of Social Work Practice</p> <p>The second of two required courses in the social work practice in research sequence. This advanced curriculum course builds on the knowledge and skills acquired in the foundation research course. The focus of this course is on the advanced skills necessary to effectively evaluate practice. The course utilizes single subject design and program evaluation techniques that are grounded in the social sciences and social work literature. Particular attention will be paid to the ethical issues of conducting research with oppressed and vulnerable populations. This course is open to students admitted to the MSW program only.</p>	3 credit hours
<p>SOW 6535 Advanced Year Field Instruction and Integrative Seminar I</p> <p>Integrates theoretical models and concepts with practical experience gained in concurrent field education. Integrates skills and knowledge acquired through the entire social work curriculum. Material and Supply Fee will be assessed.</p>	3 credit hours
<p>SOW 6535 Advanced Year Field Instruction and Integrative Seminar II</p> <p>This is the second of two advanced master's level field internship and integrative seminars. Assists social work graduate students in</p>	3 credit hours

<p>integrating theoretical models and concepts with practical experience gained in concurrent field education. Integrates skills and knowledge acquired through the entire social work curriculum. Material and Supply Fee will be assessed.</p>	
<p>SOW 6548 Capstone in Advanced Clinical Practice Capstone course in clinical-community social work practice. Student analysis of practice with individuals, families, and groups through a written and oral presentation of case material. Focus is on refinement of intervention skills relying on field practicum experience for integration of learning. Integration of knowledge from the Clinical Practice courses and Field Instruction. Students will prepare and present a case from their internship for oral presentation and demonstrate ability to organize and select appropriate treatment strategies for a specific client, family, or group. A broad range of field placements will provide diverse clients and a range of clinical issues. Students are expected to show evidence of critical thinking and self-awareness in written and oral presentations.</p>	<p>3 credit hours</p>

Student Appeal of Social Work Program Policy - BSW and MSW

This procedure will apply to all special requests from the student to the Program. The petition procedure may be used to request a waiver in academic policy if unavoidable extenuating circumstances would make compliance impossible or difficult; for permission to vary from the normal academic course sequencing; or for other special, unforeseen and unanticipated circumstances which would require Program approval. Students may appeal program policy through the following process:

1. The student petitions first through the academic advisor and then the BSW or MSW Program Director.
2. The BSW or MSW Program Director will review the petition, meet with the student, and present the petition to the faculty.
3. If desired, the student will have an opportunity to discuss the petition with the faculty. The faculty may also request or require the student to meet with the faculty to discuss concerns or needs for remediation.
4. The faculty will then make a final decision regarding the student's appeal.

Academic Conduct

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer students an opportunity to respond to allegations of academic misconduct before a decision is rendered.

Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct.

In addition to the statements specifically related to academic conduct, the student who aspires to the field of human service should demonstrate values, ethics, and attitudes consistent with that of the professional social worker as exemplified by the [Code of Ethics of the National Association of Social Workers](#) and by the [UWF Student's Code of Academic Conduct](#). Non-academic issues related to the university's code of conduct are handled by the university administration. Examples of such issues would include violent behavior or criminal misconduct.

Students are required to maintain acceptable university academic standards and to advance through the program. The criteria for evaluating student performance are included in the course syllabi prepared by the teaching faculty to supplement the standardized course syllabi. The course instructors determine the basis for grading in their courses. Evaluation of student performance in classroom courses is based on a combination of methods. Written papers, submitted at the midpoint of the semester and at the end of the semester are commonly utilized. Examinations, class participation, and individual or group presentations are utilized. Role-plays and small group exercises provide both a teaching tool as well as an opportunity to evaluate student learning. Assignments and class participation are designated a percentage of the total grade in most courses. Regular attendance throughout the semester is required to satisfactorily complete all courses.

Incompletes are used in cases of extenuating circumstances. The student requesting the incomplete and the faculty member must arrange a plan for the students' completion of the required course work and contract for the time of completion of the work. When the work required is not turned in within the university guidelines for incompletes the incomplete becomes a failing grade.

Plagiarism

The Department views plagiarism as a serious offense and a violation of professional ethics. The Department's policy on plagiarism is included in all standardized course syllabi. This policy describes and provides examples of plagiarism, as well as how it can be avoided. The penalty for plagiarism can range from failure on the assignment to dismissal from the program. Incidents of plagiarism are handled according to the Academic Integrity policy. Penalties for violations can range from failure on the assignment to dismissal from the program.

Student Termination

Policies: The program has established policies for terminating a student's enrollment. These policies include dismissal for academic and non-academic reasons. Academic reasons for termination relate to the students' level of knowledge or skills that impede the students' academic standing and deter their preparation for becoming competent social work practitioners. Non-academic reasons relate to the students' behavior or personal integrity that is inconsistent with the values and ethics of the profession.

Procedures: The procedures related to academic performance are outlined in the university catalog and the university code of student conduct. These documents are given to each student at the beginning of their program during orientation. Policies related to student termination are in compliance with university policy and have been approved by the university attorney.

The academic progress of students is reviewed at the end of each semester. It is the advisor's responsibility to meet with the student and to come up with a plan that supports the students' needs to be successful in the program. Students are not permitted to continue to the next level of courses until all issues are corrected. Students are not permitted to move into the advanced curriculum unless they maintain a minimum grade point average of 3.0.

The process for academic and professional concerns consists of three phases:

1. Consultation.
2. Meeting with the BSW or MSW program coordinator.
3. Appeal to the department chair.

Consultation occurs at the request of the student, advisor, or teaching faculty. Examples of academic concerns include consistently being late with assignments, missing classes, demonstrating lack of writing skills, being in danger of failing a course, or questions related to possible plagiarism. The goal of consultation is a corrective action plan. The student, faculty, and/or advisor may wish to consult with the department chair to discuss a corrective action plan. Corrective actions may include course load reductions, referral to the writing lab, office of disability services, or the Student Counseling Center.

Incidents of plagiarism are handled according to the [Academic Misconduct Policy](#). Penalties for violations can range from failure on the assignment to dismissal from the program. When the issue is related to field education performance the faculty advisor will consult with the field education office. Corrective action may include revising the learning contract, changing the field instructor, or to change the field placement setting.

The second step in the process is a meeting with the BSW program coordinator. The advancement to the second step is indicated when the recommended course of action in the consultation was unsuccessful, in instances where unprofessional behavior occurs, or where violations of NASW Code of ethics has occurred. The coordinator will meet with the student and a representative of his/her choice. When a student desires legal representation, the department

chair must be advised 24 hours in advance of the meeting. Possible outcomes of the second step range from written assignments examining ethical issues to recommendations for suspension from the program. Every effort is made to work with a student and to retain them in the program.

The final step in the process is an appeal to the department chair initiated after an unsuccessful event(s) in the second stage. The Chair's decision is the final step in the process. The student may bring an advocate of his/her choice to this meeting.

Termination Based on Professional Performance

Policies: The program has established policies for terminating a student's enrollment. Non-academic reasons relate to the students' behavior or personal integrity that is inconsistent with the values and ethics of the profession.

Non-academic issues relating to the university's code of conduct are handled by the university administration. Examples of such issues would include violent behavior or criminal misconduct.

Students are expected to 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 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, seminar instructor and Field Director.

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.

Procedures: The advisor reviews a student's academic progress at the end of each semester. It is the advisor's responsibility to meet with the student and to develop a plan that supports the student's learning needs in order to facilitate successful degree completion.

The process for academic and professional concerns consists of three phases:

1. Consultation as defined below
2. Meeting with the BSW coordinator, MSW coordinator, or Field Director
3. Appeal to the department chair.

Consultation occurs at the request of the student, faculty advisor, field director, or teaching faculty. Examples of professional concerns include aggressiveness in the field agency, noncompliance with NASW Code of Ethics, and/or acting against the agency's protocol. The goal of consultation is a corrective action plan. The student and faculty advisor or the student and faculty member may wish to consult with the department chair/director around the corrective action plan. The action plan may include referral to the office of disability services or the Student Counseling Center.

The second step in the process is a meeting with the relevant BSW or MSW program coordinator. The advancement to the second step is indicated when the recommended course of action in the consultation was unsuccessful, in instances where unprofessional behavior occurs, or where violations of NASW Code of ethics has occurred. The coordinator will meet with the student and a representative of his/her choice. When a student desires legal representation, the department chair must be advised 24 hours in advance of the meeting. Possible outcomes of the second step range from written assignments examining ethical issues to recommendations for suspension from the program. Every effort is made to work with students and to retain them in the program.

The final step in the process is an appeal to the department chair initiated after an unsuccessful event(s) in the second stage. The Chair's decision is the final step in the process. The student may bring an advocate of his/her choice to this meeting.

Student Grievance Procedure

The aforementioned policies follow that of the informal resolution process. 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 to serve as a resource and designated neutral party for those who may be a University-related concern or grievance. Such problems may be related to grades, a difference of opinion with instructors, an interpretation of university policies, or other administrative issues. Students seeking guidance or assistance related to their University of West Florida (UWF) experience – both academic and nonacademic – should contact the [Student Ombuds Office](#).

Professional Conduct and Expectations in Class and Field

The University of West Florida, Department of Social Work is committed to facilitating the professional growth for each student. The Department views professionalism as a cornerstone of the social work profession. With that, standards of performance are both guided by and consistent with the [NASW Code of Ethics](#). In keeping with the [UWF Student Code of Conduct](#), students are expected to abide by the professional standards or ethics defined by each academic program. Therefore, students enrolled in the BSW and MSW programs are expected to abide by the NASW Code of Ethics in both field and classroom settings, and in any other representation of the Department.

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.

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.

- Commit yourself to learning the rules of citing others 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.

Evaluating Student's Academic Performance - BSW and MSW

Students are required to maintain an overall B (3.0) average to advance through the program. The criteria for evaluating student performance are included in the course syllabi prepared by the teaching faculty to supplement the standardized course syllabi. The course instructors determine the basis for grading in their courses. Evaluation of student performance in classroom courses is based on a combination of methods. Written papers, submitted at the midpoint of the semester and at the end of the semester are commonly utilized. Examinations, class participation, and individual or group presentations are utilized. Role-plays and small group exercises provide both a teaching tool as well as an opportunity to evaluate student learning. Assignments and class participation are designated a percentage of the total grade in most courses. Regular attendance throughout the semester is required to satisfactorily complete all courses.

For the BSW program, all Social Work courses must be completed with at least a “C” to be counted toward completion of the degree requirements. No prior work or volunteer experience can be accepted for academic credit. For the MSW program, students earning less than a B- in two or more courses may be dismissed from the MSW program.

Incompletes are used in cases of extenuating circumstances. The student requesting the incomplete and the faculty member must arrange a plan for the students' completion of the required course work and contract for the time of completion of the work. When the work required is not turned in within the university guidelines for incompletes the incomplete becomes a failing grade.

The criteria for evaluating performance in the field are explicated in the field evaluation forms, which are available on the school's web site and as well as contained in the field education manual. Grades of satisfactory or unsatisfactory are given at the end of each semester of field education. Students are considered to be in good standing when a grade of satisfactory has been received for field instruction. A separate grade is not given for the field integration seminar although active participation in the seminar is taken into consideration in the overall field education grade.

The office of field instruction provides the student and the field instructor with an evaluation form to monitor and assess the student's learning needs and progress. The field instructor completes a written evaluation on the student each semester. The student also has input into the evaluation process. The field education professor, with heavy reliance from the field instructor's evaluation, renders the field education grade. Factored into the field education grade also include the students' participation in the seminar, information from conferences with the student, and information shared by the agency supervisor or other agency staff members.

The Department views plagiarism as a serious offense and a violation of professional ethics. Both are covered in the University of West Florida Academic Misconduct Policy. The Department's policy on plagiarism is attached to all standardized course syllabi. This attachment describes and provides examples of plagiarism, as well as how it can be avoided. The penalty for plagiarism can range from failure on the assignment to dismissal from the program.

Academic Performance Grievance

Policies: Pursuant to the policies established by the University and published in the UWF Student Handbook, the Department of Social Work uses the following system for addressing student grievances.

Student grievances handled under this system can include the following:

- Problems with student or academic services;
- Contested grades for courses;
- Being placed on academic probation or suspension; ● Readmission actions; or
- Other academic matters.

A student may seek informal resolution of the complaint or dissatisfaction before filing a written grievance if the student wishes. A student may seek informal resolution by:

- talking with the individual they believe has caused the complaint or dissatisfaction to see if informal resolution is possible and/or
- talking with the supervisor of the individual they believe cause the complaint of dissatisfaction to see if informal resolution is possible

The [ombudsperson](#) serves as an alternate resource for all students to complement other existing channels of communication and conflict resolution. The role of the ombudsperson is to serve as a resource and designated neutral party for those who may have a University-related concern or grievance. Such problems may be related to grades, difference of opinion with instructors, interpretation of University policies or other administrative issues. Students seeking guidance or assistance related to their University experience, both academic and nonacademic, should contact the UWF student ombudsperson.

Procedures: The following steps in the process must be adhered to by the Student and the University:

Step 1: Faculty Level - A student wishing to contest a final course grade must first contact the course instructor to initiate a verbal or written appeal. The student must initiate contact within 30 calendar days of the grade being available for the student to view online. The student must present a rationale for the appeal and a preferred resolution.

The course instructor receiving the verbal or written appeal shall respond in writing to the appeal within 10 calendar days. Should the course instructor agree with the appeal he or she will process an appropriate grade change in a timely fashion.

In the event that the course instructor is not available (e.g., no longer employed, on sabbatical, or other long term absence from the workplace) to receive and respond to the grade appeal the student shall move directly to Step 2.

Step 2: Chair Level - Students not satisfied with the course instructor's response at Step 1 may appeal to the Step 2 representative who will be the department chair or school director. This second level appeal must be submitted by the student in writing to the appropriate Dean's Office within 10 calendar days of receiving the Step 1 response and must include the following:

- Date of the written complaint
- The student's name, local address, UWF e-mail address, and phone number
- The course instructor name and course information
- A concise statement of the rationale for the grade change appeal
- A statement of any action previously taken to resolve the issue and the results of these actions
- The disposition desired by the student

The department chair, school director or the individual to whom the Step 2 review is designated ("designee") shall review the appeal, discuss it with the course instructor and/or other pertinent individuals and respond within 10 calendar days of receiving the appeal. The response may include requests for more information or requests to meet with the student bringing the appeal. The time needed for the response may be extended by the Step 2 representative. It will be the responsibility of the Step 2 representative to inform the student and the course instructor of any such extensions in response time.

The Step 2 representative will provide the student and course instructor with a written response with his or her findings and decision. If the Step 2 representative finds in favor of the student, the course instructor will be provided with an opportunity to submit a written rebuttal within 10 calendar days of the Step 2 decision. If the course instructor does not file a rebuttal, the Department Chair will process an appropriate grade change in a timely fashion. If the Step 2 representative does not find in favor of the student, the student may accept the decision or may appeal to the next level.

Step 3: Final Appeal by Student or by Course Instructor

- Student Appeal: If the student wishes to file an appeal of the Step 2 decision, it must be filed within 10 calendar days of the date of the Step 2 decision with the Office of the Dean of the College in which the course is taught. The student's appeal must be in writing and state the grounds for the appeal. Grounds for the student's appeal are limited to the following:
 - The student's rights, as outlined in this policy, were violated in the appeal process

- New information is discovered that was not available at the time of the previous reviews, or
- The information presented does not support the decision
- Course Instructor Rebuttal: If the course instructor wishes to file a rebuttal to the Step 2 decision, it must be filed within 10 calendar days of the date of the Step 2 decision with the Office of the Dean of the College in which the course is taught. The course instructor's rebuttal must be in writing and state the reasons why the Step 2 decision is believed to be incorrect or require clarification.

The Dean (or designee) shall review the student's appeal and the course instructor's rebuttal, where applicable, and respond within 10 calendar days of the receipt of the latest filed document. The Dean or designee's response may include any of the following:

- A request for more information
- A request to meet with the course instructor, chair or student involved
- Referral of the appeal to the College Academic Standards Committee for recommendation

The time needed for the response may be extended by the need to gather information, scheduling needs, etc. It will be the responsibility of the responding Dean (or designee) to inform the course instructor, chair, and student of any such extensions in response time. The Dean (or designee) will provide the course instructor, chair and student with a written response with his or her findings and decision. This decision shall be the final decision of the University.

Students may also report any academic concern or complaint by email via studentgrievance@uwf.edu.

Non-Discrimination and Human Diversity

Policies and Procedures

The University and The Department of Social Work policies and procedures regarding affirmative action, non-discrimination, sexual harassment, equal employment and disabilities are placed in the University Catalog and the Student Handbook. The University produces materials related to affirmative action, nondiscrimination, sexual harassment and disabilities and these materials are made available to students and placed on bulletin boards.

Social Work students are made aware of the services provided by the Student Disability Resource Center. Any student who believes that they are in need of disability services due to a disabling condition that might interfere with their ability to participate in the activities, course assignments, or examinations related to their coursework are encouraged to contact the Student Disability Resource Center. Disability services will evaluate the student and if a disability exists it will be documented in writing. Disability services will provide a plan of accommodation for the student detailing the kinds of accommodations or services the student requires and that written plan will be sent to each of the students' classroom faculty members who will work with

the student to best meet his/her needs. The following statement is provided to students as a part of the standardized course syllabi, “Any Student with special needs should contact the office of Student Disability Resource Center 850-474-2387 to document their needs. The Disabled Student Services Staff will document your needs and assist you in arranging the services you need.” Students should register with the Student Disability Resource Center at the beginning of the semester.”

The Department of Social Work informs Field Agencies that CSWE requires social work education programs to operate within the policy that prevents discrimination based on race, color, age, sex, religion, ethnic origin, disability, political beliefs, or sexual orientation. Field Agencies are asked if they are able to operate under this policy in regard to accepting students. If a Field Agency indicates they are able to, they are deemed a viable field placement option. If Field agencies are unable to abide by this policy, they are unable to be a field placement for our students. Field agencies are also expected to make reasonable accommodations for students with disabilities to be placed in the agency. The Field Office works closely with agencies to help them accommodate students with disabilities.

Students who believe they have been the victim of discrimination, in any form, are encouraged to report the fact to the department faculty or administration. If a student is not satisfied that the department is meeting their needs they are encouraged to speak with the BSW or MSW program coordinator, Dean of the college, or other university offices.

The Department of Social Work is responsible for carrying out university policies of non-discrimination and diversity. This role includes educating students, faculty, and staff regarding what constitutes prejudice, discrimination, and harassment and about what steps to take to report and resolve such issues. The department makes the written policies readily available to all students, faculty, and staff, and insists on strict adherence to the policies. The social work program takes steps to protect the rights to fairness in the pursuit of equality for individuals of differing age, colors, disabilities, national origins, race, religion, sex, sexual orientation or veteran status. The Department Chair and all faculty and staff are available to assist any student who believes they have been the victim of discrimination or harassment.

The Social Work Department recommends students utilize the Grievance Resolution Process if they feel they have experienced a problem regarding discrimination or harassment. Procedures beyond the department level are described in the University of West Florida Student Handbook and Code of Conduct.

“Equal employment opportunity for employees and applications for employment is the long-standing policy of the University of West Florida. Accordingly, there shall be no discrimination against any employee, or applicant for employment with regard to race, color, religion, national origin, age, sex, handicap, or status as a veteran. This policy is applicable to all areas of personnel action, including, but not limited to recruitment, selection, placement, promotion, reclassification, transfer, training, discipline, layoff, termination, wage/salary rates, and all other terms, conditions, and benefits of employment.”

The students, faculty, and staff of the Department of Social Work are aware of policy and procedure regarding non-discrimination, diversity, disability services, and sexual harassment. These issues are frequently discussed in class and faculty meetings. The mission of the department commits the department to the spirit and the intent of these policies and procedures and recognizes that the character and values of the social work profession are consistent with such policies and procedures. The documents of the department including the Student Handbook and the Field Education Manuals contain specific statements regarding the department's commitment to diversity and non-discrimination.

Student Social Work Organization

The student social work organization is the avenue through which students participate in learning more about the professional practice of social work as well as participate in department's policies. The student social work organization meets regularly throughout the year. Members of the organization serve as important liaisons between the students, faculty, and administration.

The UWF Student Social Work Organization (SSWO) was formed in 1974. The purposes of the organization are:

- To represent the ideas and feelings of students
- To foster support between the faculty and students of the Social Work Program
- To serve as an intermediary between the organization and the community of Pensacola and the surrounding area
- To enhance the relationship between the Social Work Department and the University.

The Student Social Work Organization elects a representative to the faculty who serves to:

- Develop communication lines between faculty and students in a formalized manner;
- Provide a means of student input into departmental decisions;
- Provide a catalyst for the development of student organizations;
- Develop a means of improving the quality of social work programs through student input; ● Develop strategies for increasing the recruitment and retention of social work majors ● Advise the faculty of the impact of policy on students.

Students eligible for nomination must be a declared Social Work major and in good academic standing. The student elected will serve for a period of one year. The designated student representative will be responsible for updating faculty of current activities and ensuring that student issues and concerns are addressed at regular faculty meetings.

Graduate Student Social Work Organization

The Graduate Student Social Work Organization (GSSWO) is a student organization designed to provide students with the opportunity to participate in the governance of the department and to explore professional development opportunities. The purposes of the organization are:

- To represent the ideas and feelings of students;
- To foster support between the faculty and students of the Social Work Program;
- To serve as an intermediary between the organization and the community of Pensacola and the surrounding area; and
- To enhance the relationship between the Social Work Program and the University.

The GSSWO is a student-run organization created for networking purposes. Along with supporting students of the program, the GSSWO is involved in supporting the community. The group participates in volunteer projects; examples include the VA Stand Down and Angel Tree projects. Each member is encouraged to join, free of charge. The mission of GSSWO is:

“The University of West Florida Graduate Student Social Work Organization is a group organized to bring together the lives of the average, hardworking, empathetic, and selfless master’s degree-seeking social worker. This is not an organization that forces anyone to volunteer for a certain amount of service projects or spend the one day a week that they have off from school, work, and interning at UWF or walking a 5K for a charitable organization. It is an organization that provides the support from other colleagues to find hand-me-down books and need-to-know tips for their upcoming courses, a resource to extra certifications and other organizations that are great resume builders, a free meal and meeting once a month to sit with other students who are just as worn and out as you are to show you that you aren’t alone, and most of all, an organization that is filled with kindhearted, hard working individuals that are out to change the world together. Although service projects are not a stone cold requirement, we encourage members to participate in small service projects throughout the year if the projects are generous to their busy schedules. It is your responsibility as a student to make the most out of your time as a member of the UWF GSSWO. It is a standard expectation that you represent the organization with the highest of standards and serve as a mentor and network resource for those following in your footsteps.”

Student’s Rights to Participate in Academic and Student Affairs

Policies: The program recognizes and affirms that students have a right to participate in the decision making process that affects their learning environment. Student participation in the development and implementation of department's policies and administration is seen as an essential aspect of social work education. It provides opportunities and encourages students to organize in their interests.

Student Appeal of Social Work Program Policy -This petition procedure will apply to all special requests from the student to the Program. The petition procedure may be used to request a waiver in academic policy if unavoidable extenuating circumstances would make compliance impossible or difficult; for permission to vary from the normal academic course sequencing; or for other special, unforeseen and unanticipated circumstances which would require Program approval.

Student Input: Any student or group of students may present a petition to the Chair of the Department. The information preferable should be written and will be placed on the faculty meeting agenda, if necessary.

Petitions: Any student or group of students can present a petition to the Chair of the Department or to the faculty via the student representative. Petitions will then be placed on the regular faculty meeting agenda.

Procedures Specifying Students' Rights to Participate in Academic and Student Affairs

Policymaking: Students may appeal program policy through the following process:

- Student petitions first through the academic advisor and then the relevant BSW or MSW Program Director.
- Relevant BSW or MSW Program Coordinator reviews the petition, meets with the student, and presents the petition to the faculty.
- If desired, the student will have an opportunity to discuss the petition with the faculty.
- Faculty may also request or require the student to meet with the faculty to discuss concerns or needs for remediation
- Faculty will then make a final decision regarding the student's appeal.

The student social work organization is notified when there is a faculty meeting scheduled. The student representative is able to share any considerations or concerns that the student social work organization has discussed.

Policies Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking:

Faculty Meetings: The student representative will be responsible for ensuring that students are represented at the regular faculty meetings. In accordance with the Department Bylaws, the student representative will be afforded the right to vote on issues concerning students at the regular faculty meetings or retreats. When possible, the agenda for faculty meetings will be given in advance to the student representative to solicit input on agenda items from fellow social work students.

The student social work organization is the avenue through which students participate in policies of the department. The student social work organization meets regularly throughout the year. Members of the organization serve as important liaisons between the students, faculty, and administration. The student social work organization is encouraged to participate in the work of the department's committees. Members of the organization are expected to be available when called upon to participate in the admissions committee and the curriculum committee.

Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking: Students in the Student Social Work Organization are notified when a

faculty meeting is scheduled and are encouraged to attend should they wish to share any concerns, changes, or have considerations for the staff and faculty.

Social Work Program Awards and Scholarships

The Department of Social Work Foundation was endowed by a generous Social Work graduate. Through this endowment and contributions by alumni to the Social Work Foundation, the Department of Social Work is able to provide some scholarship assistance to social work majors in good standing. Scholarships are awarded to those who demonstrate the potential to make a significant contribution to the profession. Students can access scholarship information via the Department of Social Work website. The Scholarship Committee is composed of Social Work faculty and staff. Scholarships may include, but are not limited to Pace, Merit, Minority, and Foundation. Each scholarship has standard criteria and the final decision is determined by the Scholarship Committee.

Phi Alpha Honor Society - Omicron Chapter

Nationally, the Phi Alpha Honor Society promotes humanitarian goals and ideals through high standards of training and scholarships for both students and professionals. The Omicron Chapter was established in 1971. Membership is open to all graduate students in Social Work who meet the following criteria:

- successfully completed the UWF graduate school requirements
- demonstrate leadership in leading graduate student activities and volunteer efforts
- achieved an overall GPA of at least 3.50
- exemplifies the ethical and professional values, attitudes, and conduct expected of members of the profession of Social Work

Professional Organizations

National Association of Social Workers (NASW) www.socialworker.org The National Association of Social Workers (NASW) is the national professional organization for social workers. NASW has over 130,000 members throughout the country. Florida has an active state chapter and the Northwest Unit serves the UWF region. NASW is the organization which sets professional standards for the recognized levels of professional social workers--BSW, MSW, ACSW (Academy of Certified Social Workers) and diplomats. In addition, the Code of Ethics which has been adopted by the organization is considered to be the model for appropriate practitioner values, attitudes, and ethical standards. The NASW Code of Ethics is the foundation and guidelines for social work profession and is located at <https://www.socialworkers.org/pubs/code/default.asp>

The organization is involved in and heavily committed to continuing education offerings and professional development for its members. Students are highly encouraged to participate in the activities of the local unit. Workshops are scheduled to provide members with opportunities for continuing education. The state chapter and the national organization each have an annual conference. Membership benefits include:

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- Social Work – the professions premiere journal;
- National and state newsletters that feature meeting dates, news of interest, and employment possibilities;
- Lower rates for continuing education workshops; ● A chance to meet colleagues in the field; ● Opportunities to enroll in group-rate insurance.

Membership dues for students and immediate postgraduates are significantly less than regular membership dues. Membership dues covers state and national membership. Applications for NASW are available online. <http://www.socialworkers.org/nasw/join/memberapplication.pdf>

Career Opportunities for BSWs and MSWs

Career opportunities in the field of Social Work have expanded greatly in the past decade. These career opportunities cover a broad spectrum of social work activities related to people in need, to social and economic justice, and to social unrest. Social Work graduates are entering the field working with individuals, families, groups, communities, in both the public and private sector nationally and internationally. Some of the settings include:

- child protective services, adoptions, and foster care;
- teen pregnancy, family counseling, and family planning programs; · schools, community centers, and day care centers;
- nursing homes and other programs serving the elderly; · mental health centers and mental health residential treatment facilities; · home health care, hospitals, hospices, and clinics;
- alcohol and drug abuse prevention and treatment programs;
- developmentally delayed and/or the physically challenged;
- youth offenders, courts, and detention programs;
- adult probation and parole, prisons, and victim advocacy;
- leaders and planning groups in the community;
- city planning, urban renewal, and rural development;
- military and industrial settings;
- domestic violence shelters and prevention programs;
- direct clinical practice with individuals, families, and groups;
- case management and resource allocation;
- policy practice;
- program evaluation and needs assessments;
- community organizing and advocacy efforts that may include, for example, participatory action research.

Minor Areas/ Special Interests

The Department of Social Work offers those students who have an interest in a particular area of practice the opportunity to formally pursue a minor as a part of their degree program for the Bachelor of Social Work. These minors provide a preliminary basis for further study in the area of special interest and a general introduction to a field of practice. To declare a minor, the student

must complete the Major/Minor Change form, meet with an advisor for course review and signature, and submit a signed form to the Registrar's Office. Major/Minor Change for can be found via the Registrar's Form in MyUWF.

The Department of Social Work administratively houses four interdisciplinary minors, Social Welfare, Aging Studies, Child Welfare, and Substance Abuse. See the Catalog for a description of each minor. <http://catalog.uwf.edu/undergraduate/socialwork/#minors> Course offering may change. Other electives may be substituted with approval by the Department Chair.

Graduation procedures

Graduation applications are generally available beginning the 5th week of the current term (not the graduation term) through Friday of the 4th week of the graduation term. Deadlines and applications for graduation are available online.

Students who have declared minors should ensure that all courses are completed. The minor will not be reflected on the diploma but instead on transcripts. If the declared minor will not be completed in time for graduation, students must delete the declared minor using the Major/minor Change form in My.UWF. The minor cannot be completed after graduation. For all cap, gown, and commencement information, please refer to the UWF Commencement website <http://uwf.edu/offices/commencement/>

Campus Resources

Financial Aid

The financial aid program at The University of West Florida is designed to permit attendance at this institution by students who cannot afford to pay the expenses themselves. In cases where the student demonstrates extensive need, a combination of several types of aid may be extended. A comprehensive program of scholarships, grants, part-time employment, and loans is available through Federal, State, and University funds. All awards are dependent upon availability of funds and demonstration of financial need unless otherwise noted.

Ask-a-Librarian

UWF Library staff are available for help through our [Ask-a-Librarian Live Chat](#) monitored from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 1:00 pm to 6:00 pm on Sunday. You can also email a librarian using the left-hand navigation in Canvas under Help or Library Tools or text a librarian at 850-483-0225.

Counseling and Psychological Services

The Counseling Center provides individual and small group counseling services, testing, vocational information, and further referral services. These services are provided without charge to the student and his/her spouse or dependents. Information exchanged is confidential and does

not become part of the student's University records. Students experiencing difficulty in adjusting to university life, needing testing for academic learning disabilities or with related problems are highly encouraged to seek help from the Counseling Center. The student's academic advisor can refer students for specific needs or purposes and will be available to aid the student and the counselor in achieving the goal or result. The Counseling Center is open from 8:00 a.m. until 5:00 p.m., Monday through Friday and can be reached by calling 850.474.2420 or by emailing counselingservices@uwf.edu.

Student Health Services

The Health Center provides medical treatment, services, and health information for all University students. Registered nurses are available 24-hours each day and the University physician holds a clinic during each class day. Limited inpatient care is provided when short-term confinement is required.

Career Development

The University Placement Office provides a centralized placement service for students and alumni seeking employment. The staff also provides assistance in resume preparation, employment interview preparation, career advising, and information on employment possibilities.

Office of Veterans Affairs

The Office of Veterans Affairs is designed to aid the veteran student by providing information concerning Veterans Administration educational assistance allowances and other veteran's benefits. It also provides a contact point for the veteran student. Assistance is available in the areas of financial aid, housing, counseling, and placement.

Educational Research Center for Child Development

Students, faculty, and staff with children between the ages of 6 months to kindergarten (5-6 years) are eligible to use the ERCCD (child care center) for a fee. The center is open Monday through Friday (contact Center for scheduled hours) and staffed by professionals in the field of education. It provides a broad range of learning experiences designed to develop in the child a positive attitude toward self and the school environment.

Writing Lab

The University sponsors three tutorial labs for students with special needs or problems in the areas of mathematical competencies, speech and communication, and writing skills. These labs are available to students for help in particular coursework, meeting graduation competency requirements, and for successfully enhancing the student's current skill level. Special individual tutorial assistance is available to all students through the Office of Student Success Programs on campus.

Student Accessibility Resources

Students with special needs regarding access and completing exams and assignments must register with SDRC, who will contact your instructors regarding your needs. The Disabled

Student Services program provides students with needed support services. Services include auxiliary aids, note takers, tutors, and interpreters.

Field Office 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 have assumed a combined responsibility for offering experiences and instruction in agency settings for social work students 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 they may enter, and the agency and community, both in direct service rendered and by producing 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.

(CSWE, 2015, p.8)

Department of Social Work Field 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.

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 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 Director after review of the Field application in Exxat.
- Students must complete 400 hours in one semester. (25 hours per week Spring & Fall or 35 hours per week Summer). If hours are unable to be completed during the semester, see the Incomplete Policy on page 66.
- Students must be engaged in in-person contact with clients and constituencies during at least 51 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 600hours. The Foundation and Advanced Clinical field placements combined 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 SOW 5532 (3-credit hours).
- Students participate in an integrative seminar weekly with an assigned Seminar Instructor.
- 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 an integrative seminar weekly with an assigned Seminar Instructor.
- 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 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. It is strongly encouraged in orientation that the student meet with the Field Director for a pre placement interview. Prior to this meeting, 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 SOW 5757 History Philosophy, and Theory of Social Work Practice and 6hrs of MSW Core Courses.

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 Exxat. 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 complete a mandatory orientation in canvas 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 also accessible on the Department of Social Work website.

Step 2: Field Application

Prior to completing the field application students must purchase and activate an EXXAT account. This can be purchased from the UWF Bookstore, or online using the instructions provided in this following link: <https://exxat.force.com/Forum/s/article/Setting-Up-Your Account-on-Exxat-SSO-Users-for-Students-STEPS-V3>

Once students have an active EXXAT 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.

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Step 4: Agency Assignment

Following pre-placement interviews, the field director 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 director.**

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 director forwards the students' field application and resume to the assigned agency prior to interview for review. However, students are responsible for scheduling the pre placement 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/care15-resources/](http://uwf.edu/offices/career-services/students/care15-resources/))

Step 6: Field Confirmation Form

If the agency is agreeable to working with the student, the student completes a field confirmation form in EXXAT. The student's field placement is not finalized until the agency field instructor and field director agree upon the agency experience and a confirmation form is submitted in EXXAT. The confirmation form is a 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. An email address is required for them to use Exxat. Once the field confirmation form has been submitted in full, the Field Director will review and contact the student with any questions.

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 director. The student and Field Director 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 Director 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 into 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 Director 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 seminars 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.

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 51% 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

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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 is 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 contract is 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 in Exxat. 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 Instructor will provide feedback as well. The expected completion date for the learning contract is specified by the seminar instructor in the seminar course syllabus. The learning contract is housed and completed in Exxat.

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 seminar instructor 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:

The student is expected to demonstrate a minimum rating of 2, midway through the semester and an average rating 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 Seminar Instructor 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 Director and Seminar Instructor.

Upon earning an "Unsatisfactory" grade in Field the student may opt to repeat the Field Education Course if recommended by the Seminar Instructor and Field Director 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 seminars weekly. Seminar is an arena in which students can safely discuss field experiences and receive feedback from their peers and Seminar Instructor. It's an opportunity for the Seminar Instructor to gauge student progress.
- Assignments completed as a requirement of seminar are reflective of student progress in field and a helpful means of monitoring.
- Seminar Instructors 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 an 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 6535, 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 seminars 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 the geographic location of the placement agency.

Site Visits

At a minimum, the student's assigned Seminar Instructor 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 Seminar Instructor 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 Seminar Instructor is 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 track their hours using the time sheet function in EXXAT. The Field Instructor and/or Task Supervisor must sign the timesheet weekly as well as on the date(s) of supervision. The Seminar Instructor will review the student's time sheet periodically to determine if the student is progressing as expected in accruing the required number of hours. Time spent in weekly supervision should be included in the student's time sheet. 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 SOW6536 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

Role of the Field Director

The Field Director 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 Director 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 any issues that may arise in field.

More specifically, the field director 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 Seminar Instructor 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 students, Seminar Instructor, 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 Seminar Instructor

The Seminar Instructor 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 Seminar Instructor is the first point of contact for students assigned to their seminar course and their field instructors. Communication between the faculty-Seminar Instructor, agency field instructor, and the student is ongoing. The faculty Seminar Instructor serves as a resource to the agency and facilitates the student's educational experience. As a faculty Seminar Instructor, the Seminar Instructor is responsible for monitoring students throughout their field placement. At a minimum, the Seminar Instructor 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 Seminar Instructor 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 Director and relays to the Field Director 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 Seminar Instructor 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 Seminar Instructor;
- 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 the 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 Seminar Instructor 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 Seminar Instructor;
- 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 are 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 postgraduate 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 Seminar Instructor. 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, Latina'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 Director. Agency selection is dependent upon numerous factors and 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 seminars.
- 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 Director 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.

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. 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 them in a professional manner in an effort to identify

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corrective actions necessary to resolve the issue or concern in an expeditious manner. For students, participation in the 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 understandingly be intimidating for the student. Therefore students are encouraged to consult with their Seminar Instructor 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 Seminar Instructor 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 Seminar Instructor will inform the Field Director 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 Director will identify other placement options for the student. Please note, the Field Office cannot guarantee that a second field placement option 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 Seminar Instructor to discuss the situation. Oftentimes, the agency field instructor and Seminar Instructor are successful in developing a strategy to resolve the concern.
- The Seminar Instructor 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 Seminar Instructor shall inform the Field Director 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 Director 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 Seminar Instructor 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 Seminar Instructor are successful in developing a strategy to resolve the concern.
- The Seminar Instructor 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 Seminar Instructor shall inform the Field Director 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 Director will identify alternative placement options for the student. Please note, the Field Office cannot guarantee that a second field placement option will be available.

Seminar Instructor Concerns related to Student

- The Seminar Instructor 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 Seminar Instructor will inform the Field Instructor, task supervisor if applicable, and Field Director and a meeting will be arranged to discuss the Seminar Instructor'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.

Seminar Instructor Concerns related to the Agency

The Seminar Instructor 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 Seminar Instructor will inform the field instructor and task supervisor if applicable, along with the Field Director and a meeting will be arranged to discuss the Seminar Instructor'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 Seminar Instructor immediately to discuss the circumstances resulting in suspension or termination.
- The Seminar Instructor will notify the Field Director 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 Seminar Instructor in completing any activities or meetings to facilitate terminating the placement.
- The field instructor and task supervisor, if applicable, will provide feedback to the Seminar Instructor and Field Director 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 the 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 to 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 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 director.

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.

If you resign from your field placement, it is not guaranteed that another internship will be provided to you. If you would like a new placement, you must request, in writing, why you would like a new placement and what you have tried to do to improve your current placement/situation. Any requests will be reviewed by the Field Director, Program Coordinator from the respective undergraduate or graduate program, and Department Chair.

The Department of Social Work reserves the right to deny a student a second internship based on student performance issues and other pertinent information. The Department will not offer a third internship for any single field education course.

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 Seminar Instructor and the Field Director. 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 at 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 needed to accommodate field seminars. Seminar Instructors 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 pre approved 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 Seminar Instructor. 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 Seminar Instructor determines that the exception should be considered, the student must submit a written request for the exception to the Field Director 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 Seminar Instructor 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 Seminar Instructor. 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/#grades_incomplete

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. 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 Seminar Instructor 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".
- It is the student's responsibility to maintain contact and provide all documentation required of the Seminar Instructor, as specified in the contract.

The remaining field requirements must be completed prior to the end of the following semester. If the student does not satisfy the remaining course requirements the "Incomplete" grade will be changed to "Unsatisfactory".

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 pre placement interview. If the Field Director is agreeable to further consideration based on initial discussion, the student subsequently and EmploymentBased Field Application. This application is in addition to the field application and must be completed electronically and submitted in EXXAT. 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 Director 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 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 automobiles 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 agency's 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. The 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.

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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 Accessibility Resources. More information can be found at: <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-accessibility-resources/>
- Provide documentation to the field director 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.

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 Director . 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 Director 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 Director 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 that 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 Director 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. 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. Medical Marijuana cards do not exempt students from agency requirements and may prevent placement. This is solely up to the agency and not the University.

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 Director (prior to the start of the semester) or the Seminar Instructor (after the start of the semester).

Deadlines

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

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 Seminar Instructor. Students should withdraw from any case where there is a conflict of interest or another kind of relationship with the client.

Criminal History Disclosure

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
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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 director 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.

International Field Placements

The Department of Social Work is unable to accommodate international placements. Placements on foreign US soil, to include military bases, will be considered on a case by case basis. The Field Office cannot guarantee placement in foreign US soil.