

WASHBURN[®]

SOCIAL WORK

Field Education Handbook 2025-2026



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The Field Education Handbook contains policies, procedures, and important information related to field education and is a companion document to the student's corresponding social work program BSW Student Handbook or MSW Student Handbook. The Social Work Department reserves the right to make changes deemed necessary at any time in its policies, practices, academic programs, courses, schedules, or calendars. This includes the right to correct errors in any/all printed and online documents. The Field Education Handbook is a working document and may be amended as necessary.

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MISSION, VISION, & VALUES OF WASHBURN UNIVERSITY

In 2024 Washburn University adopted a new strategic plan with updated [Mission, Vision, and Values](#) statements. Students are encouraged to review the full terminology and plan on the university's website.

Mission: *Washburn creates educational pathways to success for everyone.*

Vision: *A premier community of higher learning focused on life and careers.*

Values: *Creating positive IMPACT – Inclusion, Modernization, Partnership, Achievement, Community, Transformation*

Inclusivity Statement

Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all. *Washburn University General Faculty, 2018*

If you find there is a barrier to your inclusion in a course, you are encouraged to discuss this with your instructor. For additional information and support, consult the list of campus offices and resources available at [Belonging at Washburn](#)

Notice of Non-Discrimination/Safe Educational Environment

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, (785) 670-1509, eedirector@washburn.edu

WHAT IS FIELD EDUCATION?

The Council on Social Work Education describes field education in these words:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. (2022 EPAS, p. 20)

Field education (FE) is an exciting component of the educational program that affords students opportunities for professional development and demonstration of readiness to work as a professional social worker. However, there are many requirements and responsibilities that must be fulfilled by multiple individuals in order to establish and complete a successful field education practicum experience. This handbook explains these roles and responsibilities, policies and requirements, and necessary processes required to ensure a successful field education experience.

Field Education Participants – Who is who?

This section describes the role of each person involved in field education.

Field Education Director

This person is an employee of Washburn University whose primary responsibility is to develop, administer, and coordinate the field education portion of the social work program.

Student

The student is any appropriately enrolled Washburn University BSW or MSW student preparing to begin or currently engaged in an authorized field education experience.

Field Education Agency

The Field Education Agency is the location where the student will fulfill their field education requirement.

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 Field Instructor is usually an employee of the agency where the student is completing their field education placement and is available on-site during the student's field education placement. The FI must have earned a degree in social work at or above the level for which they will be supervising from a CSWE accredited program or through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or under a memorandum of understanding with international social work accreditors. An eligible FI must have a minimum of two years paid professional experience post graduation.

Off-site Field Instructor

If a social worker is not available through the field education agency setting, an appropriately qualified social worker can function as an off-site Field Instructor. In this situation, a Preceptor would also need to be identified.

Preceptor

The Preceptor is an agency staff member, who serves as an important supplementary education resource for the student when the Field Instructor is not readily available. In collaboration with the Field Instructor, the Preceptor works with the student on specific educational tasks. It is expected that 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. Preceptors are optional in all field education agency settings except for those utilizing an off-site Field Instructor at which point a preceptor becomes required.

MSW Generalist Liaison

The Generalist Field Liaison serves as a conduit between the MSW generalist field education student and the field instructor to the MSW Field Education Director to support successful completion of the Generalist field education placement. The liaison is employed by Washburn University and is responsible for establishing ongoing connection and communication with the MSW Generalist field education student and their field instructor, ensuring completion of the mid-semester virtual site conference, field education assignment coaching and guidance, and assisting with MSW Generalist field education placement concerns as they are identified.

Seminar Instructor

A seminar instructor is any Social Work Department faculty member (including adjunct faculty) teaching SW426, SW428, SW792, and/or SW794. These academic courses are required co-requisite courses when students are completing a BSW or MSW Clinical field education placement. In addition to teaching the seminar course the seminar instructor is responsible for ensuring the completion of a mid-semester virtual site conference with the student and their field instructor, integrating experiences from the field education placement into the course curriculum materials, reports the final grade for the seminar course, and remains available to assist with placement concerns as they are identified.

ELIGIBILITY FOR FIELD EDUCATION AND REQUIREMENTS

BSW Field Education

Field education is available to students formally accepted into the BSW 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 students.

BSW students complete one generalist field education placement over two semesters in their final year beginning in the fall semester. Students are required to complete a minimum of 400 hours in placement. The expectation is that students complete a minimum of 200 hours per semester, approximately 16 hours per week.

MSW Generalist Field Education

MSW Generalist field education is the foundational placement for students who do not have an undergraduate degree in social work. Generalist MSW students complete one field education placement beginning in the fall semester and concluding at the end of the spring semester. Students in a generalist field placement are required to take SW640/641 Foundations of Social Practice I & II concurrently with the placement. Generalist MSW students are required to complete a minimum of 400 hours in placement. The expectation is that students complete a minimum of 160 hours during the fall semester, approximately 16 hours per week for 10 weeks beginning during the 5th week of the fall term, and a minimum of 240 hours during the spring term.

MSW Clinical Field Education

All foundation level courses, and a generalist field education placement must be completed for a student to be eligible to begin the clinical field practicum. MSW clinical field placements begin in the fall semester and conclude at the end of the spring semester. Students in a clinical field placement are required to take SW792/794 Clinical SW Practice Seminar I & II concurrent with the placement. Students are required to complete a minimum of 600 hours in the specialized placement, 300 hours per semester, approximately 20 hours per week.

Any student completing a field education placement in any given year is also required to register for and attend their respective field education workshop at the start of the fall semester.

FIELD EDUCATION PLACEMENT OPTIONS

The field education practicum is the “signature pedagogy” of social work education. As such it is the capstone experience where students have the opportunity to demonstrate that they can adequately perform social work competencies and behaviors. The social work practicum is a field education experience to apply and synthesize social work knowledge, values, skills, and cognitive and affective processes in a real-world environment. All field education experiences take place across the academic year, beginning in the fall semester and completing in spring semester.

Field education at both the BSW level and MSW Generalist level engages the student in supervised social work practice to develop a generalist foundation and provides students with opportunities to apply classroom learning in the field setting. Field education at the MSW Clinical level builds upon the experience of the generalist practicum and advances student skills in specialized clinical practice.

Standard Field Education Placement

A student’s field education placement typically occurs in a social services setting with which a student has no prior relationship. This placement may or may not offer a stipend.

Paid Field Education/Placement

Placements in which students receive financial compensation while retaining their student status/classification and are not considered full-fledged employees of the agency are no different from a regular field education placement.

Washburn University Social Work Department has no control over an agency’s decision to pay field education students at their agency. It is also at the field education placement agency’s discretion to determine pay amount, how many field placement hours will be monetarily compensated, (note, some placements will pay for only a percentage of the hours required for field education placements), and the rescinding of payment opportunities to future students.

Students entering a paid practicum should speak with their future Field Instructor and/or agency administrator to determine if the paid practicum will formally classify the student as an “*intern*” or “*employee*” of the agency. A classification of “*intern*” would indicate the student is identified as the primary beneficiary of the relationship whereas a classification of “*employee*” would indicate the field education placement agency is the primary beneficiary and may necessitate workplace-based placement protocol at which point students should direct questions to their Field Education Director.

Workplace-based field education

Field education and employment can intersect at the BSW, MSW Generalist, and/or MSW Clinical level in various ways including:

- Field education placement at a student's current place of employment in which their work duties align with social work service delivery – referred to as an employment-based placement
- Field education placement at a student's current place of employment in which their work duties do not align with social work service delivery – referred to as a parallel placement
- Field education placement at an agency providing paid practicums
- Receiving employment offers during the field education placement

Employment-based Placement

Workplace-based field education at a student's current place of employment in which their work duties align with social work service delivery

While field education practicums generally occur outside the student's place of employment, the Council on Social Work Education (CSWE) will permit an employment-based placement (EBP) if it is demonstrated that the educational integrity of field education is preserved. This preservation is identified through clear alignment between the student's employment duties and the nine core competency practice behaviors outlined by the CSWE & Washburn University's Social Work Department. In EBPs, student field assignments and employee tasks may qualify as field hours when directly linked to the corresponding nine competencies which may account for up to 50% of the student's required weekly field education hours. The remaining hours for the week must come from field education opportunities that are substantively different from employment activities and correspond with the student's program status. To ensure competency alignment at the appropriate practice level, students are required to complete an *Application for Workplace Based Field Education Placement* form which includes a job description outlining the student's current employment tasks and identification of which CSWE competencies and practice behaviors are aligned to each task. Employment-based placements require the approval of the Field Education Director, the student's immediate employment supervisor, the proposed Field Instructor, all of whom are required to attest to the information provided in the application form.

Parallel Placement

Workplace-based field education at a student's current place of employment in which their work duties align with social work service delivery

Parallel placement in which the student does not have employment tasks that align with the nine core competency practice behaviors outlined by the CSWE & Washburn University's Social Work Department are permitted, however no hours from the student's employment can be contributed to the student's required field education hours. Parallel placements require the approval of the Field Education Director, the student's immediate employment supervisor, the proposed Field Instructor, and the agency or departmental administrator, all of whom are required to attest to the information provided in the *Application for Workplace Based Field Education Placement* form.

Field Instruction of Workplace-Based & Parallel Placements

In both employment-based and parallel field education placements, the proposed Field Instructor at the field education placement agency must still meet all identified eligibility requirements set forth by Washburn University's Social Work Department. It is highly encouraged that the proposed Field Instructor be someone different from the student's employment supervisor and someone who has not previously served as a Field Instructor for the student. If the Field Instructor and employment supervisor of the student is the same person, a clear plan for distinct field education supervision separate from employment supervision must be included in the *Application for Workplace Based Field Education Placement*.

Required Forms and Process

In addition to the *Field Education Intake* form and required Field Education Director facilitated placement interview, students seeking either an employment-based, or parallel placement must complete the following:

- Workplace-Based Field Education Request & Agreement (Sonia self-select form)
- Application for Workplace-Based Field Education Placement (initiated upon completion of the Workplace-Based Field Education Request & Agreement form)

Due dates for these forms vary based on date of acceptance into the student's respective program. Failure to submit forms by the due date indicated by the Field Education Director may result in deferment of the field education placement to the following academic year.

Upon completion of all required documents & the field education placement interview, the Field Education Director makes the final determination regarding employment-based or parallel placement approval.

Receiving employment offers during field education

Employment offers made to students during their field education placement are viewed as a testament to the student's favorable presentation of themselves at the agency. If the student maintains student status and the position becomes a paid practicum, no further action is required. If the student is to experience a change in their role, title, duties, Field Instructor, supervisor, or status within the agency, the student is required to inform their Field Education Director of this change as soon as possible but no later than 2 business days from the change in status, via email and then proceed as directed by the Field Education Director.

Termination of employment during field education

In circumstances in which a student is terminated from their employment at the same agency where the student was fulfilling a field education placement *and* the field education placement is in jeopardy, the student must notify their Field Education Director to determine if the field education placement termination will be classified as an agency or student directed termination.

If a student is terminated from their employment position and is actively fulfilling a field

education placement at the same organization, the student should contact the Field Education Director & Seminar Instructor/Field Education Liaison (where applicable) as soon as possible but no later than 2 business days after the termination via email to communicate the situation. The Field Education Director will facilitate the following:

- A meeting with the student to confirm understandings, provide education about process and policy, and discuss next steps/options
- Communication with the field education placement agency to procure confirmation of student's field education status with the agency.

In the event the student is not allowed to resume the field education placement at the agency, the Field Education Director will request the following information from the Field Instructor/field agency administrator:

- Circumstances that lead to the termination of the field education placement
- Determination of all submitted student hours that are not yet actioned by the Field Instructor
- Determination of any alleged ethical violations per the National Association of Social Worker's Code of Ethics.

In the event the student is not allowed to resume the field education placement at the direction of the agency, the termination will be considered an ***Agency Directed Termination*** at which time the associated policy and procedure will be followed.

In the event the student is allowed to continue their field education placement and chooses to do so the Field Education Director will complete the following:

- Initiate contact with the student's Field Instructor at the agency
- Remove student's workplace-based placement designation
- Review what, if any, changes need to be made to the student's learning contract

In the event the student is allowed to continue their field education placement but declines this option, the field education termination will be considered a ***Student Directed Termination*** at which time the associated policy and procedure will be followed.

COSTS OF FIELD EDUCATION

Sonia is the online field management software program that students, field instructors, preceptors, field liaisons, and field education directors use to access placement information, required forms, reference documents, and to document practicum activities.

Field education students are required to purchase a Sonia subscription through the University Bookstore in August before or at the start of the academic term. Sonia is the practicum software program that houses all required field education documentation.

Additional expenses for background checks, drug screening, or vaccinations may be required by a field agency for some students. Background checks and vaccinations are conducted by Verified Credentials. The Field Education Director can assist students with this process when necessary.

Some agencies may require the student to 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.

Students for whom the additional expenses related to field education are an undue hardship should speak with the Field Education Director to discuss options for financial assistance or alternate placement.

FIELD INSTRUCTION POLICY AND PROCEDURES

How to become an approved Field Education Agency

Prospective field education agencies can be identified by agency personnel, field education personnel, and/or students. Agencies interested in becoming an approved field education setting must meet the following requirements.

Requirements

Field Agencies must have a licensed social worker on staff whose social work degree is at or above the level of degree that the student is pursuing and who can serve as a field instructor, or who will work with the student and Field Education Director to secure an offsite field instructor who meets the criteria to be a field instructor.

The Agency must be able to provide educational opportunities that afford successful competency development of the nine competencies defined in the Educational Policy and Accreditation Standards of the Council on Social Work Education based on program level.

The Agency must be able to provide sufficient opportunities that allow the students to meet their required field education hours each week through both direct and indirect practice.

The Agency must have a signed up-to-date Memorandum of Understanding with Washburn University for the duration of the placement.

Process

1. An agency representative will notify the Social Work Department of interest in becoming a Field Education Agency. If an agency is nominated by field personnel or a student, the Field Education Director will contact the agency to inquire about their interest in becoming an approved field education setting.
2. The Field Education Director will provide a Field Education Agency Profile.
3. The Agency must complete the Field Education Profile form in its entirety and submit it to the Field Education Director.
4. The Field Education Director will review the form and notify the agency of the approval decision.
5. If the Agency has been approved to move forward in the process, the Field Education Director will initiate a Memorandum of Understanding between the University and the Agency.
6. Once the MOU has been signed by both WU and the Agency and a Sonia Agency profile has been created, the agency is officially a Field Education Agency and able to accept field education students.

How to become an approved Field Instructor (or Off-site Field Instructor)

Potential Field Instructors must submit a *Field Instructor Profile* form and be vetted by the Field Education Director.

Requirements

BSW level: The Field Instructor must have graduated with a bachelor's or master's degree in social work from a CSWE accredited program or through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or under a memorandum of understanding with international social work accreditors. The field instructor must be currently licensed in the State of Kansas at the LBSW level or higher or otherwise meet Kansas BSRB qualifications for licensure. If the student is placed in an agency outside of Kansas, 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 post-graduation social work experience at the time the proposed Field Education placement begins.

MSW level: The FI must have earned a master's degree in social work from a CSWE accredited program or through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or under a memorandum of understanding with international social work accreditors. The FI must be currently licensed in the State of Kansas at the LMSW or higher level or otherwise meet BSRB qualifications for licensure. If the student is placed in an agency outside of Kansas, 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 post masters experience at the time the proposed field education placement begins.

Licensure of field instructors is a preference of Washburn University Social Work Department and not a requirement of the Council of Social Work Education. Exceptions to licensure of a field instructor can be made by the Field Education Director in situations where a prospective field instructor meets all other criteria and no licensed social worker is available at the field agency. Decisions are made on a case-by-case basis.

Process

1. Potential field instructors will be sent the *Field Instructor Profile* to complete.
2. The potential field instructor will complete and return the form to the Field Education Director promptly.
3. The Field Education Director will review the form to ensure all requirements are met and check the KS Behavioral Sciences Regulatory Board website to verify the individual has an active license and is in good standing.
4. The Field Education Director will notify the individual whether they have been approved and the next steps.

How to become an approved Preceptor

Preceptors must submit a *Preceptor Profile* form and be vetted by the Field Education Director. Preceptors must be employees of the agency.

Requirements

Preceptors should hold a position equivalent to a social worker or a supervisory level within the agency.

Process

1. Potential preceptors will be sent the *Preceptor Profile* to complete.
2. The potential preceptor will complete and return the form to the Field Education Director.
3. The Field Education Director will review the form to ensure all requirements are met and if applicable will check the BSRB website to verify the individual is in good standing.
4. The Field Education Director will notify the potential Preceptor and the identified Field Instructor whether the individual has been approved and any next steps.

FIELD PLACEMENT PROCESS FOR STUDENTS

Placement of students is coordinated by the Field Education Director, taking into account the student's interests and abilities and the availability of appropriate agencies and field instructors. Therefore, students must not initiate placement activities independently.

Field Intake Application and Affirmation and Acknowledgement of Risk

Students who have been formally admitted to the BSW or MSW program will complete a required field education intake form in Sonia and upload a cover letter and resume in order to schedule a BSW/MSW Field Education Placement interview. The Affirmation and Acknowledgement of Risk form will be issued by the Field Education Director, and the student will review, complete, and action the form in Sonia. Questions regarding this form should be directed to the Field Education Director. 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.

Interview with Field Education Director

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 interview, the Field Education Director will:

- Review the intake form, cover letter, and resume
- Identify agencies that fall within the 3 general areas of interest determined by the student
- Review possible placement opportunities
- Provide information regarding hour requirements in field education, supervision requirements in field education (1 hour a week) and answer any other questions the student may have

Not all placement interests can be met, but every reasonable effort will be made to consider students' 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 to be contacted due to historical circumstances or an existing or potential conflict of interest with the said agency.

Placement Interview with Field Agency

Following the interview with the Field Education Director, the student will receive an emailed notification informing them of a potential placement agency and any associated instructions for next steps including field agency interviews. During the field agency interview, the agency representative and the student share their expectations and determine if the placement will provide a mutually viable learning opportunity.

After the interview, the agency interviewer will then inform the Field Education Director and/or the student if they accept or decline the student.

Preparing for the agency interview

To prepare for the interview, students are encouraged to do the following:

- Review the agency's Mission, Vision and Values.
- Become familiar with the agency and the population they serve.
- Review the resume and cover letter and bring a copy to the interview.
- Consider in advance what would be appropriate professional attire consistent with the expectations for employees of the agency.

For guidance on how to build a resume and cover letter and prepare for an interview, students are encouraged to utilize the many job search preparation resources available in the [Career Engagement Office](#).

Assignment of the Field Education Placement

Once a student has accepted a placement offer, a "Field Education Student Acceptance Form" will be issued in Sonia by the Field Education Director to the student and a Field Education Field Instructor Acceptance form will be issued to the field instructor. The field instructor and the student must both sign their assigned form.

The relationship is considered a professional obligation between the student and the agency. Upon acceptance of the placement, the student assumes primary responsibility for planning further contacts with the field instructor.

Failure to Secure a Field Education Placement

A student has the right to decline a placement offer, although professional courtesy warrants stating this intention at the time of the agency interview.

Students wishing to decline a placement offer after the interview has passed, need to decide regarding the acceptance or decline 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 should communicate their reasons to the Field Education Director. Declining an offer could result in a delay of the field education sequence.

A second match will not be sought until the Field Education Director has received written notice from the agency and/or student.

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 that every student will be accepted by the agency or agencies with which they interview for placement. In the event a student is not placed, 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.

MONITORING AND EVALUATION OF FIELD EDUCATION AND REQUIRED ASSIGNMENTS

Field education is framed and evaluated using a competency-based approach as articulated by the [Council on Social Work Education 2022 EPAS](#). The nine core competencies which will inform development of the learning contract and evaluation of student preparedness are

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, Communities
7. Assess Individuals, Families, Groups, Organizations, Communities
8. Intervene with Individuals, Families, Groups, Organizations, Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, Communities

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.

The Learning Contract

The learning contract describes the comprehensive learning experience planned for the semester. Working under the guidance of the Field 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](#) of the 2022 Educational Policies and Accreditation Standards of the Council on Social Work Education. 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.

Time Sheets

Students will track their hours accrued at their field placement agency through timesheet entries in Sonia. Students are encouraged to enter a timesheet at the end of each day at the field placement agency. As students enter their hours, they will distinguish between direct or indirect hours and supervision hours and will provide a brief description of the activity completed. Field Instructors are required to approve the timesheet entries. 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 expected to review this evaluation with the student and ensure that it is submitted by the deadline.

Mid-semester Conference

As part of the mid-semester evaluation process, a mid-semester conference is held with the student, the field instructor, the preceptor (if applicable), and the seminar instructor or liaison. Mid-semester conferences are typically held virtually but may occur at the agency if needed. During the conference, participants will review strengths and areas for growth, levels of engagement and progress on the learning contract, effective use of supervision, and any areas of concern.

BSW: A mid-semester conference will occur during the fall and spring semesters. The Seminar instructor will facilitate the conferences.

MSW Generalist: A mid-semester conference will occur during the fall semester. The generalist liaison will facilitate the conference. A mid-semester conference may occur if needed during the spring semester.

MSW Clinical: A mid-semester conference will occur during the fall semester. A mid-semester conference may occur if needed during the spring semester. The student and/or seminar instructor will facilitate the conference.

End-of-semester 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 nine core student competencies and associated learning objectives at the end of the semester is scored on a 5-point ascending Likert scale where ‘1’ indicates the student has not demonstrated application of the knowledge, values, cognitive and affective process, and skill to the specified competency and “5” indicates effective and innovative application of knowledge, values, cognitive and affective process, and skill to the specified competency. 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 submit the completed document in Sonia.

Grading policy

Field Education is graded based on the completion of all Field Education assignments and successfully passing the End of Semester Evaluations completed by the Field Instructor. 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. Should a student receive a failing grade for a field education placement the hours completed during the failed field education will not be transferred to a new field education site.

Evaluation of effectiveness of field instructors and field education settings

The Field Education Director, MSW Generalist Liaison, and BSW/MSW Clinical Seminar Instructors are responsible for monitoring the field education placement while maintaining availability to the student and field instructor and responding to any concerns presented throughout the duration of the field education placement. Monitoring also occurs through the mid-semester virtual site visit and seminar courses.

During the mid-semester site conference, students and field education personnel have the opportunity to identify strengths and/or concerns related to field instructor and the agencies effectiveness. Concerns are communicated to the field education director for further assessment.

In the spring semester field education students are invited by the Field Education Director to complete the *Agency and Field Instructor Evaluation* to provide feedback regarding the whole of their field education experience. Responses provided will be analyzed to understand the student experience in field education, identify both strengths and challenges to be addressed, evaluate the effectiveness of field instructors, field agencies, and the field education process, and inform field education policy and procedures.

DURING THE FIELD EDUCATION EXPERIENCE

Field Education Orientation Workshops

All students are **required** to attend the Field Education Student Workshop at the beginning of the fall semester to orient them to expectations, responsibilities, and requirements related to field education.

Field Instructors, both new and returning, are strongly encouraged to attend the Field Education Instructor Workshop at the beginning of the fall semester. Field Instructors who are unable to attend the orientation workshop will be expected to review all orientation materials and discuss readiness with the Field Education Director.

Topics covered during the workshops include, but are not limited to, the following:

- Learning Contracts: expectations and effective use
- Sonia for field education processes
- Safety requirements and expectations
- Hour requirements
- Supervision requirements

Supervision requirements and helpful suggestions

Supervision is the primary means through which a collaborative relationship is developed between the student and the Field Instructor, and the means through which expectations are clarified and performance evaluated. In accordance with the KS Behavioral Sciences Regulatory Board [KAR 102-2-8](#), Supervision of non-licensed personnel regulation, the expectation is that the student and Field Instructor will meet weekly for one hour or for no less than four hours per month. Supervision meetings can occur in-person or virtually.

If group supervision is the primary method of supervision, the Field Instructor is asked to ensure that the student also has adequate opportunity for individual meetings based on the student's needs and desires.

Suggestions to help make the practicum supervision more effective:

- Discuss the strategies that are most helpful in facilitating the student's learning.
- Meet weekly, throughout the year, at a regularly scheduled time. If it is necessary to miss a supervision session, field instructors and students are expected to reschedule as soon as possible.
- Be intentional about working to develop a relationship of trust, authenticity, and vulnerability.
- Use this time to focus on the three domains of social work supervision: support, administration, and education.
- Prepare an agenda of cases, topics, and experiences to discuss.
- Regularly review the student's Learning Contract and track progress.
- Use mistakes as an opportunity to learn and grow.
- Use the NASW Code of Ethics to guide professional learning, within the agency, and within the community.

Holidays, Breaks, and Personal leave

Students are entitled to all university holidays and breaks and are encouraged to use these respite opportunities.

Students may be excused from field education only when such absences are unavoidable, such as illness or family crisis. 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 for all the hours that were missed. The number of required field education hours will not be reduced. In exceptional situations, permission may be granted to make up hours over a holiday or break. See Exception Request policy below.

Exception Requests

The policy of the University is to allow field education students to have the same holidays and breaks as designated for all students. However, exceptions may be approved to allow students to accrue field education hours during breaks. The following are examples of situations for which an exception request may be considered:

- Agency requests a student start early before fall term for orientation
- Agency requests that a student work during university breaks to provide continuity for clients
- Student, with Field Instructor approval, requests to continue during a break to make up missed hours
- Student, with Field Instructor approval, requests to continue past the end of the semester to make up missed hours (Note: in this circumstance, the student must complete an Incomplete Contract with the Field Education Director to avoid a failing grade for the term.)

Students requesting an exception must complete the *Exception Request* form available in Sonia two weeks in advance of the request. The Field Instructor and Field Education Director will review the plan. ***The Field Education Director will notify the student whether the plan is approved. Students whose plan is not approved in advance are not allowed to accrue field education hours during the requested time.***

Employment offers or changes to employment

Employment offers made to students during their field education placement are viewed as a testament to the student's favorable presentation of themselves at the agency. If the student maintains student status and the position becomes a paid practicum, no further action is required. If the student is to experience a change in their role, title, duties, field instructor, supervisor, or status within the agency the student is required to inform their field education director of this change and proceed as directed.

Procedure

Upon receiving an employment offer in which the student is to become an employee prior to

completing their field education placement, students should complete the following:
Communicate the offer/intention to their field education director in writing via email to schedule a meeting to discuss the terms and expectations of the employment & provide education about field education placement in the employment setting.

Upon receiving notification from the student, the field education director will do the following:

- Schedule a meeting with the student as described above
- Assign the application for employment-based field education placement form in Sonia including due date for form submission
- Confirm if there will be a change in field instructor – if so, begin vetting process for proposed field instructor identified by the agency.
- Review the application for employment-based field education placement as follows:
 - The form is completed in its entirety
 - The student, their employment supervisor, the proposed field instructor (if different from the work supervisor), and agency administrator (if different from the individuals) have all attested to the contents of the application/proposed plan with their electronic signature and submission of the form.
 - The student has provided a pdf of their newly acquired employment tasks (job description)
 - The application includes in detail direct links between the student's employment duties and their respective program's aligned social work competencies and associated practice behaviors. Where competencies/practice behaviors are unaccounted for, proposed or amendments to practicum roles and tasks are clearly identified including plan for how the student will continue to receive new learning opportunities (department, service population, tasks, days, & times) preserving the integrity of the student experience as they transition to an employee classification.
 - Plans for managing circumstances in which students must differentiate themselves, colleagues, supervisors, clients, and constituencies when the student is functioning in an employee role vs. a student role.
 - An attestation of plan to provide a minimum one hour of supervision weekly in which the student assumes the student role rather than an employee role, with projected supervision day and time identified.

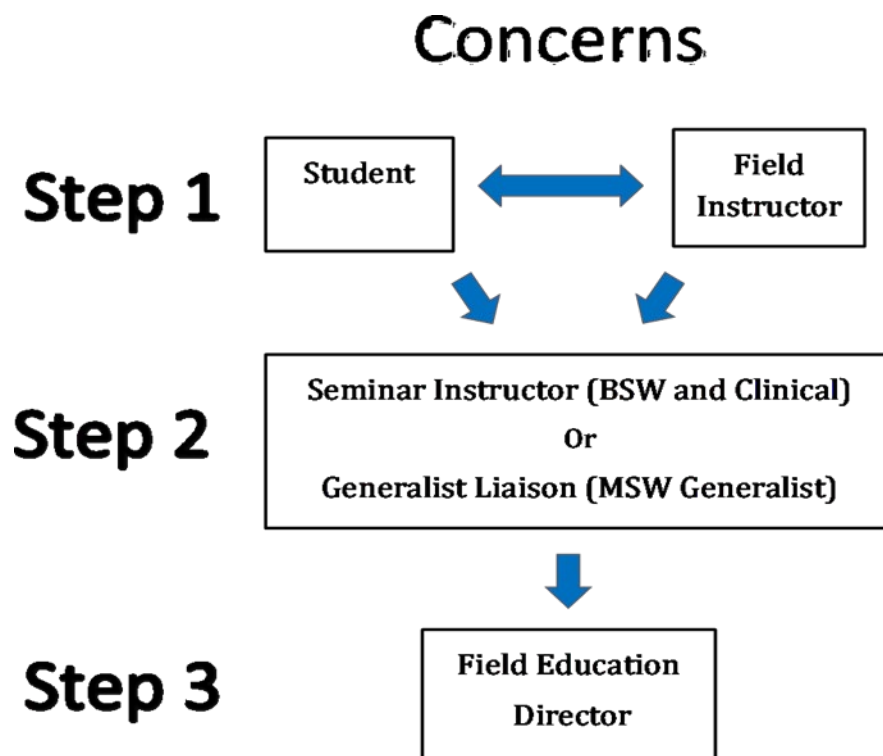
In cases where the application needs revising, the student will be notified of revision requests and allowed to resubmit the application after which the application review will be repeated.

In cases where the application is deemed acceptable the field education director will approve or deny the proposal and communicate the decision via email to the student.

In cases where it does not appear that the student will be working in a role that supports the continuation of field education requirements, a meeting will be held with all relevant parties to determine the next steps.

CONCERNS, REMEDIATION, AND TERMINATION

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, Field Instructor and student will work to complete the remediation plan. Once the remediation plan is complete, the Field Education Director, the student and the Field Instructor will be given a chance to express their concerns and review the goals and objectives that were 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 Program Director and the Social Work Chair will determine if remediation is an option.

Premature Termination of field 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 and communicate problems early so mediation can be provided. Good communication between the student, faculty, and field agency are imperative.

Student-directed termination

If a student desires termination from their field education placement, they must discuss this desire with the Field Instructor. If the student's desire to terminate placement continues after talking to the field instructor, the student must then notify the respective Field Education Director, the agency, and the field instructor in writing. This notice should specify the rationale for the 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 asked 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 co-requisite seminar, if applicable) for another year, if at all. Reassignment considerations may include but are not limited to the 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 from the Field Education Director, 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 comportment 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. See *Termination due to ethical violations* policy below.

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.

Termination due to 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, the 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 placement and may impact a student's good standing within the program. See the Student Handbook sections related to Professional Conduct and Comportment Expectations and Termination Due to Academic or Professional Performance.

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

Due process for grievances and appeals

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 [Student Conduct Code](#).

See Appendix C for the full policy and procedures.

SAFETY AND WELLNESS POLICIES

Personal safety 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, field education agencies, field instructors, and students must collaborate to reduce risks to students in field education placement. Students will adhere to the agency policy for safety procedures. Students have a right and responsibility to refuse any assignment where they feel physically at risk or which they deem too dangerous to pursue at the time.

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

- Physical restraint of clients
- Treatment of a client that is violent or with a history of violence towards the staff without field instructor supervision.
- Work in the agency at times when/or in areas where other staff are not present.

Students are not permitted to engage in any activities, responsibilities, or duties that extend beyond the scope of practice of social workers.

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 discuss transportation responsibilities with the BSW/MSW Field Education Director prior to placement.

If there are any questions concerning safety, the student should first consult with the Field Instructor. If the situation is not resolved satisfactorily, the student or the Field Instructor should immediately consult the Field Education Director. If the Field Director is unavailable, notification should be made to the program director or the department chair. In the event that the safety concerns cannot be adequately addressed, the student will be allowed to terminate the placement, and an alternative placement may be pursued.

Student safety is reviewed during the field education workshop every fall with students and field instructors. Topics covered may include but are not limited to:

- University policies and expectations
- Concepts and techniques related to safety
- Organizational culture of safety and security
- Use of safety technology
- Risk assessment for visits
- Post-Incident reporting and response

Liability Coverage

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 the field education courses.

Guidelines for the Agency, Field Instructor, and Preceptor

- Discuss safety and security matters with students at the placement interview.
- Prepare safety/risk management orientation prior to the student arriving at practicum.
- Orient student to safety/risk management policies and procedures at the outset of the field education placement and ensure access to agency-provided safety resources.
- Inform the student of the prevalence of and potential for violence while conducting field education activities.
- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients and home visit safety procedures.
- Offer a tour of the surrounding neighborhood and address concerns the student may have regarding work in the community.
- Provide appropriate training and shadowing opportunities for which the student is preparing.
- Do not allow students to see clients alone until they have clearly demonstrated the knowledge and skills to do so safely.
- Allow the student to be observed while engaged in learning activities until they have demonstrated readiness for independent activities.
- Ensure that the student's location is known to the field agency when the student is conducting home visits or community-based activities.

Guidelines for students

- Read and sign the Affirmation and Acknowledgement of Risk via Sonia.
- Become familiar with and follow the safety policies and procedures of the agency.
- Become familiar with the surroundings of the placement setting.
- Be prepared to explain knowledge of the safety/risk management policies and procedures to the liaison/seminar instructor during the site visit.

Critical Incident Policy

Students and Field Instructors/Preceptor must report critical incidents to the Field Instructor, Field Education Agency Administrator, Preceptor (if applies) and Washburn University Field Education Director (or Department Chair if the Field Education Director is not available) within one business day following the incident. A student involved in an incident/injury will follow agency protocol. Washburn University does not provide health or accident insurance for practicum/field education participants, and any treatment/testing is at the expense of the student or the field agency. The student will follow the site agencies protocol for documentation. Questions regarding critical incident reporting should be directed to their Field Education Director or Social Work Department Chair.

Inclement weather

When inclement weather impacts practicum attendance, the following guidelines should be observed when determining if missed practicum hours must be made up. We recommend field instructors and students create an inclement weather plan of activities that students 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 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 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 activities.

APPENDIX A

STATEMENT ON ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION

The Washburn University Social Work Department's understanding of and commitment to anti-racism, diversity, equity, and inclusion (ADEI) are founded on and informed by the core values and ethical principles of the [National Association of Social Workers](#), the [Educational Policies and Accreditation Standards of the Council on Social Work Education](#), and the [mission, vision, and core values of Washburn University](#).

Guiding Principles

The profession of social work is rooted in causes of social justice. Social workers strive to meet individual and collective human needs within social contexts and to promote social change and empowerment of those who are vulnerable, oppressed, or living in poverty.

Social work education must teach about the profession's history, core values and ethical principles, challenge students to examine personal values and biases, and embolden students and faculty to practice in ways that promote anti-racism, diversity, equity, and inclusion. As social work educators we embrace our responsibility to integrate anti-racism, diversity, equity, and inclusion principles as a critical component in developing a curriculum in which students will gain the knowledge and skills necessary to demonstrate ethical and professional behavior as they learn to engage, assess, intervene, and evaluate their work with individuals, families, groups, organizations, and communities, with diverse populations across practice settings.

Approaches of cultural humility and reflective practice inform our efforts to consistently learn new ways to be anti-racist and inclusive, embrace diversity, and work toward equity in the world and in our work. We strive to create learning environments that are anti-racist, inclusive, equitable, and honor the diverse perspectives and backgrounds of our students. We believe that anti-racism, diversity, equity, and inclusion are vital to the ethical practices and effectiveness of our faculty in teaching, advising, mentoring, and research. We believe that anti-racism, diversity, equity, and inclusion are fundamental to the development of students as ethical and effective practitioners in serving diverse client populations. We believe that anti-racism, diversity, equity, and inclusion are central to engaging and interacting with community partners and stakeholders.

Conceptualization of ADEI

The following descriptions of the concepts of anti-racism, diversity, equity, and inclusion are offered as an evolving understanding of ever-expanding constructs.

- **Anti-Racism:** Anti-racism in social work education embodies a continuous process of self-reflection and learning to actively challenge oppressive and marginalizing practices and policies. Anti-racist practice requires social workers to not only be aware of injustices and oppressions, but to also intentionally engage in practices that will help challenge inequity and injustice at the micro, mezzo, and macro levels.
- **Diversity:** Aligned with the philosophy of Washburn University, we consider diversity to include culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender

identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. We acknowledge the importance of creating environments that take into account and respect all elements of human experience, and strive for empathic action at all times.

- **Equity:** We consider equity to be the creation of access and opportunity for the advancement of all members of the Social Work Department and the broader community. This includes identifying and eliminating any barriers to fair treatment, as well as supporting full participation of individuals in the classroom, field education, and all other aspects of the department.
- **Inclusion:** Inclusion, a core value of Washburn University, is articulated as cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. We consider inclusion to mean the active and intentional engagement with the diverse identities and perspectives of our students, faculty and staff. We believe that each of us has a right to mutual respect and acceptance without bias and strive to create an environment where all members feel valued, represented, respected, and heard.

ADEI Commitments of the Social Work Department

The Social Work Department is committed to:

- Creating and facilitating learning environments that recognize and embrace the uniqueness and commonalities of all members and their contributions, that are welcoming and promote inclusivity of students and faculty, and that encourage challenging dialogue on difficult topics through respectful and reflective means.
- Prioritizing inclusive pedagogy and curriculum which amplifies voices of justice for those who have been marginalized and which challenges systems that perpetuate oppression
- Seeking out field education experiences that provide students experiences working with diverse populations and that mirror the ADEI values and philosophy of the department, supporting field education agencies in their continuous learning around ADEI issues, and ensuring students are safe and that their diverse identities and experiences are respected.
- Participating, sponsoring, and creating activities in the university and larger community to promote anti-racism, diversity, equity, and inclusion
- Engaging in ongoing self-assessment and reflective practices to assess ADEI within the social work programs, and responding to the findings

*Adopted unanimously by the Washburn University Department of Social Work faculty on 03-05-2021;
updated 03-29-24*

APPENDIX B

ACADEMIC AND PROFESSIONAL PERFORMANCE POLICIES

Evaluation of Academic Performance

Instructors equitably and transparently evaluate student academic performance through graded assignments as outlined in the course syllabus and the course D2L. Overall academic progress toward degree completion will be monitored by the MSW Program Director in consultation with course instructors.

To remain in good standing within the MSW program, students must:

1. Maintain a 3.0 GPA.
2. Receive no grades below a C in any graduate social work course.
3. Receive a grade of CR (credit) in all field education courses.
4. Adhere to the social work profession's Code of Ethics.
5. Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Social Work Licensing Statute, Article 102-2-7.
6. Adhere to Washburn University's Student Conduct and Disciplinary Code and academic impropriety policy as described in the [Washburn University Graduate Catalog](#).
7. Demonstrate professional conduct and comportment expectations consistent with departmental policies as noted in this Handbook.

Grading Policies

Grades within the MSW program consist of A (excellent performance), B (satisfactory performance), C (below standards), and F (failure). All courses are graded on this scale except for Field Education, which is graded on a Credit (CR) or No Credit (NC) basis.

Social work faculty will notify the MSW Program Director when a grade of C, I (incomplete), or F (or comparable failing or non-credit grade) has been earned by a student. If necessary, the MSW Program Director will notify the student in writing regarding his or her academic situation.

A student is not required to repeat a course in which a grade of C is earned; however, the student may retake such a course to improve the grade point average. Students who receive a failing grade (e.g., F, NC) in *any graduate social work course* **may be academically dismissed** from the program.

Academic Probation

Any MSW student whose cumulative grade point average falls below 3.0 will be placed on academic probation. The MSW Program Director will notify the student of his or her probationary status (a) in person, (b) in writing, or (c) both. During the following two-semester period, the student must raise the cumulative grade point average to 3.0 or higher. When a student is successful, the MSW Program Director will notify the student in writing that he or she is no longer on academic probation. A student who fails to raise his or her cumulative grade point average to 3.0 or higher within two semesters will be dismissed from the graduate social work program. The MSW Program Director may grant an MSW student academic probation only once. Any student whose cumulative grade point average falls below 3.0 a second time, after he or she is released from academic probation for a first violation, will be dismissed

from the graduate social work program.

Incomplete Grade

An incomplete (I) grade will be given only in extraordinary circumstances and at the discretion of the instructor. The incomplete must be negotiated and the *Incomplete Grade Report Form* completed and signed before the end of the semester. The student must complete course requirements by the date agreed upon with the instructor and no later than the end of the subsequent semester. If the coursework is not completed within the agreed-upon period, the incomplete (I) grade will automatically convert to an "F."

Course Withdrawal

A student may withdraw from an academic course any semester with a grade of W up to and including the date of the last day to withdraw as specified in the Washburn University *Academic Advising Calendar* by completing and submitting a Change of Enrollment form.

Withdrawal from a field education course any time after the beginning of the semester requires the prior approval of the Field Education Director. The Field education Director shall consult with the student's field education liaison, Field Coordinator, and Field Instructor before deciding whether to approve a request to withdraw.

The Field Education Director may grant such approval only in cases where there are serious extenuating circumstances.

If an agency requests a student to withdraw from a field education placement because of the quality of the student's performance in the field education, a grade of F will be assigned for that field education course, subject to the review and approval of the Field Education Director.

Evaluation of Professional Performance

Faculty members including classroom instructors, academic advisors, student organization sponsors, and field instructors have a responsibility to be cognizant of student professional performance within the context of social work related activities, and to communicate with students respectfully and professionally about concerns which are in violation of the expectations set forth in the Professional Conduct and Comportment Expectations policy below. If the faculty member determines that conversation with the student was insufficient to remedy the concern, has ongoing concerns about patterns of behavior, or deems the infraction to be to a level of violation of the Code of Ethics or the statutes and regulations of the Kansas Behavioral Sciences Regulatory Board, the faculty member will report the concerns to the MSW Program Director and may also report the concerns to the Department Chair and/or other university personnel who may have oversight of such conduct violations.

Professional Conduct and Comportment Expectations

Social workers are held to a high standard of ethical and professional responsibility due to the nature of their professional duties and interactions with clients and communities. Social work students, in preparation for professional practice, are expected to adhere to the same level of ethical conduct and professionalism within the classroom, online educational environment, community, field education setting, and other university and department-sponsored activities. As prospective social workers, students are expected to represent the department and the university in a professional manner and adhere to the ethics and standards of the profession regardless of where the conduct may occur.

The MSW program at Washburn University adheres to the broader social work community's ethical standards as reflected in the [National Association of Social Workers \(NASW\) Code of Ethics](#) and the statutes and regulations of the [Kansas Behavioral Sciences Regulatory Board](#). The program has structured its explicit and implicit curriculum to meet the Council on Social Work Education (CSWE) [Educational and Policy Accreditation Standards](#).

The following university, departmental, and professional standards apply to all students within the MSW program at Washburn University. Should it be determined that a formally-admitted student does not meet these standards at any time during the program, the student may have their formal admission to the MSW program revoked. Students who have not been formally admitted to the MSW program, but who have declared a major in social work, are expected to adhere to these expectations and failure to do so may affect their program progress.

As part of the formal admission application to the MSW Program, students are asked to review and agree to these standards. Agreement to, or lack thereof, will not change the expectation of adherence nor the remediation or revocation of formal admission process in the event of a violation.

- [Washburn University Student Conduct Code](#)
At Washburn University, student members of the community are expected to uphold and abide by certain standards of conduct within a set of core values that include integrity, excellence, inclusion, accountability, respect, collaboration, and innovation. This expectation forms the basis of the Student Conduct Code. University core values, behavioral expectations, and possible sanctions are outlined within the document. In addition to sanctions from the university, behavior or actions not consistent with the Student Conduct Code may result in possible remediation or dismissal from the program.
- Social Work Department MSW Student Handbook,
Students are expected to be familiar with and refer to the MSW Student Handbook when questions arise. Sections particularly relevant to this policy include, but are not limited to: Anti-racism, Diversity, Equity, and Inclusion Statement; Academic Integrity Policy; Revocation of Formal Admission Policy; and Academic Dismissal Procedures. Behavior or actions that are not consistent with departmental policies will result in review by the department and possible remediation or dismissal from the program.
- Social Work Department Field Education Handbook
Students are expected to be familiar with and refer to the Field Education Handbook when questions arise around field education. Sections particularly relevant to this policy include but are not limited to: Student Roles and Responsibilities, and Monitoring and Evaluation of Field Education. Behavior or actions that are not consistent with field education policies, procedures, and expectations will result in review by the department and possible remediation or dismissal from the program.
- National Association of Social Worker's Code of Ethics
The Social Work profession is rooted in a set of core values including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Earning a

degree in Social Work signifies the student has exemplified and committed to the professional standards for behavior set forth in the [NASW Code of Ethics](#). These standards encompass the mission, values, and ethical principles that help guide practice with clients, colleagues, and larger community, and allow the general public to hold social workers accountable. Behavior or actions that are not consistent with the NASW Code of Ethics will result in review by the department and possible remediation or dismissal from the program.

- Kansas Behavioral Sciences Regulatory Board (BSRB) statutes and regulations, particularly, but not limited to, the [Unprofessional Conduct Regulation 102-2-7](#)
The Behavioral Sciences Regulatory Board is responsible for the licensure and oversight of social workers in the state of Kansas. Conduct by social work students which would warrant investigation or sanction by the BSRB of a licensed social worker will result in review by the department and possible remediation or dismissal from the program.
- [NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice](#)
Use of technology is essential to much of contemporary social work practice. Students are expected to use technology professionally and ethically while in the program. This includes, but is not limited to, email, social media, teleconferencing, texting/messaging, blogging, electronic record keeping, researching, and service delivery to clients. Concerns regarding a student's use of technology will be reviewed by the department and may result in remediation or dismissal from the program.

In the event a concern regarding a student's professional conduct and comportment is brought to the MSW Program Director or the Department Chair, the MSW Program Director, in consultation with the Chair, will gather information to determine if further action is warranted. Further action may include, but is not limited to, referral to the University for violation of the Student Code of Conduct, conversation with the student and other involved parties to counsel student on expectations and ensure commitment to comportment, denial of formal admission to the MSW Program, and/or revocation of formal admission from the program.

Academic Integrity and Honesty

Integrity and ethical behavior are core values of the social work profession and the Washburn Department of Social Work. As a community of learners, students and faculty share responsibility for academic honesty and integrity. Students are expected to do their own academic work, actively participate in and provide equitable contributions to group assignments. All students are expected to conduct themselves appropriately and ethically in their academic work. Washburn University's [Academic Impropriety Policy](#) describes academically unethical behavior in detail and explains the actions that may be taken when such behavior occurs. For additional guidelines regarding fair use and protection of copyright, consult the [Copyright Guidelines web page](#).

The Washburn University Department of Social Work prohibits the following dishonest and unethical behaviors, regardless of intent. Evidence of violations of academic integrity may result in failure and/or immediate dismissal from the program.

- **Cheating.** Cheating is obtaining, using or attempting to use unauthorized materials or information (for example; notes, texts, or study aids) or help from another person (for example looking at

another student's test paper, or talking with another student during an exam) in any work submitted for evaluation for academic credit including exams, quizzes, papers and/or other assignments. Other examples of cheating include submitting identical or highly similar papers or other assignments for credit in more than one course without prior permission from the course instructors, or submitting the same/similar work when retaking a course.

- **Fabrication.** Fabrication includes unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper), altering, forging, or falsifying any academic record or other University document.
- **Facilitating academic dishonesty.** This is helping or attempting to assist another to commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one's test or allowing others to use or represent one's work as their own).
- **Obtaining an Unfair Advantage.** This includes, but is not limited to, the following: stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; intentionally obstructing or interfering with another student's academic work; or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
- **Plagiarism.** Plagiarism involves representing someone else's work (including their words and/or ideas) as one's own or providing materials for such a representation. Examples of plagiarism include submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and/or cited, and submitting work written for the student by a third party including unpaid and paid writing services.

APPENDIX C

DUE PROCESS FOR GRIEVANCE AND APPEALS

A student has the right to submit a grievance regarding actions or decisions made by Department of Social Work faculty and staff, and field instructors/agencies. A grievance is brought forward when an individual believes that they have been subjected to unfair, inequitable, or discriminatory treatment or they have been subjected to an unfair, inequitable, or misinterpreted application of a policy or regulation. Please note, to protect students' rights to confidentiality, including through the [Family Education Rights and Privacy Act](#), only individual students may submit a grievance; no group grievances will be accepted. While a students' right to privacy will be respected, the Department cannot assure confidentiality. Details of an expressed grievance will be shared with Department and University faculty and staff who have a need to know or are required to be notified due to established University policies. Policies and procedures for different grievance reasons are provided below.

Grade Appeals

A student that is dissatisfied with a course grade should speak with the course instructor first. Such consultation normally takes place immediately following award of the grade and must occur no later than the fourth week of the next regular academic semester following the award of the grade. A student who is dissatisfied with the result of the instructor consultation, and desires to formally appeal a grade, should follow the university Grade Appeal Procedure outlined in the [Washburn University Grade Appeal Procedure](#).

Student Program Status Appeals (admission or termination decisions)

Students appealing a decision related to MSW program admission or termination must first meet and argue their case with the MSW Program Director. If satisfaction is not obtained, the student may then approach the Department Chair to argue their case. A student may elect to meet with the Program Director and Department Chair at the same meeting. Following a meeting with the Department Chair, if the student is still not satisfied with the outcome, they may appeal to the Student Program Status Appeals Committee (SPSA). See Appendix D for details regarding the policy and procedures. Students can contact the Assistant Dean of the [School of Applied Studies](#) for assistance.

Grievances Regarding Other Students

A student has the right to express grievances regarding other students' behavior that does not follow the Washburn University [Student Code of Conduct](#), and will be handled according to the policies and procedures outlined within it. The Student Code of Conduct applies to occurrences on campus, at Washburn University sponsored events, and in some situations, off-campus. The Code of Conduct may also be applied to behavior conducted online, via email, or another electronic medium. Students are encouraged to report violations to the Student Code of Conduct as soon as possible, but there is no time limit for reports.

Students wishing to file a charge against a student for violations of the Student Conduct Code, should do so in writing and direct it to the Associate Vice President for Student Life. These grievances are then handled according to the policies and procedures outlined in the [Student Code of Conduct](#).

Grievances Regarding Field Instructor/Agency

A student who is dissatisfied with an action made by their Field Instructor or another person at the field placement agency, should first address the concern with the Field Instructor, as soon as possible. In the event this step is not sufficient, the student should notify the respective Field Education Director in writing as soon as possible for assistance in finding resolution. Additional information regarding field education policies and procedures is found in the [Field Education Handbook](#).

Instances of Discrimination/Harassment

The University is required by federal laws to address complaints of discrimination and harassment. Students who believe that they have been discriminated against on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation/gender identity, have the right to [file a complaint](#) with the Washburn University Equal Opportunity Director/Title IX Coordinator.

Other Grievances

Grievances about any other action or decision involving Department of Social Work faculty and staff should be made according to the following procedure and should be made as soon as possible after an issue occurs to promote timely resolution of the matter.

1. The student first discusses the issue with the faculty or staff member directly involved in the issue and attempts to reach resolution. This discussion should be held as soon as possible after an issue occurs, but no longer than 10 working days following the academic semester during which the issue occurred. It is expected that faculty/staff members respond to a student's grievance within five working days following a written or verbal request. If the student is unable to discuss the issue directly for reasons such as absence or unwillingness of the faculty/staff member, fear of reprisal, unsatisfactory previous attempts of resolution, or undue distress, the student should begin at Step 2 with the MSW Program Director.
2. If the student is dissatisfied with the result of their conversation with the faculty/staff, or the student is unable to discuss the issue with the individual as described above, the student may then submit their grievance by email to the MSW Program Director within 10 working days. If the student elects to meet with the program director before submitting their concern in writing, it is likely that they will be asked to also submit their concern in writing. The process shall be terminated if notification is not received within 10 working days. The email notification should clearly describe the issue and all relevant details, as well as steps already taken to attempt to resolve it. After receiving the written grievance, the MSW Program Director will acknowledge receipt within 10 working days to the student's Washburn University email address. The MSW Program Director reserves the right to collect additional information needed to mediate the issue from faculty/staff and the student, and the student may be required to meet with the MSW Program Director in person. If the complaint is regarding a specific faculty/staff person's performance, the MSW Program Director reserves the right to refer the issue directly to the Department Chair. The student will be notified in writing to the Washburn University email address regarding the MSW Program Director's decision.
3. If the student is dissatisfied with the decision of the MSW Program Director, the student may then submit their grievance by email to the Department Chair within 10 working days. The process shall be terminated if notification is not received within 10 working days. The email notification should again clearly describe the issue and all relevant details, as well as steps already taken to attempt to resolve it. After receiving the written grievance, the Department Chair will acknowledge receipt

within 10 working days to the student's Washburn University email address. The Department Chair reserves the right to collect additional information needed to mediate the issue from faculty/staff and the student, and the student may be required to meet with the Department Chair in person. The decision made by the Department Chair, in consultation with the Associate Dean of the School of Applied Studies, is final and will be provided in writing to the student's Washburn University email address.