Wilma Hepker School of Social Work and Sociology

FIELD EDUCATION MANUAL

Revised August 2019
This manual has been prepared for the purpose of assisting students, faculty members, and supervisors to understand the objectives, policies, and procedures governing Field Education for the Bachelor and Master of Social Work degrees at the Walla Walla University School of Social Work and Sociology.

Field Education is often identified by graduates of social work programs as the most important and memorable element of their educational experience. The Council on Social Work Education states that Field Education is the signature pedagogy in social work education. Because of the importance of field learning, field practice is required as a key component of the curriculum. Field and task supervisors are valued for their teaching, supervision, and modeling of professionalism in social work to Field Education students. Thanks to all of the dedicated field and task supervisors for sharing your knowledge and experience with our students.
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I. GENERAL INFORMATION ABOUT FIELD EDUCATION

A. Field Education

Field Education is the signature pedagogy of Social Work curriculum. In-person contact with clients allows students to engage in experiential learning and integrate professional use of knowledge, values, skills, cognitive and affective processing. Experiential learning enhances practice skills and allows the student to grow in competence in the 2015 EPAS Competencies and Behaviors as set forth by the Council on Social Work Education (CSWE).

The nine competencies are:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Field Education field placements occur in selected and approved organizations that represent a wide range of social services. These field placements are approved on the basis of the agencies’ quality of professional practice, commitment to addressing social work problems, material resources available, support available to the student intern, and the opportunities provided to the student intern to gain clinical skills. Field instruction is provided by approved field supervisors.

B. Life Experience/Work Experience

No Field Education credit will be granted for previous life or work experience.

C. Field Education Eligibility

BSW: Students must complete SOWK 266, SOWK 371 and gain admission to the BSW program by successful completion of the candidacy process to enroll in SOWK 490 Field Education.

MSW: In the Generalist Practice Year, students must successfully complete their first quarter in the program before enrolling in SOWK 529 Field Education in winter quarter. In the Clinical Practice Year, students may enroll in SOWK 530 Field Education if they have successfully completed all of their Generalist Practice Year curriculum and have received a passing grade for SOWK 529 Field Education in winter and spring quarters.

Enrolling in Field Education does not ensure field placement. The process detailed under Securing a Field Placement (Section F) must be successfully completed for a student to continue in Field Education.
D. Background Checks & Disclosing Sensitive Background Information

Washington State law requires that all individuals who have access to children under 16 years of age, persons with developmental disabilities, and vulnerable adults disclose background information concerning crimes and offenses against these populations. These include crimes against children or other persons, certain civil findings related to abuse of vulnerable populations, and crimes relating to financial exploitation (RCW 43.43.832). This disclosure is very important since students come into contact with members of these populations during their education in the School of Social Work and Sociology. Since successful completion of Field Education credits (which may involve services to these populations) is required for the MSW and BSW student, applicants are required to complete a background check and personal disclosure statement. Students should be aware that individual background checks may also be required by field placement sites. Any fees associated with background checks are the student’s responsibility.

Students are expected to disclose sensitive information that could have a direct impact on the learning process, their potential clients, the field placement site, field supervisors, and with the School of Social Work and Sociology. If a student withholds relevant information from WWU, the School of Social Work and Sociology, or their field placement, he or she may be at risk for dismissal from the program.

The Field Education director or satellite campus field coordinator will obtain a Release of Information (ROI) (Appendix A) from the student when they share sensitive information such as criminal records to include arrests and convictions. This ROI will allow the Field Education director and/or the satellite campus field coordinator to discuss this information with the faculty member and potential field agencies to make a determination for field placement.

E. Securing a Field Placement

To initiate the field placement process, students must submit the following documents to the Field Education director or satellite campus field coordinators:

1. Résumé
2. Field Placement Application Form

Students then make an appointment with the Field Education director or the satellite campus field coordinator to discuss field placement options. The following chart details the process for students in securing a field placement.
1. Student and Field Education director or satellite campus field coordinator meet to review the application and discuss a field placement that is commensurate with the interests of the student, field placement site, and school. A list of possible field placements are discussed and generated.

2. Field Education director or satellite campus field coordinator contacts the selected agency(ies) to inform them of the student’s interest in field placement. Student may make contact with an agency with permission from the Field Education director or satellite campus field coordinator.

3. If the agency is interested in accepting a student, the Field Education director or satellite campus field coordinator informs the student and provides the student with contact information for the contact person at the field placement site.

4. The student contacts the agency to schedule an interview. Student is also responsible for sending a cover letter and résumé prior to the interview.

5. After the interview, two outcomes may occur:
   - No match (either student or agency may turn down). Return to step 2.
   - Both agency and student decide to proceed with field placement.

6. To confirm a field placement, the student needs complete and return the (1) Agency Contract Form, (2) Field Placement Confirmation Form, and (3) Student Statement of Understanding Form to the Field Education director or satellite campus field coordinator.

7. Placement begins after the first day of the quarter and upon return of field forms listed above.
F. Authorization of Field Placements

The Field Education director or satellite campus field coordinator authorizes all student field placements. Students who begin at an agency as an intern without prior authorization of the director or satellite campus field coordinator may not count clock hours. Please see Securing a Field Placement (Section F).

G. Field Education Seminar

MSW students may enroll in a minimum of 2 credits or maximum of 5 credits of Field Education. BSW students may enroll in a minimum of 2 credits or maximum of 12 credits of Field Education. Students who are registered for Field Education are to attend the weekly Field Education seminar class (Note: time in class does not count towards their weekly total hours). During Field Education seminar, the faculty member reviews polices and expectations for field placements, the 2015 EPAS Competencies and Behaviors, the Learning Plan, and other classroom assignments. Field Education seminar allows the faculty member to help students to better understand how to link their classroom learning to their field placements.

H. Field Visits

The faculty member who is teaching the weekly Field Education seminar class is responsible for tracking the student’s progress at the placement site. The faculty member will complete a face-to-face field visit with the student and their field supervisor. Task supervisors are also encouraged to participate in field visits. If weather or other unforeseen circumstances make a face-to-face meeting impossible, a teleconference or a virtual meeting may take the place of a face-to-face meeting. The student is responsible for scheduling all field visits. They should consult with both their faculty member and field supervisor to find a mutually agreed upon time.

Initial Field Visit
At the start of SOWK 490, 529 and 530 Field Education, faculty members complete two face-to-face field visits in the first quarter with the student, faculty member, and field supervisor. An initial site visit will also be completed if a student has a field placement change at any point of the academic year. The first visit will allow the faculty member to orient student and field supervisor with WWU expectations for Field Education, ensuring that all are familiar with the Field Education Manual and Learning Plan. This initial meeting will also allow the faculty member, the student, and the field supervisor to discuss activities that will demonstrate competence and behaviors in the Learning Plan. The Learning Plan details the activities that a student will complete to fulfill the 2015 EPAS Competencies and Behaviors. This plan serves as a guide while students work in their field placement and will also be used during the evaluation meeting.

Evaluation Meeting
The evaluation meeting provides a focused time to discuss the student’s learning and progress in completing the 2015 EPAS Competencies and Behaviors. Within the last three weeks of the quarter, the faculty member, student, and field supervisor will meet again. The purpose of this meeting is evaluation. The student is required to bring a completed Learning Plan to the evaluation meeting. The evaluation will be completed by assessing the student’s skills in completing the activities listed on the Learning Plan. Specific Competencies and Behaviors are
assigned each quarter. All SOWK 529 students must complete the Nine Competencies and Behaviors before proceeding to SOWK 530 Field Education.

Students are to earn a score of 4 or higher in order to obtain competence. Students who receive a score lower than 4 must repeat the Competency and/or Behaviors in the following quarter and will be placed on a support plan outlining how the student will successfully demonstrate competence. Students who receive a score of 3 or lower in the last quarter will need to get prior approval in order to be granted additional time to meet competence by the field director or satellite campus field coordinator.

Field supervisors should use different sources of information to increase the reliability of an evaluation. Field supervisors may use information from written reports; case evaluations and recordings; verbal briefings and discussions; audio or video recordings; and self-reflection. The field supervisor can also recall information by observing the student’s conduct in an interview, presentation of cases, or participation in staff meetings. Information can also be collected from other colleagues (i.e., reports from a consultant or other staff members with whom the student has worked, and people from other agencies).

The last page of the Learning Plan provides space for the field supervisor, and if applicable, the task supervisor, to summarize the following points:

a. A summary of the student’s activities and progress during the term.
b. A description of outstanding performance or strengths.
c. Comment on items scored 3, 2 or 1.
d. Changes in the field placement site that will affect the student’s educational experience.
e. Goals for the following quarter.

If the student does not agree with either the scores or the content of the narrative summary, he/she should discuss this with the field supervisor and faculty member.

By signing the Learning Plan, all parties are in agreement with the scores and information on the evaluation.

I. Field Education Grade Determination

Field Education is a Satisfactory or No Credit course and based on student’s performance in the field setting, attendance at weekly Field Education seminars, and assignments.

If the field supervisor, task supervisor (if applicable), and the faculty member agree that a student has passed their evaluation, the student will receive 50 points regardless of the scores listed in the Competencies and Behaviors.

The course is weighted as follows:

1. Learning Plan evaluation: 50% of grade..........................................................50 points total
2. Field seminar assignments: 50% of grade..........................................................50 points total
   - Learning Plan...................................................(20 points)
   - Weekly time sheets .........................(15 points)
   - Participation...............................(15 points)
The final grade for Field Education is based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory (S)</td>
<td>80%-100%</td>
</tr>
<tr>
<td>No Credit (NC)</td>
<td>0%-79%</td>
</tr>
</tbody>
</table>

In Progress (IP) grades are reserved for rare and extenuating circumstances or for students who by no fault of their own begin their field placement late in the first quarter. Students are allowed one IP on record. If a student has two IPs on record, they may not register for classes the following quarter. Classes are to be taken concurrently with Field Education credits; thus the student may be ineligible to enroll in classes if they are not enrolled in Field Education.

J. Submission of Field Assignments

Students will complete the assigned quarterly Competencies on the Learning Plan. This assignment is to be submitted in the designated D2L Drop Box. There is a deadline for submitting this on D2L in the syllabus.

Time sheets are to be completed weekly. Time sheets are due by the first Monday of the month and are to be submitted in the Field Education seminar. Additional time sheets are to be submitted by the last day of the quarter.

Students will provide a copy of their Learning Plan for all parties present at the evaluation meeting. After the evaluation is completed, students are responsible for making copies for their own record.

K. Field Education Hour Requirements

BSW students: Required to complete 12 credits of SOWK 490. Students must complete 400 hours field hours (33.5 hours per credit).

MSW students Generalist Year: Required to complete 6 credits of SOWK 529. Students must complete 300 field hours (50 hours per credits).

MSW students Clinical Year: Required to complete 12 credits of SOWK 530. Students must complete 600 field hours (50 hours per credit).

For every week that a student is completing field hours, they must have one hour of supervision from their field supervisor.

L. Tracking Field Education Hours

Students are responsible for tracking field placement hours on the Time Sheet Form available on D2L. The field supervisor signature verifies that one hour of supervision was completed for the week. The task supervisor signature verifies that the recorded field placement hours for the week were completed. In the case that a student does not have a task supervisor, the field supervisor provides both signatures.
Students should submit time sheets to their faculty member in Field Education seminar on the first Monday of each month and on the last day of quarter. Students should make copies of their time sheets for their records. **If the student submits the time sheets after the due date, the score for that assignment will be reduced by 10% for each week that it is late.**

The number of credits a student enrolls in dictates the number of field placement hours a student must complete each quarter. Students are expected to complete all field hours before or by the end of the quarter. Students should attempt to equally distribute their hours throughout the quarter. **It is the student’s responsibility to make up hours at their field placement for unexpected sick/vacation days approved by the field or task supervisor.** With permission, students who exceed the required number of hours in a given quarter can count up to 50 hours towards the requirement for the following quarter of the same course (SOWK 490, 529, or 530).

Routine home-to-field placement commuting time is not counted towards their field placement hours.

**M. Field Placement Attendance and Scheduling**

The student is expected to arrive and remain at their field placement for the agreed upon hours scheduled with their field or task supervisor. Unexcused absences must be promptly reported to the field or task supervisors. Field or task supervisors must promptly report chronic absenteeism or extended absences to the faculty member, Field Education director, or satellite campus field coordinator.

The days and times available for students to complete their field hours may vary based on the field placement. Some field placements may request that students work during breaks in the academic schedule (Thanksgiving break, Christmas break, Memorial Day, etc.). Students should work out an agreement with their supervisors about these misalignments in schedules. Students should consult with their supervisors, faculty member, and/or the Field Education director or satellite campus field coordinator if there are persistent conflicts with scheduling.

**N. Selection of New Field Placement Sites**

Field placement sites are a critical component to the success of the Field Education program. We seek field placement sites that are able to ensure that students can complete all of the 2015 EPAS Competencies and Behaviors with individuals, groups, families, organizations, and communities. In addition to these academic expectations, we want to ensure the stability and health of an organization before placing a student. We select field placement sites based on this criteria:

- a. Commitment and ability to provide educational opportunities for students to demonstrate acquired competencies and behaviors.
- b. Interest in cooperating with the WWU School of Social Work and Sociology.
- c. Recognized interest in professional standards of social work practice.
- d. Willingness to provide adequate numbers of qualified personnel, time for instruction of students, and continuity of field supervisors.
- e. Interest in participating in the student’s research.
- f. Ability to provide adequate desk space, computer usage, supplies, etc. for students, as appropriate.
O. Field Placement Site Approval Process

New field placement sites are approved by the Field Education director or the satellite campus field coordinators. Before a new field placement is approved, the Field Education director or satellite campus field coordinator must determine that the site is willing and able to meet the Field Education requirements.

A BSW (for BSW students) or MSW (for MSW students) with post two years’ experience post-graduation and employed by the site is assigned as field supervisor. They must meet the qualifications outlined under *Criteria for Selecting field supervisors (Section CC)*.

A standardized contract between Walla Walla University, the School of Social Work and Sociology, and the field placement site is initiated. Agencies may request an additional contract if needed. Please see the Field Education director or satellite campus coordinator for a copy of this document.

Field supervisors must participate in a group or individual orientation session. This will be coordinated by a faculty member or by the Field Education director or satellite campus field coordinator. Orientation is to be conducted face-to-face, or under special circumstance, via phone or telecommunication.

P. Current Place of Employment as a Field Placement Option

Students may have a field placement at a social service agency where they are employed. The *Learning Plan* sets the expectations for the field experience. Four criteria apply:

1. Field placement site setting must be able to provide experiences relevant to generalist and/or clinical competencies and behaviors based on enrollment in SOWK 490, 529 or 530.
2. The student must have a qualified field supervisor. Please see *Criteria for Selecting Field Supervisors (Section CC)*.
3. The field placement must provide the student with new educational opportunities, beyond their current job duties, to demonstrate the knowledge, skills, and values defined by the 2015 EPAS Competencies and Behaviors.
4. If a field supervisor is also a student’s workplace supervisor, they must provide at least an hour of supervision a week that is unique to the educational experience and not directly pertaining to their employment.

The student should discuss the possibility of using their workplace as a field placement option with the Field Education director or satellite campus field coordinator. This site must be vetted following the process outlined in the *Selection of New Field Placement Sites (Section O)* and *Field Placement Approval Process (Section P)* sections of this manual. As part of this process, careful consideration of the criteria listed above will be used to ensure that students will be challenged to expand their capacities.

Please refer to *Student Termination from Field placement (Section S)* in the case that a student is terminated from their place of employment.
Q. Requesting a Change of Field Placement or Field Supervisor

On rare occasions, students may need to change their field placement or field supervisor due to changes in field placement site resources, student change of circumstances that necessitates a transition, or persistent issues and concerns that have come up throughout the field placement experience. **Students must address their concerns with their field supervisors and faculty member prior to making a request to change their field placement or field supervisor. As a last resort, the Field Education director or satellite campus field coordinator may also become involved in conversations and meetings to help facilitate resolutions between all parties.** Not all requests are guaranteed to be granted as each request is assessed on an individual basis.

The following steps must be followed when a student requests a change of field placement or field supervisor and all other options have been exhausted:

1. **The student will make a written or verbal request outlining their reason(s) for a change of field placement or change of field supervisor to the Field Education director or satellite campus field coordinator.**
2. **The Field Education director or satellite campus field coordinator will review the request and determine further action steps and approve or not approve the request. Additional information may be gathered from the faculty and field and task supervisors.**
3. **In the case that a request is not approved, a support or remediation plan may be initiated.**
4. **Upon approval of a placement change, the student is to initiate the termination process as directed by the agency and Field Education director or satellite campus field coordinator.**
5. **It may be necessary for the student to complete additional or extended time at their new field placement to make up for hours and instruction missed at the first field placement. These arrangements are made between the student, field or task supervisor and the Field Education director or satellite campus field coordinator prior to the start of their new field placement.**

R. Student Issues and/or Termination from Field Placement

In rare situations, problems may arise in a field placement site, including the termination of a student from the field placement. Field placement sites have the authority to terminate students. Problems and field placement terminations may be due to issues of professionalism or due to concerns about a student’s suitability for a particular setting. Problems and field placement terminations might also be due to legal or ethical violations or egregious professional behaviors on the part of the student. Ethical violations include violations of the NASW revised Code of Ethics: [https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics)

If a student’s issue persist or termination occurs, then it will be necessary for the School of Social Work and Sociology to proceed with formal administrative procedures to investigate the problems. This administrative process may also include a recommendation to dismiss the student from the School of Social Work and Sociology. The student, faculty, and field supervisor are required to inform the Field Education director or satellite campus field coordinator of the problems or termination.

The formal administrative procedure is as follows:
1. The student, Field Education director or satellite campus field coordinator, faculty member, field and task supervisors, and if applicable, representatives from the field placement site will meet. In this meeting, the student is given an opportunity to describe the circumstances from their perspective.

2. After considering the student’s perspective, if the decision is to terminate the placement, then the faculty member and field and task supervisor should complete an evaluation in the Learning Plan. The narrative section of the form should include a reason for termination and a recommendation for Pass/No Pass. This form should be signed by all attending participants and the faculty member should leave the meeting with this document.

3. The faculty member and Field Education director or satellite campus field coordinator will discuss the termination with the BSW Candidacy Committee or MSW Standards Committee.

4. If the issues are deemed to be a violation of a professional ethical standard, including but not limited to engagement in behavior that is detrimental to the welfare of the student’s client(s) and/or colleagues, the process outlined in the BSW & MSW Remediation/Dismissal Policy (Appendix B) will be followed.

5. If the student is to be placed in another setting, please refer to Securing a Field Placement (Section F).

6. The student’s rights, including that of appeal, are outlined in the BSW & MSW Remediation/Dismissal Policy (Appendix B).

S. Inability of Student to Secure or Maintain Field Practice

Students may be subject to dismissal from Walla Walla University School of Social Work and Sociology if, after one quarter in the program, they are unable to secure or maintain a satisfactory field placement for reasons relating to unprofessional behavior, withholding sensitive background information (including but not limited to criminal information found on background checks), and/or demonstrating a lack of readiness for field placement.

The student’s inability to secure or maintain a field placement within parameters described above will initiate a review by the BSW Candidacy Committee or MSW Standards Committee. The student’s rights, including those of appeal, are described in by the BSW & MSW Remediation/Dismissal Policy (Appendix B).

T. Agreement Between Walla Walla University the School of Social Work and Sociology and the Placement Site

Field placement sites are a critical component of learning for students. In order to formalize this agreement and set clear guidelines for both the placement site and the School of Social Work and Sociology, a mutually agreed upon contract must be fully executed. The Field Education director or satellite campus field coordinator will initiate the process.

It is understood that some field placement sites might require their own contract. In these cases, the Field Education director or satellite campus field coordinator will work with the field placement site to coordinate a mutually agreed upon contract.
II. FIELD EDUCATION ROLES AND RESPONSIBILITIES

U. Student

The School of Social Work and Sociology regards the student as an adult learner, capable of identifying individual learning needs and shaping the educational process. This philosophy is exemplified by the student’s responsibilities within a field pedagogy. The student must:

a. Secure a field placement by following the procedures outlined in this manual.
b. Assume professional responsibility and appropriate accountability for assigned client services and other agency activities.
c. Demonstrate generalist (SOWK 490 and 529) and/or clinical (SOWK 530) field competencies and behaviors.
d. Schedule all field visits. Consult with both the faculty member and field supervisor to find mutually agreed upon meeting times.
e. Discuss the 2015 EPAS Competencies and Behaviors with their faculty member and field supervisor.
f. Participate in weekly supervision with their field supervisor.
g. Attend Field Education seminar and complete a Learning Plan each quarter.
h. Obtain field placement site approval for the use of any case material or records outside of the agency while maintaining accepted standards of confidentiality.
i. Inform the field supervisor of classroom assignments that relate to field instruction, sharing material when relevant.
j. Confer with their faculty member about learning experiences and any problems and/or concerns related to the field placement.
k. Complete a Student Evaluation of Field Placement form (Appendix C) at the conclusion of field placement/particular agency.

V. Field Education Director

The Field Education director is a faculty member of the School of Social Work and Sociology who has the responsibility for the entire Field Education program and works in collaboration with the dean, the satellite campus field coordinators, and the BSW and MSW program directors.

Specific responsibilities include:

1. Developing field placement sites, placing students, and assessing and orienting new field and task supervisors and faculty members.
2. Ensuring that field supervisors and field placement sites meet educational standards as stated in the Field Education Manual.
3. Administering the program according to the provision of the Field Education Manual.
4. Teaching a section of Field Education each quarter.
5. Working with the dean and BSW and MSW program directors on vetting and hiring the faculty member needed to teach additional course sections.
6. Completing field visits as outlined in the Field Education Manual. Please see Field Visits (Section I).
7. Maintaining all BSW and MSW student field practice records.
8. Resolving faculty member and student concerns related to field instruction and field
placement sites.
9. Serving as chairperson of the Field Education Committee.
11. Overseeing all field activities including collaborating with satellite campus field coordinators.
12. Conducting field orientation for new Field Education students.

W. Field Coordinators at the Satellite Campuses

The satellite campus field coordinators on the Missoula and Billings program sites are faculty members of the School of Social Work and Sociology who are tasked with the responsibility of the field program in each region. Both field coordinators work in collaboration with the dean, Field Education director, and MSW program director.

Specific responsibilities include:

1. Developing field placement sites, placing students, and assessing and orienting new field supervisors and task supervisors on their campuses.
2. Ensuring that field supervisors and field placement sites meet educational standards as stated in the Field Education Manual.
3. Administering the program according to the provision of the Field Education Manual.
4. Completing field visits as outlined in the Field Education Manual. Please see Field Visits (Section I).
5. Teaching two sections of Field Education.
6. Working with the dean, Field Education director, and MSW program director on vetting and hiring the faculty member needed to teach additional sections.
7. Maintaining Field Education records for the specific program site.
8. Resolving faculty member and student concerns related to field instruction and field placement sites in their region.
9. Consulting with the Field Education director to resolve satellite campus field-related concerns and to plan innovations, which will enhance the satellite campus field instruction programs.

X. Faculty Member

The faculty members who teach Field Education, may be faculty members of the School of Social Work and Sociology department or adjunct faculty members who are tasked with teaching SOWK 490, 529, and SOWK 530.

Specific responsibilities include:

1. Teaching SOWK 490, 529, and 530 Field Education seminar, grading assignments, and managing the D2L course site.
2. Orienting agency field supervisors and students of field expectations and standards.
3. Completing field visits as outlined in the Field Education Manual. Please see Field Visits (Section I).
4. Ensuring that student submit completed time sheets on a monthly basis.
5. Resolving concerns raised by students or field supervisors as related to field instruction and field placement sites.
6. Assisting Field Education director or field coordinators in developing new field placement sites and recruiting new field supervisors.
7. Informing the Field Education director or field coordinator about any significant concerns or changes in the student field placement site, field experience, or individual performance.

Y. Field Supervisors

Field supervisors are responsible for the educational supervision of students in the agency practice setting and must hold a social work degree. BSW students must to be supervised by a BSW or MSW who graduated from a CSWE accredited program and at least two years of full-time practice experience. MSW students must to be supervised by an MSW with a degree from a CSWE accredited program and at least two years of full-time practice experience. Field supervisors must confirm their qualifications by submitting a resume and completing a statement affirming their educational and work experiences. On occasion, a contracted field supervisor may be required if there is not a qualified field supervisor on site. Please see Contracted Field Supervisors (Section AA).

Specific responsibilities include:

1. Reading the Field Education Manual and viewing an online field training session.
2. Assigning and assessing tasks that will meet the educational needs of the student and demonstrate the required 2015 EPAS Competencies and Behaviors.
3. Advocating for student access to learning experiences within the field placement site and the professional community.
4. Providing an educational climate that challenges the student to expand their theoretical knowledge, professional skills, ethics, and values.
5. Orienting the student to the field placement site, its history, function, policies and procedures, and target populations, and discussing strengths and weaknesses of the field placement site and the community’s services delivery system.
6. Oversee students in delivery of services, scheduling the student’s work week, and assisting student in meeting professional responsibilities and using time appropriately.
7. Providing one hour a week supervision that helps the student identify performance strengths and challenges, evaluate progress towards achieving behaviors, and demonstrate professional responsibility.
8. Providing ongoing, constructive feedback that allows the student to understand behavioral and performance expectations.
9. Reviewing and signing student time sheets on a weekly basis.
10. Participating in evaluation and grading procedures with student, task supervisor (if applicable) and faculty member, at the end of each term.

Z. Contracted Field Supervisors

A contracted field supervisor is a contracted employee of WWU who is tasked with serving in the role of a field supervisor. Please refer to Field Supervisors (Section Z). These contracted field supervisors are
expected to provide educational supervision in collaboration with the agency task supervisor who is assigned to the student.

Contracted field supervisors are recruited by the Field Education director or satellite campus field coordinators. At the end of each quarter the contracted field supervisor completes the Reimbursement Form (Appendix D) and sends it to the Field Education director or satellite campus Field Coordinator at the respective campus for processing the request through the university.

**AA. Criteria for Selecting Field Supervisors**

The following criteria is used to select field supervisors:

1. BSW or MSW degree from a CSWE-accredited social work program.
2. Familiarity with and a commitment to the NASW Code of Ethics.
3. At least two years post BSW or MSW degree experience.
4. Strong identification with the profession of social work.
5. Expertise in modeling professional use of self.
6. Ability to meet the following challenges:
   a. Students with a wide range of backgrounds and skills.
   b. Students who are learning to manage their affective and cognitive reactions.
   c. Securing educational resources and opportunities.
   d. Comfortable exercising the authority inherent in role of educator.
7. Potential for teaching, which includes the following:
   a. Ability to conceptualize theory and practice.
   b. Interest in designing and organizing applied learning opportunities.
   c. Commitment to increasing professional knowledge and skills (including evidence-based practice) of learning theory and skill in teaching.
   d. Willingness to collaborate with faculty members, the Field Education director, and/or the satellite campus field coordinators.
   e. Attending Field Education trainings and meetings.

**BB. University Recognition of Field Supervisors:**

Field supervisors serve as colleagues of the School of Social Work and Sociology in carrying out the educational goals of the school. As colleagues, they are afforded recognition by Walla Walla University and enjoy certain privileges, rights, and benefits conferred by the university. These are:

1. Library use. Upon request, a courtesy card will be issued to the field supervisor for accessing Walla Walla University library materials.
2. Free workshops and seminars. Attendance to free seminars sponsored by the School of Social Work and Sociology.
3. Use of recreational facilities. The university main campus has a wide array of recreational facilities including a swimming pool, weight room, racquetball and tennis courts, Jacuzzi, and gymnasium. These are free of charge to the field supervisor for use during regularly scheduled hours. Upon request through WWU’s Academic Records department, the field supervisor may obtain a courtesy card for use of these facilities at the Health, Physical Education and Recreation office on the campus. It is located on the corner of Davis Avenue and Fourth Street in College Place, Washington.
4. Tuition-free classes. Field supervisors may enroll in courses at Walla Walla University free of charge, although the IRS considers free tuition as taxable income. Please see Free Tuition Policy (Appendix E).

5. Contracted field supervisors receive reimbursement for their supervision hours. All contracts must be arranged and approved by Field Education director or satellite campus field coordinators and are used only when there is no available MSW field supervisor at a field placement site. Please see Reimbursement Form (Appendix D).

CC. Task Supervisors

Task supervisors are site personnel who assume responsibility for the day-to-day direction and supervision of students only when there is no BSW or MSW field supervisor to perform day-to-day supervision. Task supervisors must have:

1. Knowledge of social work ethics and values and respect for the profession.
2. Expertise in modeling professional use of self.
3. Ability to work collaboratively with the field supervisor assigned to the student.
4. Ability to review and sign student time sheets on a weekly basis.

Specific responsibilities include:

1. Orienting the student to the site, its history, function, policies and procedures, target populations, and service delivery system.
2. Working with the student in the delivery of services.
3. Integrating the student’s work with the services provided by the agency.
4. Scheduling the student’s work week and assisting student in meeting professional responsibilities and using time properly.
5. Collaborating with the field supervisor and faculty member in providing educational opportunities for the student.
6. Participating and collaborating with the field supervisor or contracted field supervisor and faculty member in the student evaluation process as schedule permits.

DD. Field Education Committee

The Field Education Committee is chaired by the Field Education director and consists of satellite campus field coordinators, the dean, and a social work program faculty member.

The Field Education Committee will:

1. Establish field placement policies and procedures as presented in this manual.
2. Resolve concerns for field placement participants.
3. Review grievance procedures requiring a student hearing.

EE. General Liability Insurance
All Walla Walla University social work students in field practice are covered by general liability insurance carried by the university. The School of Social Work and Sociology faculty member, field supervisors, and contracted field supervisors are included in this coverage.

A certificate of insurance will be provided to the participating organization upon request through the Walla Walla University Risk and Safety Office. There is a minimum processing time is 14 days.
III. POLICIES AND PROCEDURES IN FIELD EDUCATION

FF. Reasonable Accommodation Policy

Students with disabilities in attendance on any Walla Walla University campus may receive services from the Walla Walla University Disability Support Services. Policies and procedures may be found online.

Website: https://www.wallawalla.edu/resources/student-support-services/student-development-center/disability-support-services/

GG. Sex Discrimination and Sexual Misconduct Title IX Policy

Sexual harassment of students is not tolerated by the School of Social Work and Sociology or Walla Walla University. Policies and procedures may be found online.

Website: https://www.wallawalla.edu/resources/human-resources-payroll/titleix/

HH. Grievances

Students have the right to lodge a formal grievance with Walla Walla University after all School of Social Work and Sociology efforts to resolve the issues have been exhausted. Please see Grievances (Appendix F).

II. Safety

Student physical and psychological safety is paramount for optimal educational functioning at each field placement. Together, the student and agency must consider creating a safe field placement environment. These issues are to be addressed in the site orientation as well as in supervision. It is important to discuss guidelines for prevention, risk-taking, and crisis/safety planning.

Students are encouraged to not provide personal contact information, monetary support, or transportation to clients they are working with at their field placement. Students must complete an online safety training called Safety for Office Workers and Safety for Non-Office Workers provided through an online CLMI training portal under the Risk and Safety Department. Students must register first to access these trainings using their WWU email.

Website: https://www.wallawalla.edu/resources/risk-and-safety-management/online-clmi-training/

JJ. Technology

Students should adhere to the standards set forth by the Code of Ethics regarding use of technology in their field placement. Students should also adhere to their field placement policies regarding the use of technology. If there are no set standards or policies within the field placement, the student will default to adhering to the Code of Ethics standards. The student should protect client confidential information and report any breaches of confidentiality to their field supervisor immediately. Any misconduct with the use of technology will be subject to the termination standards and policies as outlined in Student Termination from Field Placement (Section S).
APPENDIX A

RELEASE OF INFORMATION (ROI)
Release of Student Information (ROI)

Note: To maintain security of student academic records, this release form is only valid for use in the division designated below or with the faculty/staff member identified below.

I, ________________________________________________, Student ID#: __ __ __ __ __ __, give (Student’s full legal name, printed)

permission to __________________________________________________, to discuss with or release (Name of person or division releasing information, printed)

my educational/court/legal records to ___________________________________________________. (Name of third party, such as agency name, director’s name)

for the period of:

(Please check one)

_____ Indefinitely, or until rescinded by me in writing

_____ Start date: ____________ End date: ____________

_____ Other (be specific): __________________________________________

Note: NO TELEPHONE RELEASE. The student must present photo ID in person prior to the release of any student information.

I further understand that I may rescind my permission at any time and must do so only in writing.

Student’s signature: ____________________________ Date: ______________

Office use only:

Received by: ____________________________ Date: ______________

Revised 9/21/16
APPENDIX B

BSW and MSW REMEDIATION/DISMISSAL POLICY
WALLA WALLA UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM
BSW DISMISSAL POLICY

An integral part of the mission of the Bachelor of Social Work (BSW) Program at Walla Walla University is to prepare students to be responsible individuals with social work values that reflect the National Association of Social Workers (NASW) Code of Ethics. Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- Academic and professional honesty and integrity.
- Refraining from actions which would interfere with university functions or endanger the health, safety, or welfare of others.
- Complying with the rules and regulations of the university and its units.

Students are expected to conduct themselves ethically in all university functions, personal activities and professional endeavors, including but not limited to the classroom, field education, library, and other university and non-university settings.

Students may be dismissed from the School of Social Work resulting in the revocation of BSW candidacy for any of the following:

1. Failure to achieve BSW candidacy.
2. Failure to maintain a minimum GPA as outlined in the Academic Probation Section of the undergraduate bulletin. Probation and academic dismissal occur, as outlined in the bulletin, without consideration by any committee.
3. Violation of the WWU Academic Integrity Policy.
4. Behavior judged to be in violation of the NASW Code of Ethics.
5. Documented evidence of the conviction of a criminal act or criminal behavior occurring during the course of study, or which occurred prior to admission to the School of Social Work and became known after admission.
6. Inability to demonstrate BSW Core Competencies and behaviors.
7. Termination from field practice.

Assessment of Progress for Remediation or Dismissal

Each student’s progress through the BSW program is assessed by staff and faculty to ensure the student’s success through classroom interactions with instructors, meetings with advisors, field seminars, quarterly transcript review, and formal and informal meetings with staff, faculty, field and task supervisors, etc. If at any time a staff or faculty member has a significant concern (personal discretion) relating to any of items two through five in the above section, the matter will be referred to the BSW Candidacy Committee for review and the student will be notified by the dean or BSW program director in writing of any recommended actions.
The BSW Candidacy Committee will review the concern and at its discretion may recommend one of two actions: (1) a remediation plan, or (2) dismissal from the BSW Program, depending upon the scope of the problem.

1. Remediation Plan
The Remediation Plan is an outline of the steps to be taken by the student and other necessary participants to rectify the concern. The purpose of the Remediation Plan is to help a problem from becoming so serious that it threatens the successful completion of the BSW program or disrupts the education of others.

A. Committee Review. Within two weeks of notification, the BSW Candidacy Committee will review the concern. If a majority of the members agree a remediation plan would be useful to address the concern, the committee, in collaboration with the student and other relevant parties, will develop a plan to remediate the problem. The remediation plan will be discussed with the student before it is finalized. The written plan shall:

1. Specify the concern(s) of the committee.
2. Specify the required actions and conduct to be achieved by the student.
3. Specify the date by which the student must complete the plan. (The plan must allow a reasonable period of time for remediation and the student will not graduate until the remediation is complete.)
4. Be signed by the student and the BSW program director.

B. Final Determination of the Remediation Plan. On or before the date specified in the Remediation Plan, the BSW Candidacy Committee shall decide whether or not the student has completed the Remediation Plan without further concerns. The decision must contain reasons for accepting or not accepting the student’s remediation efforts. The BSW Candidacy Committee shall respond in one of two ways:

1. If the BSW Candidacy Committee decides the concern is remediated, the committee chair will notify the student and other relevant parties in writing. The matter will be considered closed.
2. If the BSW Candidacy Committee decides that the concern is not remediated, the student becomes subject to dismissal from the BSW program and/or university. The BSW Candidacy Committee chair shall notify the student, the dean of the School of Social Work, and the associate vice president for academic administration of the committee’s decision to dismiss the student from the BSW program and may provide recommendations for dismissal from the university.

2. Dismissal: Process and Procedures
A dismissal is a process whereby the BSW Candidacy Committee determines whether to dismiss a student from the BSW program and may also recommend to the associate vice president for Academics the dismissal of a student from the university.

A. BSW Candidacy Committee. All documentation relevant to the concern will be sent to the BSW program director. The BSW program director will review the information and arrange for a BSW Candidacy Committee review.
1. The BSW Candidacy Committee shall decide whether or not the student will be dismissed from the BSW program, thereby revoking the student’s candidacy.
2. If the BSW Candidacy Committee determines that a dismissal from the BSW program is warranted, its decision is communicated in writing to the student.
3. The BSW Candidacy Committee will also determine whether to recommend dismissal from the university. In such a case, documentation will be sent to the associate vice president for academics for review by the Academic Standards Committee.

B. **Academic Standards Review.** All the relevant documentation will be sent to the associate vice president for academics. The associate vice president for academics will review the documents and arrange for Academic Standards Committee review.

1. The Academic Standards Committee shall decide whether or not the student will be dismissed from the university.
2. If the Academic Standards Committee determines that there is insufficient support for a dismissal, the BSW Candidacy Committee will be informed and the student will be referred for academic advisement.
3. If the Academic Standards Committee determines that a dismissal is warranted, its decision is communicated in writing to the student and the BSW Program Director.

C. **Right of Appeal.** Should the student wish to appeal the decision to dismiss, he/she may submit an appeal letter to the BSW Candidacy Committee and/or Academic Standards Committee for consideration.
WALLA WALLA UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM
MSW REMEDIATION/DISMISSAL POLICY

An integral part of the mission of the Master of Social Work Program at Walla Walla University is to prepare students to be responsible individuals with social work values that reflect the National Association of Social Workers (NASW) Code of Ethics. Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes but is not limited to:

- Academic and professional honesty and integrity.
- Refraining from actions which would interfere with university functions or endanger the health, safety, or welfare of others.
- Complying with the rules and regulations of the university and its units.

Students are expected to conduct themselves ethically in all university functions, personal activities, and professional endeavors, including but not limited to the classroom, field education, library and other university and non-university settings.

Students may be dismissed from the School of Social Work for any of the following:

1. Failure to maintain a cumulative GPA of 3.0 or better as outlined in the graduate bulletin.
3. Documented evidence of criminal behavior or the conviction of a criminal act that occurred during the course of study or prior to admission to the School of Social Work and became known while in the program.
4. Inability to demonstrate MSW Generalist and/or Clinical Competencies in all areas of the MSW program.
5. Termination from field practice.

Assessment of Progress for Remediation or Dismissal

Each student’s progress through the MSW program is assessed by staff and faculty to ensure the student’s success through classroom interactions with instructors, meetings with advisors, field seminars, quarterly transcript review, and formal and informal meetings with staff, faculty, field and task supervisors, etc. At any time, if a sufficient academic, professional or ethical concern arises and is reported to the dean/MSW program director by program faculty, staff, and/or field agency supervisors relating to items 1 through 5 in the above section:

1. The student will be notified by the dean, MSW program director, or respective MSW program coordinator, and a face-to-face meeting that also includes the student’s academic advisor will be set up to discuss the issues. If the concerns are related to field practice, field
supervisors/supervisor and other relevant parties will be consulted and/or invited to the meeting.

2. After the meeting in #1 above has occurred, the matter, with all documentation, will be referred to the next scheduled MSW Standards Committee for review. The student may also provide the MSW program director/coordinator or dean with a written statement(s) for committee review that speaks directly to concerns.

3. The MSW Standards Committee will review the concern and supporting evidence and in its discretion may recommend one of two actions depending upon the scope of the problem: (A) A remediation plan (see section A); or (B) Dismissal from the MSW Program (see section B). The student will be notified of the committee’s decision by the MSW program director/dean.

A. Remediation Plan

A remediation plan is an outline of the steps to be taken by the student and other necessary participants to rectify the concern. The purpose of the remediation plan is to prevent a student’s problem from becoming so serious it threatens the successful completion of the MSW program or disrupts the education of others.

1. Committee Review. Within two weeks of notification, the MSW Standards Committee will review the concern. If a majority of the members agree a remediation plan would be useful to address the concern, the committee, in collaboration with the student, the student’s advisor, and other relevant parties, will develop a plan to remediate the problem. The remediation plan will be discussed with the student before it is finalized. The written plan shall:

   a. Specify the concern(s) of the committee in as much detail as necessary.
   b. Specify the required actions and conduct to be achieved by the student.
   c. Specify the date by which the student must complete the plan. (The plan must allow a reasonable period of time for remediation, and the student will not graduate until the remediation is complete.)
   d. Be signed by the student, the MSW Standards Committee Chair, the advisor, and the respective MSW program coordinator.

2. Final Determination of the Remediation Plan. On or before the date specified in the remediation plan, the MSW program director/coordinator will sit down with the student and the student’s advisor to determine whether or not the remediation plan has been completed and that no additional concerns have arisen. The MSW program director will then take a recommendation to the MSW Standards Committee to determine whether or not the student has remediated. The committee decision must contain reasons for accepting or not accepting the student’s remediation efforts. The MSW Standards Committee shall respond in one of two ways:

   a. If the MSW Standards Committee decides the concern is remediated, the committee chair will notify the student and other relevant parties in writing. The matter will be considered closed.
   b. If the MSW Standards Committee decides that the concern is not remediated, the student becomes subject to dismissal. The MSW Standards Committee chair shall notify the student and other relevant parties in writing and shall submit a
recommendation of dismissal to the graduate dean. If the graduate dean and the Graduate Council determine there is insufficient support for dismissal, the issue will be returned to the MSW Standards Committee for additional remediation.

B. Dismissal: Process and Procedures

A dismissal is a process whereby the MSW Standards Committee recommends to the graduate dean the dismissal of a student. The recommendation to dismiss a student is reviewed and approved by the Graduate Council.

1. Graduate Council Review. All documentation relevant to the concern will be sent to the graduate dean. The graduate dean will review the documents and arrange for Graduate Council review.

   a. The Graduate Council shall decide whether or not the student will be dismissed as recommended by the MSW Standards Committee. If the council decides there is sufficient documentation for dismissal, they will notify the student, the dean, the MSW program director, and the respective MSW program coordinator.
   b. If the Graduate Council determines that there is insufficient support for the recommended dismissal, the issue will be returned to the MSW Standards Committee for the development of a remediation plan.

2. Right of Appeal. Should the student wish to appeal the decision of Graduate Council to dismiss, he/she may file a formal grievance with the WWU Grievance Committee. The student should contact the graduate dean for the appropriate forms.

Last voted revision: 1.16.15
APPENDIX C

STUDENT EVALUATION
OF FIELD PLACEMENT
In the interest of maintaining consistently high standards of quality in our field placement settings, the Walla Walla University School of Social Work and Sociology recognizes the value of providing students with the opportunity to report their perceptions of their field experiences. Since consistent reporting from which comparisons can be drawn is desirable, the following questionnaire was designed. Responses are to be recorded on the following basis:

1 = Strongly Agree  2 = Agree  3 = Disagree  4 = Strongly Disagree

When you disagree or strongly disagree with any item, please comment at the end of the questionnaire under general comments.

I. FIELD SUPERVISOR
   ____A. Possesses a sound knowledge of social work practice.
   ____B. Practice is clearly guided by social work values.
   ____C. Is knowledgeable about current trends in social work practice.
   ____D. Is knowledgeable about the school’s curriculum.
   ____E. Is able to communicate knowledge.
   ____F. Is able to stimulate student self-development.
   ____G. Can allow the student to develop in their own way.
   ____H. Uses a growth model, helping the student to develop strengths.
   ____I. Defines their role and clarifies expectations of the student.
   ____J. Is readily available and/or accessible.
   ____K. Schedules regularly planned conferences.
   ____L. Provides the student with feedback on their growth and progress on a regularly planned basis.
   ____M. Is learning-oriented.
   ____N. Develops appropriate learning experiences geared to the student’s individual needs.
   ____O. Uses resources outside of the placement site as a means to familiarize the student with the social welfare system.

II. TASK SUPERVISOR (if applicable)
   ____A. Is able to stimulate student's self-development.
   ____B. Is readily available and/or accessible.
   ____C. Provides the student with feedback on their growth and progress on a regular basis.
   ____D. Develops appropriate learning experiences geared to the student’s individual needs.
III. THE SETTING
   ____A. The setting philosophy of service is compatible with values and ethics of the social work profession.
   ____B. There is clarity in the setting about its program and methods.
   ____C. The setting provides valid services to meet problems of individuals or groups and/or community within the social welfare system.
   ____D. The administrator and staff have respect for professional education and an acceptance of the objectives and educational focus for the program of field instruction.
   ____E. The basic program of the agency is maintained and developed without reliance on students.
   ____F. The volume and flow of the program offers students a fairly wide range of learning opportunities that are commensurate with the school’s objectives for field instruction.
   ____G. The setting makes available suitable desk space, telephones, and access to a computer.
   ____H. The setting ensures the availability of a qualified field supervisor by adjusting his/her assignments and responsibilities so that they have sufficient time to devote to the student.
   ____I. The setting is non-discriminatory in employment of staff, placement of students, and delivery of services.
   ____J. The setting provides an atmosphere that is conducive to learning and one in which a student feels welcome.

IV. FACULTY
   ____A. Maintained contact with the placement site.
   ____B. Helped students understand the application of classroom materials to the placement setting.
   ____C. Was reasonably available to student and field supervisor.

Student signature:                                   Date:
APPENDIX D

REIMBURSEMENT FORM
REIMBURSEMENT REQUEST FOR CONTRACTED FIELD SUPERVISOR
SCHOOL OF SOCIAL WORK AND SOCIOLOGY
WALLA WALLA UNIVERSITY

Name ___________________________ Date ___________________________
Address ___________________________
Phone ___________________________
Social Security # ___________________________ E-Mail ___________________________

Quarter/Year:   ☐ Fall 20_____   ☐ Winter 20_____   ☐ Spring 20_____   ☐ Summer 20_____  

Please fill out the necessary information below for the reimbursement of the above quarter’s field instruction at the rate of $30.00 per hour. The expected instruction time per student each quarter is one hour each week for 10 weeks for a total reimbursement per quarter of $300.00. Additional instruction hours over the expected 10 hours per quarter may be given at the field supervisor’s discretion; however, these hours will not be reimbursed unless they are preapproved by the field coordinator/director.

<table>
<thead>
<tr>
<th>Student</th>
<th>Total Hours</th>
<th>Amount Due</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total Due ___________________________
Signature ___________________________

Please return to:
College Place campus  
Field Education director  
Address: 204 S. College Ave., College Place, WA 99324

Billings campus
Field coordinator  
Address: 2520 Fifth Ave. S, Billings, MT 59101

Missoula campus
Field coordinator  
Address: 2415 Mullan Road, Missoula, MT 59808
APPENDIX E

FREE TUITION POLICY
WALLA WALLA UNIVERSITY
FREE TUITION POLICY FOR FULL-TIME, AGENCY-BASED
AND CONTRACT FIELD SUPERVISORS
SUPERVISING WWU SOCIAL WORK FIELD EDUCATION STUDENTS
Effective September 2, 1999

Full-time, agency-based and contract field supervisors with master of social work degrees supervising WWU undergraduate and graduate social work students are eligible for free tuition hours on a proportionate basis to their supervision load each quarter.

*The IRS considers free tuition to be taxable income reportable on a 1099 form.*

The School of Social Work and Sociology will be responsible for giving free tuition clearances and will administer this section of the policy.

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Free tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+ students</td>
<td>4 credits per quarter</td>
</tr>
<tr>
<td>3 students</td>
<td>3 credits per quarter</td>
</tr>
<tr>
<td>2 students</td>
<td>2 credits per quarter</td>
</tr>
<tr>
<td>1 student</td>
<td>1 credit per quarter</td>
</tr>
</tbody>
</table>

Limitations: The benefit can be taken through the three quarters following the quarters when the supervisor had a student.

The free tuition policy does not apply to fees and rentals, private music lessons, flying, skiing, or other courses where instruction results in a specific cost to the institution by the individual enrolled. ASWWU fees are normally waived.

Free tuition hours are not transferable to other people.

All classes are open first to tuition-paying students. As space is available, free tuition participants may join. Those taking the class free would not be counted in the minimum number of students required to offer the class.

An individual is eligible for free tuition under only one section of the WWU Free Tuition policy (i.e., an individual may be eligible as a WWU employee, or as a spouse of a WWU employee, but not both).

If classes are audited or challenged, they will be applied to the number of free hours available for that quarter.
1.9.1 Grievance Process
(Charter)
Walla Walla University is committed to fair, ethical treatment of all. A prescribed Grievance Process insures the right of all students, faculty members, and staff members who believe that they have been treated in an arbitrary, capricious, and/or discriminatory manner by any person acting for Walla Walla University to present their grievances without fear of censure or reprisal to the appropriate supervisor(s), administrator(s), or committee(s). An impartial Grievance Committee exists to hear eligible grievances that have not been satisfactorily resolved by the appropriate parties. The membership of the committee is listed in Section 2.2.2, “Grievance” [29]. Grievance policies and processes shall be published in the employee and student handbooks.

1.9.2 Initial Conflict Resolution Process
(Bylaws)
Persons with grievances should first seek to resolve their disagreements privately with the person(s) involved. If a grievance is not resolved in this manner within a reasonable time, persons with grievances should seek to resolve their disagreements by appealing to the appropriate supervisor, administrator, or committee by taking the steps as outlined in the table below. If any individual listed in these procedures is directly involved in the disagreement, the process proceeds to the next step.

(Procedures)
Table 1.1. Initial Conflict Resolution Process

<table>
<thead>
<tr>
<th>Person</th>
<th>Issue Pertaining To</th>
<th>Step 1</th>
<th>Step 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>Courses or Instructors</td>
<td>Dept. Chair or Dean</td>
<td>Academic Standards Committee</td>
</tr>
<tr>
<td></td>
<td>Academic Policies/Procedures</td>
<td>Registrar</td>
<td>Academic Standards Committee</td>
</tr>
<tr>
<td></td>
<td>Student Employment</td>
<td>Department Head</td>
<td>VP Finance</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>Courses or Instructors</td>
<td>Dept. Chair or Dean</td>
<td>Graduate Council</td>
</tr>
<tr>
<td></td>
<td>Academic Policies/Procedures</td>
<td>AVP Graduate Studies</td>
<td>Graduate Council</td>
</tr>
<tr>
<td></td>
<td>Student Employment</td>
<td>Department Head</td>
<td>VP Finance</td>
</tr>
</tbody>
</table>

1.9.3 Formal Grievance Process
(Bylaws)
If persons deem the above process or the decisions resulting from the process to be arbitrary, capricious, or discriminatory, they may bring their concerns before an impartial body of the University by filing a formal grievance with the Chair of the Grievance Committee, hereafter referred to as the Grievance Chair. The Formal Grievance Process is available to current and former students (within 90
days of termination of enrollment) for issues pertaining to courses or instructors, academic policies or procedures, and student employment. The process is also available to current faculty and staff of Walla Walla University and to former faculty and staff within 30 days of termination of employment. The Formal Grievance Process is available only when a person filing a complaint, hereafter referred to as the Grievant, can show that the conflict in question is directly related to policies, practices, or employees of the University. The Formal Grievance Process is not available for issues pertaining to violations of Title IX policy. The President of the University may not file a formal grievance, but may appeal directly to the board of trustees.

If the grievance cannot be resolved by the Initial Conflict Resolution Process (see Section 1.9.2, “Initial Conflict Resolution Process” [12]), the Grievant may formally appeal to the Grievance Committee. Once a formal grievance has been filed, all parties and committee members must maintain confidentiality regarding all facts and issues related to the grievance during the grievance process. All parties and committee members should be able to carry out the process without fear of censure or reprisal. The following timeline for the grievance process must be followed unless a change is agreed to by the Grievance Chair, the Grievant, and the person(s) named in the complaint, hereafter referred to as the Respondent(s).

(Procedures)
1. Initiating a Formal Grievance
   a. Grievant Actions
      i. The Grievant must file a formal written complaint to the Grievance Chair within thirty (30) days following the final attempt at conflict resolution, or within thirty (30) days of termination of employment for former faculty and staff, or within ninety (90) days of termination of enrollment for former students.
      ii. The formal written complaint must include the following
          A. a clear and detailed description of the complaint
          B. documentation of prior attempts at conflict resolution and the outcome(s)
          C. an explanation of why the outcome(s) or process of conflict resolution is thought to be arbitrary, capricious, and/or discriminatory
          D. what redress is desired.
   b. Grievance Chair Actions
      i. Within one (1) week of receiving a formal written complaint, the Grievance Chair will notify the Grievant in writing either
         A. that the complaint has been received and is eligible
         B. or that the complaint has been received, but questions remain pertaining to the areas below, which the grievant must respond to within three (3) business days
            I. the eligibility of the filing—to be eligible, the complaint must relate directly to policies, practices, and/or employees of the University in the areas outlined in the bylaws above
            II. the completion of the Initial Conflict Resolution Process (see Section 1.9.2, “Initial Conflict Resolution Process” [12])—to be complete, all steps must have been taken before filing the formal grievance
            III. the admissibility of the Respondent(s)—to be admissible, the Respondent(s) must have been directly involved in the grievance issue.
      ii. Once the Grievance Chair has notified the Grievant that his/her formal complaint is eligible, the Grievance Chair will, within one (1) week,
A. notify the Respondent(s) in writing of the complaint and
   I. provide a copy of the complaint to the Respondent(s).
   II. notify the Respondent(s) that they have two (2) weeks to provide a
       written statement in response.

B. contact the Grievance Committee members regarding the complaint and
   I. inquire regarding possible conflicts of interest that may affect
       committee member participation
   II. designate appropriate alternate committee members as needed.

C. obtain a signed non-disclosure agreement from the Grievant and
   Respondent(s).

   iii. Within one (1) week of receiving the statement(s) of the Respondent(s), the
       Grievance Chair will
   A. provide the Grievant with a copy of statement(s) from the Respondent(s)
   B. secure copies of pertinent policies/procedures for the committee’s use
   C. call an organizational meeting of the Grievance Committee to be held before
       the formal hearing to
       I. select a secretary from among the members
       II. address organizational issues (not the merits of the case)
       III. distribute copies of pertinent policies/procedures
       IV. establish procedures for the formal hearing.
   D. establish a date for the formal hearing and notify the Grievant and
       Respondent(s) in writing of the formal hearing at least one (1) week in advance
       of the hearing.

2. Terminating the Grievance Process
   a. The Formal Grievance Process may be terminated at any time if
      i. the Grievant decides to terminate the grievance. The Grievant must sign a statement
         indicating that he/she has chosen to terminate the grievance of his/her own accord and
         without coercion
      ii. the Grievant violates confidentiality during formal consideration of the grievance.
         Determination of a breach of confidentiality will be made by two-thirds vote of the
         Grievance Committee
      iii. the Grievant fails to respond to communications by the Grievance Chair within the
         time frame outlined in this policy
      iv. any party to the grievance initiates formal legal action related to the grievance issue.

3. Responsibilities of Individuals Involved in the Grievance Process
   a. Responsibilities of the Grievance Chair
      i. See that the time line of the Formal Grievance Process is followed and adjudicate any
         requests to alter the time line
      ii. Remain neutral, taking care not to prejudice the committee or any others against the
          position of any party to the complaint.
      iii. Keep all matters pertaining to the grievance in strict confidence.
      iv. Obtain a written agreement of non-disclosure from the Grievant and Respondent(s).
      v. Resolve observed breaches of confidentiality.
      vi. Maintain documentation of all communication with all parties during the grievance
          process.
   b. Responsibilities of the Grievance Committee Members
i. Keep all matters pertaining to the grievance in strict confidence.
ii. Review the complaint and relevant documents before the organizational meeting.
iii. Be present at all formal meetings of the committee, unless excused by the Grievance Chair.
iv. Discuss the grievance only in the context of the meeting(s).
v. Determine how and when the Grievant will be heard.
vi. Hear the parties face to face, conducting no hearings without the presence of both parties.
vii. Approve, by two-thirds vote, corrective action in cases of observed breach of confidentiality, which may include but is not limited to
   A. terminating the grievance process
   B. documenting a breach of confidentiality as part of an employee's employment file.

c. Responsibilities of the Grievant and Respondent(s)
   i. Respond to communication from the Grievance Chair in writing and within the time line of the Formal Grievance Process.
   ii. Keep all matters pertaining to the grievance in strict confidence.
   iii. Provide the Grievance Chair, at least three (3) days prior to the formal hearing, with the names of individuals he/she will call upon to be present and/or to testify. The Grievance Chair will immediately make these names available to all parties. In special circumstances, individuals whose names are not on the list prior to the meeting may be added upon a two-thirds vote of the Grievance Committee.

4. Formal Grievance Hearing
   a. The formal hearing shall occur not more than five (5) weeks after the date upon which the Grievance Chair notifies the Grievant that his/her complaint is eligible.
   b. All committee members, the Grievant, and the Respondent(s) must be present at the formal hearing.
   c. The formal hearing shall address only the issues raised in the Grievant's original complaint, unless the Grievant, Respondent(s), and Grievance Chair all agree that they are prepared to address a new issue.
   d. During the formal hearing, both the Grievant and Respondent(s) may
      i. bring another person to speak on his or her behalf (this person must be an employee or student of the University unless otherwise approved by a two-thirds vote of the Grievance Committee)
      ii. present an opening statement
      iii. call witnesses or present documents to support his/her position.
      iv. ask questions of witnesses and parties.
      v. respond to questions raised and statements made in the course of the hearing
      vi. make a summary statement.
   e. The grievance hearing will proceed as follows, unless modified by a two-thirds vote of the committee.
      i. Grievant’s opening statement
      ii. Respondent’s opening statement
      iii. Grievant’s presentation of evidence
      iv. Respondent’s questioning of Grievant’s evidence
      v. Committee questions regarding Grievant’s evidence
      vi. Respondent’s presentation of evidence
vii. Grievant’s questioning of Respondent’s evidence  
viii. Committee questions regarding Respondent’s evidence  
ix. Grievant’s summary statement  
x. Respondent’s summary statement  
xi. Dismissal of parties and witnesses  
 xii. Committee deliberation

5. Actions of the Grievance Committee
   a. After the formal hearing has concluded, the committee will deliberate in private on the merits of the grievance.
   b. By a two-thirds majority vote, the committee may take the following actions (voting shall be done by secret ballot)
      i. find in favor of the Grievant and recommend appropriate redress
      ii. find in favor of the Respondent(s) and dismiss the case.
   c. The Grievance Committee shall designate a member to prepare a written statement of the committee’s recommendation for final review and approval by the committee. A minority report may also be prepared. The Grievance Committee shall submit a recommendation within seven (7) weeks from the date when the formal grievance was determined to be eligible.

6. Submission of Grievance Recommendation and Response
   a. Except when the President is a Respondent to a grievance, the Grievance Chair will submit to the University President the approved written statement of the committee’s recommendation, the minority report (if any), and a copy of the grievance file. If the President is named as a Respondent, then the Grievance Chair will submit the documents to the University Board Chair.
   b. The President (or Board Chair) shall respond in writing within thirty (30) days of receiving the recommendation of the Grievance Committee.
      i. If the President concurs with the recommendation of the Grievance Committee A. the recommendation becomes the final decision B. the Grievance Chair shall notify the Grievant and Respondent(s) of the decision, in writing, on behalf of the President.
      ii. If the President’s decision differs from the recommendation of the Grievance Committee A. the President will state in writing the rationale for the decision B. the President’s decision will be reviewed by the Executive Committee of the University Board C. the President shall notify the Grievant and Respondent(s) of the decision in writing.

7. Record Keeping
   a. The Grievance Chair shall maintain, in the President’s office, a grievance file containing all records pertaining to the Formal Grievance Process. This file shall include, but not be limited to, the following:
      i. the written complaint
      ii. the written response to the complaint
      iii. the recommendation made by the Grievance Committee
      iv. the President’s (or Board Chair’s) written response
   b. Records relevant to the Formal Grievance Process shall be kept on file for three (3) years.
   c. All records pertaining to the grievance shall be kept in strict confidence and shall be available only to the Grievance Committee, Grievant, Respondent(s), and the Walla Walla University Board Chair, President, and Vice-Presidents.
Revisions

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