

WASHBURN
UNIVERSITY

SCHOOL OF APPLIED STUDIES
Social Work

Field Education Handbook

2023-2024



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Introduction

In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated, based on criteria by which students demonstrate the achievement of program competencies.

-- [Taken from [Council on Social Work Education Educational Policy and Accreditation Standards](#)]

This handbook is provided to serve as an introduction to the field education experience at both the BSW and MSW levels. The Field Education Handbook, along with our departmental website <https://washburn.edu/> will provide you with valuable information and critical policies and procedures to guide your field education experience. You should familiarize yourself with the Handbook and refer to it during your time in the program.

The Social Work Department reserves the right to make any changes deemed necessary at any time in its policies, practices, academic programs, courses, schedules, or calendars. This includes the right to correct clerical or typographical errors in any/all of its printed and/or online documents. This Handbook is a working document and may be amended as necessary.

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Field Education Objectives

The following objectives have been developed for the field education experience:

- Provide students with the opportunity to engage in social work practice in professional community settings meeting student's academic needs.
- Provide students with the opportunity to engage in field-based supervision that contributes to a theoretical knowledge base and skill acquisition, and the development of a critically reflective professional identity based on the core values of social work.
- Provide students with opportunities to identify and engage in field education tasks that diversify their learning and strengthen their commitment to improving the well-being of oppressed and disenfranchised populations.
- Provide students with opportunities to evaluate their competency for social work practice in a way that strengthens their commitment to lifelong learning.
- Provide students with a multilevel system of support that empowers students in the acquisition of the knowledge, skills, and perspectives necessary for competent clinical social work practice.

Field Education & Seminar

Field education is available to students formally accepted into the BSW/MSW program, who are in good standing, and who have successfully completed prerequisite coursework. The field education and field seminar course(s) are taken concurrently for BSW and Clinical (Advanced Standing/2nd year) MSW students. Generalist MSW students will be assigned a Generalist Field Liaison for the Fall Semester and Spring Semester. Additionally, students are expected to enroll and attend the pre- field education workshop(s) held prior to the start of the field education placement work.

BSW students complete one field education/seminar sequence over two semesters in their final year.

There are two levels of field education within the MSW program: Generalist and Clinical. The generalist field education experience is designed for developing foundational social work expertise. It includes a variety of opportunities for work with multi-level client systems. The assignments in clinical field education focus on more specialized knowledge and skills, and smaller client systems.

The Field Education Director assumes the responsibility for assigning each student to a placement that will broaden their experience. Students are not responsible for locating or arranging field education placements. Students who do so are fraudulently representing themselves as agents of the university, which is strictly forbidden. ***Any student who seeks to arrange or establish a field education placement without the expressed knowledge and explicit consent of the Field Education Director may be suspended and/or dismissed from the program.*** Students are encouraged to familiarize themselves with the various social work agencies and roles in the community. This allows students to identify key areas of interest in preparation for the field education intake process.

Roles, Responsibilities & Requirements

The field education partnership includes multiple participants – the student, field instructor, in some settings a preceptor or off-site supervisor, field agency, seminar instructor, MSW generalist field liaison, field education office and Washburn University. Open and regular communication can support each participant in fulfilling their role in the educational process. Due to the integrative nature of the Field Education experience, the roles and responsibilities of each of the different participants are outlined below.

Washburn University

Washburn University purchases a professional liability policy for field education placement insurance coverage. The policy, which covers students and faculty liaisons, has limits of \$1,000,000 per claim and \$3,000,000 maximum per year. Students are covered by this policy only during the academic semester(s) in which they are enrolled in their seminar and field education courses. In special circumstances, coverage can be extended to students who complete a Field Education Exception Hours request to work outside of Washburn's academic calendar. This request must be approved by the Field Instructor and final approval will be determined by the BSW/MSW Field Education Director. The University's responsibility for insuring both professional liability and Worker's Compensation ends once class requirements are met. The University also signs Memoranda of Understanding with field agency administrators to establish field education placement partnerships.

Field Education Directors

The Field Education Directors develop, administer, and coordinate the field education portion of the social work program. They select agencies and field instructors and coordinate the placement of all field education students. When necessary, they act as mediators in handling difficulties among students, seminar instructors, MSW Generalist liaison, agencies, and field instructors during field education. Final decisions regarding placement of students are made by the respective Field Education Director. The Field Education Directors in consultation with the BSW/MSW Program Directors and the Department Chair, make decisions regarding termination of placements. Other functions include curriculum planning and policymaking, public relations, maintaining student files and documentation, developing and providing educational meetings and collaborative conferences with the field director and field instructors.

It should be noted neither the Social Work Department nor any member of the social work faculty can guarantee a student will be placed in a field education agency. Everything within reason will be done to locate a suitable placement for each student who is eligible for placement. However, the ultimate decision to accept or reject a student is up to the host agency. A student who, for any reason, cannot be placed in an agency in a timely manner may be required to delay his or her field education, until the following year.

The BSW Field Education Director is Tonya Ricklefs, tonya.ricklefs@washburn.edu

The MSW Generalist and MSW Clinical Field Education Director is Alicia Lawrence,

alicia.lawrence1@washburn.edu

Seminar Instructor

The weekly seminar course provides content and learning objectives which complement and enhance the experience of field education and is taught by a faculty member of the social work department.

The seminar instructor serves as a field liaison and initiates contact with the Field Instructor through video and telephone conferencing a minimum of one time per semester for the mid-semester site consult. The purpose of the contact(s) is to obtain an awareness of the student's progress in the field and to offer consultation to the Field Instructor as appropriate. The seminar instructor is a resource for both the student and the field instructor with the primary focus being the success of the student in their field education placement.

MSW Generalist Field Liaison

The role of the MSW Generalist Field Liaison is to serve as a vital link between field education students, their field instructors, and the MSW Field Education Director. This involves effective communication by introducing themselves, outlining their role, and guiding mid-semester site visits by video conferencing. They offer ongoing support to students and instructors, addressing concerns related to learning contract completion, evaluations, and challenging conversations. The liaison communicates concerns to the MSW Field Education Director. In the event of remediation, the liaison may be invited by any party.

Agency

Agencies are recruited, vetted, and approved by the Field Education Directors. Field Education agencies should be able to provide field education practice experiences in keeping with the academic goals of the BSW/MSW program and standards of the Council on Social Work Education. Agencies operate under a Memorandum of Understanding (MOU) with Washburn University. In accordance with the MOU the agency will retain full responsibility for the provision of services to its clients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the agency and/or the direct or indirect service to clients.

The agency also agrees to the following:

- The agency has the ability to provide a comprehensive range of experiences that will assist the student's integration of classroom learning and field practice as well as exposure to diverse populations and systems. Social Work practice in the agency is consistent with the values, ethics, and principles of the social work profession.
- The agency has the ability to accommodate students with appropriate space, equipment, staff and caseloads essential to a successful field education placement.
- The agency has the ability to offer opportunities for a variety of educational experiences including, direct service delivery to clients as well as learning experiences working with other agencies, community resources and community groups.
- The agency is willing to provide students the opportunity to participate in agency activities, such as staff or administrative meetings, in-service training, etc.

The agency has available and qualified Field Instructor(s) (FI). Or the agency agrees to the student's

receiving field instruction supervision from a qualified off-site supervisor approved by Washburn. If an off-site Field Instructor is used, the agency agrees to provide the student with a Preceptor who agrees to maintain good communication with the off-site Field Instructor. Additionally, the agency understands the Washburn University Social Work Department cannot employ, reimburse, or provide liability insurance for off-site Field Instructors. Other factors to be considered when incorporating an off-site field instructor include: (a) commitment and ability of the FI to perform the administrative, supervisory, and support duties of a FI; (b) the relationship of the FI to the agency including familiarity with agency mission, protocols, and practices; (c) availability of the FI during those times the student is in field education practice; (d) assignment of an appropriate on-site alternate during times student is in field education practice; and (e) a clearly documented plan for supervision. Further details regarding off-site supervision requirements are available from the Field Education Directors.

- The agency is willing to maintain good communication with the BSW/MSW Field Education Director and other representatives of Washburn University.
- The agency understands the student will also be enrolled in classes during their Field Education and the student will have to arrange their field education hours around their class schedule.
- The agency agrees to follow the policies and procedures outlined in the Field Education Handbook.
- The agency also indicates its commitment to Washburn University and CSWE policies of non-discrimination; compliance with ADA, HIPAA, and other federal and state guidelines; and the provision of adequate support for Field Instructors during the field education training period.

Field Instructor

The Field Instructor (FI) has direct supervisory responsibilities for the assigned student, including the roles of teacher and consultant, extending beyond these roles to supervision as defined in the BSRB K.A.R. 102 2 8(6). The FI agrees to accept the student for the entire period of the placement, except in the case of unforeseen circumstances, and with due notice in writing to the Field Education Director.

The FI provides a minimum of 1-hour per week of individual supervision and assigns practice opportunities in fulfillment of the learning contract developed by the FI and the student at the beginning of the student's first semester in field placement. These contracts outline specific practice behaviors and learning activities designed to achieve outcomes aligned with the nine core competencies set forth by the Council on Social Work Education. The FI is encouraged to enhance the integration of classroom and field experiences by reviewing copies of the seminar syllabi provided by the student. Final approval of the learning contract rests with the Seminar Instructor & Field Education Director.

The FI will complete a mid-semester evaluation of the student's general progress. The student and FI will visit with the Seminar instructor to discuss general progress toward the learning contract. Prior to the end of each semester, the FI completes an evaluation of the student's progress, reviewing it with the student before submitting it to the Field Education Director.

FIs are strongly encouraged to attend the Field Instructor Workshop offered at the beginning of each field education cycle.

Specific requirements for Field Instructors at the BSW and MSW levels are as follows:

- BSW students-. The FI must be currently licensed in the State of Kansas at the LBSW or higher level or otherwise meet Kansas BSRB qualifications. If the student is placed in an agency outside of Kansas, then the FI must be currently licensed (or registered or certified) in the state where the placement will take place. The FI must have a minimum of two years paid social work experience at the time the proposed Field Education placement begins.
- MSW Students-The FI must be currently licensed in the State of Kansas at the LMSW or higher level, or otherwise meet BSRB qualifications. If the student is placed in an agency outside of Kansas, then the FI must be currently licensed (or registered or certified) in the state where the placement will take place. The FI must have a minimum of two years post masters experience at the time the proposed field education placement starts.

Students

Field Education students are assumed to be motivated, adult learners committed to the social work profession as a career goal and who will actively participate in their learning process. Like employees, field education students are representatives of the agency and are expected to adhere to the policies and regulations of the agency. Professional behavior and compliance with the ethics and values of the profession are expected. Field education students are responsible for understanding the goals and objectives of the program, the development of a learning contract, and the field assignments made by the agency Field Instructor. Students are expected to use professional skills in advocating for their learning needs and addressing difficulties that may arise at the field education placement.

Some agencies may require the student secure individual professional liability insurance at their own expense. Relatively inexpensive professional liability insurance coverage for students can be obtained through the National Association of Social Workers (NASW). However, to be eligible, the student must join NASW.

Some agencies may require students to complete physical examinations or provide proof of other health-related tests/documentation including but not limited to vaccine verification, urine drug screen, and Tb tests prior to placement. In the event the agency requires such examinations or documentation be facilitated by Washburn University the company Verified Credentials will be used with an associated cost to the student of approximately \$100.00.

Off-Site Field Instructor

If an agency meets criteria but does not have an appropriate social worker available to provide field instruction, an off-site supervisor can be considered. However, the Washburn University Social Work Department cannot employ, reimburse, or provide liability insurance for off-site Field Instructors. When considering off-site field instruction factors include: commitment and ability of the FI to perform the

administrative, supervisory, and support duties of a FI; the relationship of the FI to the agency, including familiarity with agency mission, protocols and practices; availability of the FI during the time the student is in field education and a clearly documented plan for supervision. Further details regarding off-site supervision requirements are available from the BSW/MSW Field Education Director.

Preceptor

In some circumstances it may be appropriate for a student to be assigned a preceptor as well as a Field Instructor. The Preceptor is an agency staff member, who serves as an important supplementary education resource for the student. In collaboration with the Field Instructor, the Preceptor works with the student on specific educational tasks. It is expected many staff will participate in the student's education, but the relationship with the Preceptor is ongoing and is a formal arrangement between the Field Instructor, the Preceptor, and the student. The Field Instructor maintains responsibility for the student's educational program and integrating the work the student is doing with the Preceptor into the student's overall learning. The Preceptor provides feedback on the student's performance and consults with the student and Field Instructor in writing the learning contract and provides the FI with input on the student's mid semester and end of semester evaluations.

Safety and Security of the Student in Field Education

While the Social Work Department does not want students to be sheltered from the realities of professional practice, immersing students in social service agencies may expose them to safety and security risks. The department and field education agencies must collaborate to reduce risks to students in field education placement. If not addressed, concerns about personal safety can significantly affect learning opportunities.

Field Instructors at field education sites should:

- Discuss safety and security matters with students at the placement interview or at the outset of the field education placement. Information about the prevalence of or potential for violence while conducting field education activities should be relayed to the student
- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients and home visit safety procedures
- Provide a tour of the surrounding neighborhood and address concerns students may have regarding work in the community
- Allow students to observe staff engaged in the work for which the student is preparing
- Allow students to be observed while engaged in learning activities
- Link students with agency-provided security resources (i.e. safety training, cellular phones, etc.)

The following types of activities warrant special concern and these activities must be discussed with the field education department and the student prior to the assignment:

1. Physical restraint of clients
2. Treatment of a client with a history of violence towards the staff
3. Work in the agency at times when/or in areas where other staff are not present.

The Washburn University Social Work Department does not allow students to transport clients. Students are allowed to ride along with agency staff who are transporting clients, if the field instructor feels it would further the student's learning. If a student is doing an employment based field education placement and part of their employment duties are to transport staff, the student should notify the BSW/MSW Field Education Director prior to placement.

Field Education Waiver

All students will need to complete the Department of Social Work Affirmation and Acknowledgement of Risk waiver prior to starting in field education. Please see appendix A to view the waiver. This document will be assigned to the student with an associated due date. Failure to sign the waiver by the due date indicated will impact the student's opportunity to participate in field education and, by extension, to complete their respective social work program.

Field Education Placement Process

Sonia

Sonia is a comprehensive data management system that allows Washburn University social work students and community partner field instructors to be active online participants in multiple areas of the field education experience. These areas include field education course assignments and direct communication between the field placement agency, the student, the seminar instructor, and the field education office. All BSW and MSW Clinical students are required to purchase Sonia access by March 15th prior to the start of their field education placement in the fall semester. Sonia is available through the Ichabod Shop and can be purchased in person or online. The information completed in Sonia includes but is not limited to: field education intake form, Department of Social Work Affirmation and Acknowledgement of Risk waiver form, student timesheets, learning contract, mid-semester and final evaluations. These forms may vary or be changed at the Field Education Director's discretion. Prior to the start of each semester students and field instructors receive an introductory email about how to initiate the field placement experience in Sonia.

Field Education Placement

Placement of students is coordinated through the Field Education Office, taking into account the student's interests and abilities, and availability of appropriate agencies and Field Instructors. Therefore, ***students must not initiate placement activities independent of the Field Education Office.*** If a student seeks to arrange or establish a field education placement without the expressed knowledge and explicit consent of the BSW/MSW Field Education Director, they may be suspended and/or dismissed from the program.

If a student has a particular interest in a setting that has not yet been developed as a field education placement, this interest should be conveyed to the Field Education Director. If such a placement is educationally sound, every effort will be extended to negotiate a contract for placement. In certain circumstances a student's current employment site can be evaluated for suitability as a field instruction setting.

Field Education Intake

Students who have been formally admitted to the BSW or MSW program must complete a field education intake form which asks students to identify their top three general areas of interest in a field education placement. Students should not initiate field education forms prior to formal admission to the program. Students eligible to initiate the process for field education placement will be directed to complete the intake form and upload a cover letter and current resume to the respective Field Education Director. Additionally, upon submission of the intake form students will be directed to schedule their BSW/MSW Field Education Placement interview. Failure to complete the intake, provide supporting documents, and/or scheduling the placement interview may delay or fully compromise a field education placement during the intended semester.

Field Education Placement Interview

Each student will complete an interview with the respective Field Education Director a minimum of one semester before they are to begin their field experience. The purpose of this interview is to create the best

match between available placement settings and the student's career goals, past educational and occupational experience and current competencies. At this meeting, the Field Education Director, following a review of the intake form, cover letter, and resume, will identify up to 6 identified agencies that fall within the 3 general areas of interest already determined by the student. The Field Education Director will review possible placement opportunities, provide information about the placement process and offer support. Not all placement interests can be met, but every reasonable effort will be made to consider student's needs. During the interview students will have the opportunity to decline proposed agency placements. Students will also have the opportunity to identify placements they prefer not be contacted due to historical circumstances or in the event the student has an existing or potential conflict of interest with said agency. Conflict of interest may include, but is not limited to, dual relationships such as a personal friendship with the Field Instructor or a student being or having a history of being a client at the potential field education site. Students have the responsibility to disclose such conflicts of interest to the Field Education Office. Subsequently students will also be advised the practice of restricting or declining proposed agencies may result in a delay or absence of field education placement for the intended semester.

Please see the “Field Education Interview Prep Document” in appendix B for tips on how to be successful during your placement interview.

Assignment of Field Education Placement

Following the interview with the Field Education Director, the student receives an emailed notification informing him/her of a potential placement agency and any associated instructions for next steps including field agency interviews. During the field agency interview, the agency social worker and the student share their expectations and determine if the placement will provide a mutually viable learning opportunity. The agency interviewer will then inform the Field Education Office and/or the student if they accept or decline the student. A student has the right to decline a placement offer at this time, although professional courtesy warrants stating this intention at the time of the agency interview. Students wishing to decline a placement offer after the interview opportunity has passed, need to decide regarding the acceptance or declining of an offered placement in a timely manner. Declining a placement offer promptly may allow another student to pursue that placement opportunity. If a student declines a suitable placement offer, they will be asked to provide an explanation on the student acceptance form. Declining an offer could result in delay of the field education sequence. A second match is not sought after until the Field Education Office has received proper notice from the agency and/or student. Once a student has accepted a placement offer, by signing the student acceptance form, the relationship is considered a professional obligation to the agency and the student assumes responsibility for planning further contacts with the field instructor.

Every reasonable effort will be made to facilitate a student’s placement in an appropriate social service agency in a timely manner. However, Washburn University, the School of Applied Studies, and the Department of Social Work cannot guarantee every student will be accepted by the agency or agencies with which they interview for placement. In the event a student is not placed, then they may be required to wait an entire year for the next cycle of placement interviews to occur. In the rare instance when a student is found, after a second round of interviews, to be unacceptable for placement by field education agencies in the community, that student may be counseled out of the BSW/MSW program and into another area of study.

Social Work Field Education Placement in the Workplace

Employment-Based Placements

While field education generally occurs outside the student's place of employment, the Council on Social Work Education will permit an employment-based placement if it is demonstrated the educational integrity of field education is preserved. An employment based placement is only applicable at an agency where the student is already employed. Field education opportunities must be substantively different from employment activities and must correspond with the student's program status. The prospective Field Instructor must be appropriately licensed and be someone other than the student's employment supervisor.

If the student is considering doing an employment based field education placement, this is something they should discuss with the BSW/MSW Field Education Director in their placement interview. If it is determined in the interview, an employment based placement will be pursued, a detailed written proposal must be submitted to the Field Education Director. A proposal template along with information sheet will be provided to the student by the Field Education Director. The proposal must clearly document the student's current employment tasks and assignments and specify the differences in the anticipated tasks and responsibilities as a student learner. It is to be developed in consultation with the agency of employment and must be signed by the agency director, current supervisor, and potential field instructor. The final decision is made by the Field Education Director.

Parallel Placements

Similar to the Employment Based Field Education placement, parallel placements involve consideration of a field education placement at a social service agency that employs the student. However, in this instance the parameters are different in that the student is employed in a position not closely related to social work such as a clerical position. Because the issues of role separation and the need for separate supervision are the same, the student must submit a detailed, written proposal that demonstrates the educational integrity of the field education is preserved (forms and further information will be provided by the Field Education Director during the interview process).

A student can only have one parallel and one employment based placement. For example, if a student completes an employment based field education placement for the BSW or generalist placement they would not be able to do a second employment based placement for the clinical level field requirements. In some circumstances it may be possible for a student to complete a parallel and employment based placement at the same place of employment while advancing through the academic program(s).

Employment Requests During the Field Placement

Occasionally, students are invited to become an employee of the agency where they are placed for their field education experience, with the intention of being paid for the duties associated with their student role. In these instances, students need to communicate & discuss this with their respective Field Education Director.

Field Education Placement Considerations

Level Differentiation

BSW

[The Council on Social Work Education \(CSWE\) Education Policy and Accreditation Standards](#) advises, “the baccalaureate program in social work prepares students for generalist practice.”

MSW

Generalist MSW– According to the [CSWE Educational Policy and Accreditation Standards](#), “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” Generalist practitioners provide service in the micro, mezzo and macro arenas.

A generalist field education placement within the MSW program is reserved for those students who do not have an undergraduate degree in social work.

Clinical MSW– Clinical social work is considered a specialized practice. [CSWE Education Policy and Accreditation Standards](#) advises, “Specialized practice builds on generalist practice, adapting and extending the social work competencies for practice with a specific population, problem area, method of intervention, perspective, or approach to practice. Specialized practice augments and extends social work knowledge, values and skills to engage, assess, intervene and evaluate within an area of specialization.”

The Field Education Experience

Required Field Education Practice Hours

Students are required to remain in their field placement for the duration of each semester ***regardless of the number of hours acquired***. BSW and Clinical MSW Students begin their field education placement the first week of each semester and are responsible for determining the exact start date in consultation with the Field Instructor. MSW Generalist Students begin their field education placement 4 weeks after fall semester classes begin and are responsible for determining the exact start date in consultation with the Field Instructor. Education ends the last week of each semester. Students are expected to conform to the agency's working hours, arranging field education hours in consideration of agency needs and class schedules. Time schedules are developed jointly by the student and Field Instructor. Written documentation of field education hours must be maintained for review and reporting on seminar documents and semester evaluations.

- BSW Students- BSW students complete their field education in the Fall-Spring Semesters after being formally admitted into the BSW Program. A minimum of 200 hours per semester and 400 hours overall is required for field education. The requirement is 16-clock hours per week spent at the host agency for two semesters.
- MSW Generalist Students- Generalist students complete their field education in the Fall-Spring Semesters and conclude their field placements at the end of the subsequent spring term. A minimum of 200 hours per semester and 400 hours overall is required. The requirement is 16-20 clock hours per week spent at the host agency for two semesters. A minimum of 400 hours is required.
- MSW Clinical Students- Clinical field education students begin their field placements at the beginning of the fall semester and conclude their field placements at the end of the subsequent spring term. A minimum of 300 hours per semester and 600 hours overall is required. The requirement is 20-clock hours per week spent at the host agency for two semesters.

Monitoring and Evaluation of Field Education

The Field Education Director, Field Instructor, Seminar Instructor, MSW Generalist Liaison, Preceptor (where applicable) and the student are all vital participants in the monitoring and evaluation of field education including required field education assignments.

Required Field Education Assignments

The Learning Contract

The learning contract describes the comprehensive learning experience planned for the semester. Working under the guidance of the Field Instructor & the Seminar Instructor, the student develops a contract that takes advantage of the learning opportunities and needs of the field education setting and reflects the program's core student competencies. Within the learning contract students will identify focused learning activities for each practice behavior associated with the 9 core competencies (link below). The learning contract is intended to be a guide and living document throughout the field placement. In addition to identifying learning activities, students will also document when those activities have been completed and describe their outcome(s). The learning contract is created at the beginning of the student's placement and finalized at the end of the second semester. A template is provided in Sonia to guide the student and field instructor.

The nine core student competencies are as follows:

[BSW competencies](#)

[MSW Generalist Competencies](#)

Timesheets

Students will track their hours accrued at their field placement agency through timesheet entries in Sonia. As students enter their hours they will be able to document direct/indirect hours, supervision hours, and a brief description of the activity completed. Field Instructors are then required to approve the entries provided. Students are encouraged to enter a timesheet at the end of each day at the field placement agency. Only timesheets that have been approved by the field instructor are used to determine the total number of hours accrued for the semester.

Mid Semester Evaluation

The Field Instructor will complete a mid-semester evaluation rating the student's progress taking into consideration their progress on tasks identified in the learning contract and practicing within the 9 core competencies listed above. The Field Instructor is asked to review this evaluation with the student.

Additionally, the seminar instructor contacts the Field Instructor to offer consultation and support and schedule the required mid-semester tele/video conference. The student, field instructor and preceptor (where applicable) are expected to be present during this conference. During this conference the seminar instructor will review strengths of the placement, areas for growth and the student's level of engagement at the field

education site. Site conferences by the seminar instructor are not required during the second semester of field education but may be scheduled on an as-needed basis.

End of Semester Field Evaluation

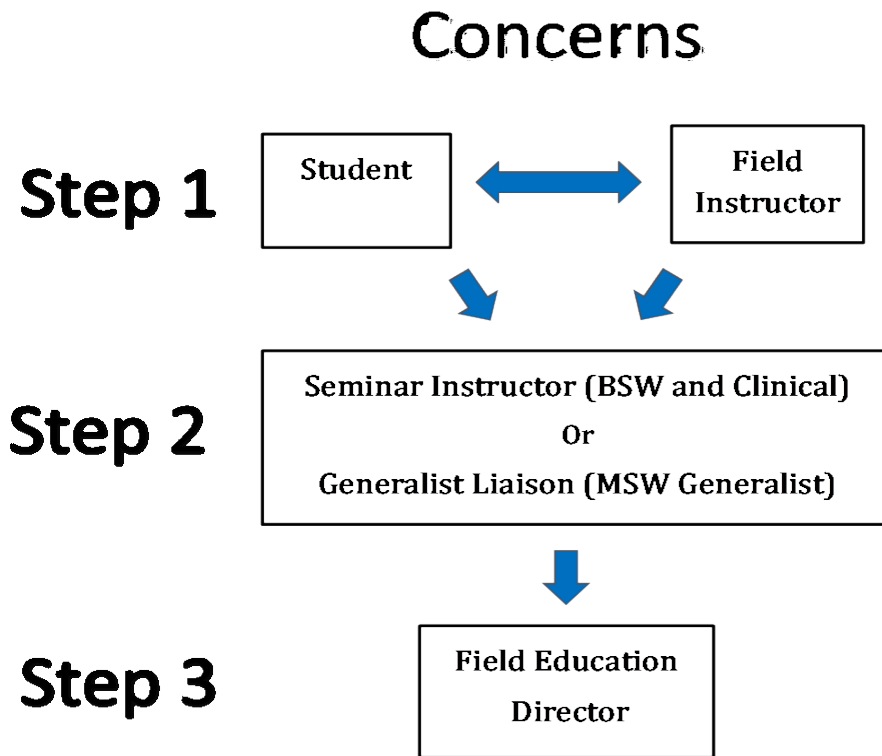
Field evaluation is a process that can enrich the field education experience and assure there are no surprises at the time of the final semester evaluation event. Two documents bracket the evaluation experience, the Learning Contract executed at the start of field education and the evaluation instrument used at the close of each semester to determine student progress toward competency.

Overall student progress regarding the 9 core student competencies and associated learning objectives at the end of the semester is scored on a 6-point ascending Likert scale where “0” indicates no proficiency in the component being evaluated and “5” indicates excellent proficiency, or proficiency demonstrated under demanding conditions. Scale references to the condition under which proficiency is demonstrated are based on a person-in-environment perspective that recognizes social workers often work with competing demands in challenging situations. The ability to perform in these situations is an appropriate expectation of a competent social worker and should be accounted for in evaluation. Space is provided for Field Instructor narratives about areas of strength and future growth. ***Students must have a final average score of 3 or higher to pass field education.***

The Field Instructor must review this evaluation with the student and then submit the document via Sonia.

Concerns

Students and Field Instructors are first encouraged to address concerns as soon as they arise with one another. In the event this step is not sufficient the student or field instructors should seek consultation with the student's seminar instructor or Generalist Liaisons, to process the concerns and possible responses. Seminar instructors, Generalist Liaisons, Field Instructors & students are then directed to coordinate with the Field Education Director to address concerns that cannot be managed at the field education placement agency or through discussion in seminar class. The Field Education Director will then reach out to the Student and Field Instructor to facilitate a resolution (see visual below).



Remediation in Field Education

There are times when field education remediation is necessary. Such as the student receiving low average ratings on their mid-term evaluations, concerns from the Field Instructor or the student not performing at the level the field education agency sets for its students. When this occurs, a written Field Education Remediation plan will be put into place. This plan involves the student's strengths as well as areas of need. When remediation is necessary, the Field Education Director will send the Field Instructor the remediation plan to complete. Ideally, the field instructor and the student would work on this plan together. If the circumstances surrounding the remediation plan do not allow for this, the student's input will be gathered by the Field Education Director. Once the remediation plan is complete, the FE Director will schedule a virtual meeting with the student and the Field Instructor. During this meeting, both the student and the FI will be given a chance to express their concerns and review the goals and objectives the FI developed when they wrote the plan. These goals and objectives may change during the meeting. Once all parties agree on the goals and objectives, a date will be set for the team to come back together to see if the student has made progress and is able to remain in their current placement.

Remediation is a privilege, not a right, and the Field Education Director along with the BSW/MSW Program Director and the Social Work Chair will determine if remediation is an option.

Termination of Field Placement

Events in the life of the student or within the agency may result in termination of a field education placement. A placement may be terminated by the student, the Field Education Director, the agency field instructor, or the agency administrator. To avoid unnecessary terminations, it is extremely important all parties involved make every effort to identify problems early so mediation can be provided. This requires good communication between the student, faculty, and field agency. A written summary of problems and attempts at remediation is kept as a part of the student's file.

Student Directed Termination

If a student desires termination from their field education placement, they must first discuss this desire with the Field Education Director. If the student's desire to terminate placement continues, the student must then notify the respective Field Education Director, the agency, the field instructor, the Program Director, and the Chair of the Social Work Department in writing. This notice should specify the rationale for proposed termination of the placement. If field education reassignment seems possible the following options may be considered as determined by the Field Education Director:

- The student may be required to research and propose an alternate placement, which must be presented in writing to the respective Field Education Director for vetting and approval. The proposal must include the prospective field agency and eligible field instructor.
- The Field Education Director may proceed with student's alternate choices, identified in the field education placement interview, or other agencies at the discretion of the Field Education Director.

Reassignment is not guaranteed, and the consequence may be that the student will not be able to return to field education (and the seminar, if applicable) for another year, if at all. Reassignment considerations may include but are not limited to student's ability to translate academic content into practice, the student's level of professionalism and behavior demonstrated at the field placement agency, number of hours accrued, and whether or not there is adequate time left in the semester to pursue reassignment. ***Under no circumstances will an alternate field placement be pursued prior to the termination of the current placement.*** If a student terminates a field education placement without notification and approval, they may not be allowed reassignment to an alternate field education placement. If reassignment is not possible for any reason, the student may be compromising their ability to successfully complete field education which may affect status in their respective social work program.

Agency Directed Termination

If the student's field placement is terminated by the agency, field instructor and/or agency administrator prior to the completion of the total number of hours required, the Field Education Director should be contacted immediately to discuss the situation. Such a situation may occur for many reasons, for example insufficient resources and/or experiences to provide for an adequate learning experience, agency restructuring,

professionalism or comportsment issues, and personality or ideological conflict between student and field instructor and/or agency. The Field Education Director along with the BSW/MSW Program Director and Department Chair will evaluate the circumstances that led to the termination and determine if the student will resume field education at a new site and if credit will be awarded to the student for the hours completed at the first field education site.

Limitations of Termination

If the termination of the current field education placement is the second termination for the student in any social work program at Washburn University for any reason, the student may be required to meet with the Field Education Director, Program Director and/or the Chair of the Department to determine the student's capacity for successfully completing field education. ***In the event the student is unable to successfully complete two attempts at Field Education placement due to a pattern of problematic behaviors and lack of professionalism a third reassignment will not be provided, and the student will be recommended to the Program Director and Department Chair for dismissal from the program.***

Ethical Violations

In the event the field education placement is terminated due to violations of the NASW Code of Ethics on the part of either the student, agency field instructor, or agency representative the placement may be terminated effective immediately, in communication with the Field Education Director. A meeting will be scheduled with the student, Field Education Director, Program Director, and/or the Chair of the Department to determine the next course of action.

- Ethical violations demonstrated by the student may result in immediate dismissal from the Field Education program.

Ethical violations demonstrated by a field placement agency or their representative may result in immediate termination of the agreement/partnership between the Field Education department and the agency. Every effort will be made to secure an alternate placement for the affected student.

ADDITIONAL FIELD EDUCATION POLICIES

Holidays, Breaks, Personal Leave

Students are entitled to all university holidays and are encouraged to use these respite opportunities. However, since the field education is designed as a professional internship arrangement rather than a traditional course, students may be asked to meet certain client needs during holiday and break periods. In these cases, the student must complete the Field Education Hours Exception Request and have it approved by the FI and the Field Education Director. Students are encouraged to negotiate such expectations with the field instructor as early as possible to ensure requests are reasonable and the parameters are clearly understood by all parties. Requests by a student to attend conferences or workshops are subject to the field instructor's approval.

Students may be excused from field education only when such absences are unavoidable, such as illness or family crisis. Employment conflicts and completion of course work assignments are not considered appropriate reasons to be absent from field education. The student must inform the field instructor at the earliest possible opportunity if they must be absent from field education. A plan will then need to be developed to make up all hours that were missed. The number of required field education hours will not be reduced. In exceptional situations, permission may be granted for making up hours over a holiday or break. Such requests must be submitted in advance in writing to the Field Education Director. Requests must be signed by the student and the appropriate Field Education Director. The Field Education Director's decision on such requests is final.

Inclement Weather

When inclement weather impact practicum attendance, the following guidelines should be observed when determining whether or not missed practicum hours must be made up. We recommend field instructor and student create an inclement weather plan of activities student can complete remotely.

- 1) If the University is closed and the agency is closed, students **may not count** any regularly scheduled hours they would have acquired had they been in attendance on that day. Students may count hours accrued through remote plan of activities.
- 2) If the University is open but the agency is closed, **students may not count** any regularly scheduled hours they would have acquired had they been in attendance on that day. Students may count hours accrued through remote plan of activities.
- 3) If the University is closed but the agency is open, students are not required to attend regularly scheduled hours, however students may opt to attend. Students will have to make up any regularly scheduled hours they would have acquired if they had been in attendance on that day. Students may count hours accrued through remote plan of activities.

Grading Policy

Field Education is graded based on the completion of all Field Education assignments and successfully passing the End of Semester Evaluations the FI's complete. A passing grade of 3.0 or better on the End of Semester Evaluation is required to proceed to the next semester of field education or completion of field education in the event the evaluation is done in the second semester. Should a student receive a failing grade for a field education site, the hours completed during the failed field education will not be transferred to a new field education site.

Appeal of Academic Status or Dismissal

If a student wishes to issue a grievance about a grade or process within field education, they should submit their concern to the Field Education Director and BSW/MSW Program Director in writing. If after meeting with the Field Education Director and Program Director, the concern is not satisfactorily resolved, the student should submit the concern in writing to the Social Work Department Chair. If there is justifiable reason why the grievance cannot go to the Field Education Director and Program Director first, the student should communicate that to the Department Chair.

If the Department Chair determines that the student's presence in the classroom or field education setting constitutes an immediate threat to the student and/or others, the Department Chair may impose an immediate suspension. If such action is taken, the Department Chair shall immediately notify the student, the Dean of the School of Applied Studies, the Vice President of Academic Affairs, the student's advisor, and any other parties (e.g., campus police, classroom or field education instructors) involved in the situation). For noncompliance with the University's Student Conduct and Disciplinary Code, additional procedures may be imposed as outlined in the *Washburn University Graduate Catalog*.



Department of Social Work Affirmation and Acknowledgement of Risk

I, _____, affirm that I have read the Washburn University Department of Social Work Field Education Handbook and understand the nature of Field Education involving regular engagement in on-site, in-person practicum activities in a social work setting.

(Please carefully read and then initial each of the following statements):

I acknowledge that there are certain risks inherent in my participation in this [practicum, internship, clinical program], including, but not limited to risks arising from:

- Driving to and from the Field Education Site, or while in the course of Field Education activities;
- Unpredictable or violent behavior of certain client populations served by the Field Education Site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks with no liability being held by the Field Education Site or University faculty and staff. I agree that it is my responsibility to understand and follow the Field Education Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Field Education Site and University may recommend and/or require.

I acknowledge that it is my responsibility to bring to the University's and/or the Social Work Department's attention any information regarding the Field Education being unsafe or otherwise improper.

Should I require emergency medical treatment as a result of accident or illness arising during my Field Education I consent to such treatment. I acknowledge that Washburn University does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Field Education, Field Instructor and Field Education site agency administration if I have medical conditions about which emergency personnel should be informed.

I understand that it is my responsibility to follow safe practices as set by the Washburn University Administration, the Washburn University Social Work Program, and my Field Education Site, as well as those required by our state and federal governments.

I acknowledge that the Social Work profession is not risk free and that by extension, practical training for the profession is not risk free either. I voluntarily participate in Field Education in spite of these risks, with the understanding that successful completion of Field Education is a requirement to obtain a Bachelor or Masters Degree in Social Work.

I acknowledge that if I have health issues or am not comfortable participating in practical training at this time, I can elect to postpone my Field Education to the following academic year, knowing that it will affect my original projected graduation date, **but that it will not affect my standing in the BSW/MSW program.**

I understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the above-mentioned courses, I should approach the Office of University Diversity and Inclusion who will discuss possible accommodations.

I acknowledge that engaging in Field Education may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. It has been explained to me, and I understand, that Washburn Social Work faculty are available to discuss any questions or concerns I have about the nature and physical demands of my Field Education activity and the inherent risks, hazards, and dangers associated with this activity. I represent that I am otherwise capable, with or without accommodation, to participate in my Field Education.

Student Signature:

Date:

Field Education Director Signature:

Date:

Department Chair Signature:

Date:

*Please note, this form will be assigned and submitted via Sonia. ***Do not*** print this page for use as your wavier.

Field Education Interview Prep Document

Show your Best Self: Preparing for your Field Education Interview

The saying that first impressions matter certainly applies to your field education interviews. Agencies that are willing to provide learning experiences for social work students are doing the profession, Washburn University Department of Social Work, and you as the student a favor. Agencies have a choice whether to take a student or not, so you want to demonstrate to them that YOU are the right choice! In recognition of this, it is in your best interest to demonstrate respect for the agency's time and consideration of you by showing them your best self. In other words... BE YOUR ICHA-BEST!

Portraying a Professional Appearance

While individual people and agencies have different opinions on what constitutes "professional appearance", you will not have prior knowledge about individual and agency expectations. It is also difficult to define "professional appearance" because there are cultural differences in terms of appearance norms. As a general rule, you should avoid clothing that you would wear to workout or lounge around your house, as well as jeans/denim. It is also relevant to note that while social norms about piercings, tattoos, and hair color have changed, it may also be appropriate to reflect on these aspects of your appearance in terms of how others may view the professionalism of your appearance.

It is suggested that you try on your planned interview attire in advance and to think about whether others would characterize your appearance as "professional". If you have questions about whether your planned interview outfit, hair, and tattoos/piercings appropriately reflect professionalism and respect for the agency and interview process, it is suggested that you seek the advice of faculty/staff in the department or another trusted person.

Demonstrating Professional Behavior

Remember the social work skills that you have learned regarding conveying professionalism and genuineness with your clients, and replicate this during your interviews. Remember your "common courtesies" and look like you are excited to be there! Some general tips:

- ✓ Arrive 5-10 minutes early
- ✓ Smile!
- ✓ Wait to sit down until invited to do so
- ✓ Speak clearly and make eye contact
- ✓ Listen "actively" and be attentive to your nonverbal communication
- ✓ Turn your phone on silent and place it in a place that is not visible

Demonstrating your Professional Knowledge

During the field education interview, you should be prepared to demonstrate basic knowledge about the agency services and clientele. It is suggested that you research the agency in advance of your interview, for example by reviewing their website. You should also be prepared to discuss your academic and work experiences, strengths and weaknesses, and career goals. In addition to demonstrating your professional knowledge in terms of your responses to questions asked by field agencies, this can also be conveyed through questions that you ask to gain more information about the agency and your potential field education experience.

It is in your best interest to prepare in advance for how you would respond to potential questions, as well as to prepare questions in advance that you could ask during your interview. You should be prepared to give concrete, specific, answers and examples to questions. It can be helpful to not only write out answers to potential question, but also to practice saying them aloud to someone. Asking questions about the agency and your potential experience also communicates a genuine interest in the opportunity. Please note that you will not

necessarily have a lot of time to ask questions of the agency, so it is suggested that you prepare a few questions that are most of interest to you.

Example Questions you Might be Asked by Agencies

- What led you to choose social work as a profession (remember to demonstrate appropriate boundaries and disclosure)?
- Why are you interested in completing your field education at this agency?
- What would you contribute to this agency (i.e., your strengths)?
- Tell me about any social work-related volunteer or employment experience you may have.
- What do you hope to learn while at this agency?
- What are your career goals?
- Tell me about a time you had to handle multiple responsibilities. How did you organize those responsibilities?
- Give me an example of a project/situation that demanded attention to details. How did you handle the details?
- Tell me about a time when you had to deal with a difficult person. How did you handle the situation?
- How do you plan to keep your supervisor informed of your progress and concerns?
- Tell me about a time that you worked well as a part of a team?
- Tell me about a time when you experienced a stressful situation? How did you take care of yourself?
- **Clinical MSW placements in particular:** What theory or theories have resonated with you thus far in your educational experiences and why?

Example Questions to Ask Agencies

- What qualities are you looking for in a student?
- How would you describe your supervision process and philosophy?
- What types of activities/projects do students usually do at this agency and what kinds of results do you look for students to produce?
- Are there any specialized skills or trainings that I will have the opportunity to learn in my field education role at your agency?
- What is a typical day like at your agency?
- How would you describe the organizational culture at this agency?
- What do you enjoy about working at this agency?
- What will my orientation process be like?
- Are there any specific assessment processes/tools or interventions that your agency commonly uses with the clients it serves?
- What are the expectations in terms of my work-schedule at this agency?
- Are there any pre-placement background or health screenings that I would need to complete?
- How would you describe the population that this agency serves? What types of diverse experiences and backgrounds are common within the client-population (gender, age, race, sexual orientation, socio-economic status, etc.)?
- Are there any materials you would recommend I read about your agency's client population?

Showing your best self doesn't have to end at the conclusion of your interview! It is suggested that you send a thank you "note" at the conclusion of the interview to further convey your professionalism and interest, and express your gratitude for their time.