

FORT HAYS STATE UNIVERSITY HAYS, KANSAS

600 Park Street

Hays, Kansas 67601



BACCALAUREATE SOCIAL WORK PROGRAM STUDENT HANDBOOK 2025-2026

TABLE OF CONTENTS

PROFESSIONAL SOCIAL WORK.....	4
SOCIAL WORK PROGRAM AND CURRICULUM.....	5
THE DEPARTMENT OF SOCIAL WORK MISSION.....	5
THE DEPARTMENT OF SOCIAL WORK VISION.....	5
BSW PROGRAM GOALS.....	5
SOCIAL WORK PROGRAM COMPETENCIES.....	6
REQUIRED BSW CURRICULUM.....	11
BSW COURSE DESCRIPTIONS.....	12
UNIVERSITY POLICIES.....	15
FORT HAYS STATE UNIVERSITY POLICY ON NONDISCRIMINATION.....	15
GUIDELINES REGARDING SERVICES FOR PERSONS WITH DISABILITIES.....	15
BSW PROGRAM ADMISSIONS POLICIES AND PROCEDURES.....	16
APPLICATION FOR ADMISSIONS.....	16
PROCEDURE FOR EVALUATING APPLICATIONS AND NOTIFYING STUDENTS OF THE ADMISSIONS COMMITTEE DECISION.....	18
BSW PROGRAM STUDENT TRANSFER POLICY AND PROCEDURE.....	20
ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE POLICY.....	20
BSW ACADEMIC POLICIES AND PROCEDURES.....	21
BSW PROGRAM STUDENT AND PROFESSIONAL ADVISEMENT POLICIES AND PROCEDURES.....	21
EVALUATING STUDENT ACADEMIC AND PROFESSIONAL PERFORMANCE.....	22
STUDENT GRIEVANCE POLICIES AND PROCEDURES.....	23
ACADEMIC HONESTY POLICY AND PROCEDURES.....	24
DEPARTMENT'S INCOMPLETE POLICY.....	26
BSW PROGRAM PROFESSIONAL CONDUCT POLICY AND PROCEDURES.....	28
CONSEQUENCES FOR STUDENT VIOLATIONS OF PROFESSIONAL CONDUCT.....	31
ACADEMIC AND NON-ACADEMIC DISMISSAL APPEALS POLICY AND PROCEDURES.....	34
COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES.....	34
UNDERGRADUATE STUDENT APPEAL PROCEDURE.....	34
SOCIAL WORK PROGRAM FEE.....	36
BSW STUDENT ACTIVITIES AND AWARDS.....	36
SOCIAL WORK CLUB.....	36
PHI ALPHA HONOR SOCIETY.....	36
BSW PROGRAM SHARED GOVERNANCE POLICY AND PROCEDURES.....	37
COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES STUDENT AWARDS.....	38
OUTSTANDING PRACTICUM STUDENT AWARD.....	39
OUTSTANDING FIELD INSTRUCTOR/FIELD SUPERVISOR AWARD.....	40
FIELD PRACTICUM POLICIES AND PROCEDURES.....	41
FIELD PRACTICUM: WHO IS WHO.....	41
ADMISSION TO THE FIELD PRACTICUM POLICY.....	42
BSW PROGRAM ACADEMIC PROCEDURES FOR ADMISSION TO FIELD PRACTICUM... ..	42
STUDENT PLACEMENT POLICY AND PROCEDURES.....	43
STUDENT MONITORING POLICY AND PROCEDURES.....	45
STUDENT SAFETY POLICY AND PROCEDURES.....	46
FIELD PRACTICUM SETTING POLICY AND PROCEDURES.....	47
EVALUATING STUDENT LEARNING POLICY AND PROCEDURES.....	48
EVALUATING FIELD SETTING EFFECTIVENESS POLICY AND PROCEDURES.....	51
FIELD INSTRUCTOR SELECTION.....	52

POLICY GOVERNING FIELD PRACTICUM PARTICIPANTS.....	53
EMPLOYMENT-BASED FIELD PRACTICUM POLICY	57
PAID FIELD PRACTICUM POLICY	58
FIELD PRACTICUM: AGENCY FIELD AGREEMENTS	58
STUDENT DOCUMENTS AND DOCUMENTATION.....	59
QUICK FACTS ABOUT FIELD PRACTICUM	61
APPENDIX A NON-PAID FIELD PRACTICUM AGREEMENT	65
APPENDIX B EMPLOYMENT BASED FIELD PRACTICUM AGREEMENT	71
APPENDIX C PAID FIELD PRACTICUM AGREEMENT.....	75
APPENDIX D INTERVIEW FORM	79
APPENDIX E BSW STUDENT LEARNING AGREEMENT.....	80
APPENDIX F BSW FIELD PRACTICUM PLACEMENT ASSESSMENT INSTRUMENT	86
APPENDIX G OUTSTANDING STUDENT PRACTICUM AWARD.....	98
APPENDIX H OUTSTANDING FIELD INSTRUCTOR/FIELD SUPERVISOR AWARD.....	99
APPENDIX I RESOURCES AND REFERENCES.....	100

PROFESSIONAL SOCIAL WORK

WHAT WE DO

Social workers are professionals who have many different roles. They assist people who need help in coping with complex interpersonal and social problems and assist them in obtaining the resources they need to live with dignity. Social workers provide services to people of any age, income, race, ethnicity, gender, religion, and sexual orientation.

The historic mission of social work has been to help people who are disadvantaged, disenfranchised, and underserved. The contemporary social worker also assists people from all walks of life, with all kinds of concerns, in all kinds of settings.

WHERE WE ARE FOUND

Social workers are generally found in:

- Child and Family Service Agencies
- Mental Health Centers
- Hospitals and Health Care Agencies
- Private Practice
- Schools
- Military bases and the Veteran's Administration
- Nursing Homes
- Welfare Agencies
- Business and Industry
- Drug and Alcohol Treatment Centers
- Residential Treatment Services
- Community Organizations

Social workers are also involved in community action and community planning. Many take part in social policy development or serve as elected public officials. A professional in the field ultimately tries to improve social conditions by helping the community create and deliver services and support that many people need.

HOW WE WORK

Anyone seeking services from a professional social worker can expect a skilled practitioner who will listen without making judgments, help identify problems and possible solutions, identify, and link the individual with resources, and provide assistance in helping people achieve their maximum potential.

SOCIAL WORK PROGRAM AND CURRICULUM

The Social Work Program at Fort Hays State University offers a Baccalaureate of Social Work (BSW) degree. The program was approved and adopted by the Board of Regents in February 1995. The program is accredited by the Council on Social Work Education. Program graduates are eligible for licensure in Kansas and other states that offer licensure at the BSW level.

THE DEPARTMENT OF SOCIAL WORK MISSION

The Department of Social Work educates students to become competent social workers who adhere to professional principles, values, and ethics, respond with compassion using critical thinking skills, evidence-based practice, respect for human diversity and individual strengths, in order to advocate for human and community well-being in Western Kansas and beyond.

THE DEPARTMENT OF SOCIAL WORK VISION

The Department of Social Work is recognized as the “Lighthouse on the Plains” with regard to social work education, research, and support to professional practice.

BSW PROGRAM GOALS

To actualize its mission, the BSW Program had adopted the following goals:

1. To prepare students for generalist, professional social work practice with a strengths, systems, and ecological approach that includes working with individuals, families, groups, organizations, and communities.
2. To prepare generalist, professional social workers to be culturally competent in practice with diversity and populations-at-risk. These populations include the rural and urban poor, the rural and urban elderly, the developmentally challenged, the mentally ill, the chemically addicted, adult and juvenile offenders, victims of family violence, especially women and children, LGBT, economically disadvantaged women and children, and the racial, ethnic, and religious minorities of Kansas.
3. To prepare students to be proactive community professionals by assuming leadership roles in initiating and organizing social planning and social action to remedy social and economic injustices resulting from discrimination and oppression.
4. To prepare students to pursue professional lifetime continuing education, including the academic preparation of students for future graduate education in social work.
5. To provide students with opportunities throughout the Social Work Program to learn, understand, and apply social work knowledge, values, skills, and ethics.

SOCIAL WORK PROGRAM COMPETENCIES

To ensure high-quality undergraduate social work education, the Bachelor of Social Work (BSW) Program at Fort Hays State University (FHSU) adheres to the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) and maintains full accreditation. The CSWE standards listed below guide the program's mission, curriculum, and field education, emphasizing ethical practice, social justice, and professional competence. Through a competency-based framework and community-engaged learning, the BSW program at FHSU prepares students for generalist practice, advanced education, and lifelong professional development, aligning with CSWE accreditation Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social Workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to

eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound

research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies,

including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege, as well as their personal values and personal experiences, may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing

evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

RELATIONSHIP BETWEEN COMPETENCIES AND PRACTICE BEHAVIORS

Each competency is operationalized through student learning objectives that are assessed by the student practicum evaluations. As capstone experiences, the Field Practicum and Social Work Professional Seminar integrate and assess all student learning objectives across the nine competencies.



REQUIRED BSW CURRICULUM

FALL

Freshman

UNIV 101	Freshmen Seminar	1 hr.	ENG 102	English Composition II	3 hrs.
ENG 101	English Composition I	3 hrs.	SOCW 260	Intro. to Social Work	3 hrs.
COMM 100	Fundamentals of Oral Communication	3 hrs.		Elective	3 hrs.
	Arts & Humanities Elective	3 hrs.		Social & Behavioral Science Elective	3 hrs.
	Quantitative Literacy	3 hrs.		Elective	<u>3 hrs.</u>
	Elective	2 hrs.			15 hrs.
		15 hrs.			

SPRING

Sophomore

SOCW 320	HBSE I	3 hrs.	SOCW 322	HBSE II	3 hrs.
	Natural & Physical Sciences	3 hrs.		Social & Behavioral Science Elective	3 hrs.
	Natural & Physical Sciences LAB	1 hr		Critical Thinking	3 hrs.
	Arts & Humanities Elective	3 hrs.		Personal & Professional Development	3 hrs.
	Elective	<u>3 hrs.</u>		Elective	3 hrs.
	Elective	2 hrs.			15 hrs.
		15 hrs.			

Junior

SOCW 310	Social Welfare Policy & Services I	3 hrs.	SOCW 410	Social Welfare Policy & Services II	3 hrs.
SOCW 360	Social Work Research Methods	3 hrs.	SOCW 365	Advanced Social Work Research	3 hrs.
SOCW 380	Generalist Practice: Foundations of Practice	3 hrs.	SOCW 381	Generalist Practice: The Helping Relationship	3 hrs.
	Elective	3 hrs.		Social Work Elective	3 hrs.
	Elective	<u>3 hrs.</u>		Elective	3 hrs.
		15 hrs.			15 hrs.

Senior

SOCW 461	Generalist Practice: Group, and Family Systems	3 hrs.	SOCW 467	Social Work Professional Seminar	3 hrs.
SOCW 420	HBSE III	3 hrs.	SOCW 468	Field Practicum	12 hrs.
SOCW 462	Generalist Practice: Organizations & Communities	3 hrs.			15 hrs.
SOCW 463	Generalist Practice: Practicum Prep	3 hrs.			
	Social Work Elective	<u>3 hrs.</u>			
		15 hrs.			

TOTAL CREDIT HOURS 120 hrs.

BSW COURSE DESCRIPTIONS

SOCW 260 Introduction to Social Work

Introduction to the social service delivery systems in the United States, with an emphasis on the social work profession: its mission, philosophy, ethics, values, diverse fields, and ethnocultural perspectives. Observations of social service agencies and guest speakers provide a career orientation to the social work profession.

SOCW 310 Social Welfare Policy and Services I

Examination of the historical evolution of social welfare and the social work profession, with a focus on the social policies that comprise the foundation of the welfare state in the United States. Present patterns of social welfare services are to be examined. The emphasis is on the historical evolution of contemporary social problems. Oppression, discrimination, social justice issues, and policies, and their impact on diverse populations at risk will be explored.

SOCW 320 Human Behavior and the Social Environment I

Critical analysis of perspectives on the person and on the physical and sociocultural environment. The focus is on the fit between person and environment, with attention to biological, psychological, and social dynamics that impair or facilitate person/environment fit. There is particular concern with the process of social and cultural stratification and oppression within society, communities, institutions, organizations, and groups, and the effects of confrontation and contact between those cultures and the dominant American culture is reviewed, with special attention to social work issues. The rural environment as a context affecting biological, psychological, and social dynamics is considered. Pre-Requisite: SOCW 260.

SOCW 322 Human Behavior and the Social Environment II

Examination of development in the intertwined individual and family life cycles as a transactional process, and work, and the ways they impact and are impacted by developing individuals and families, concepts of diversity, values, and ethical issues, and theoretical perspectives as they apply to the involving the material interaction of environmental, bio-psycho-social, economic, and ethnocultural factors, including race, ethnicity, sexual orientation, gender, and family structure. The focus is on the evolving fit between the developing individual and family and the risk and protective factors in a changing environment. Special attention is paid to how the process impacts Western Kansas populations at risk. There is particular concern with developmental settings, including family, school, and work, and the ways they impact and are impacted by developing individuals and families, concepts of diversity, values, and ethical issues, and theoretical perspectives as they apply to the social work practice area examined. Pre-Requisites: SOCW 260, SOCW 320.

SOCW 360 Social Work Research Methods

This course emphasizes foundational research concepts, designs, analysis, evaluation, and report generation necessary for students to engage in effective culturally-competent social work research,

evaluation, and inform SW practice and programs. Students will understand, develop, and apply ethical, analytic, and critical thinking skills using theoretical frameworks and systematic research methods to assess and evaluate multidimensional problems/issues. Students will develop evidence-based decision-making skills and competencies using the scientific mode of inquiry research methods, and approaches to enrich their professional behavior and development as practitioners and/or researchers. Additionally, this course aims to develop students' competencies to be informed consumers of research displaying knowledge and skills in interpreting research data, findings, limitations, generalizability, biases, cultural issues, and the theory-building process of research-informed practice and practice-informed research. Students will be empowered with scientific knowledge and methods to engage in ethical and evidence-based clinical decision-making processes to advance human rights, dignity, well-being, social and economic justice, and understand human behavior in a social environment/context.

SOCW 365 Advanced Social Work Research Methods

This course is the second in the series of social work research methods courses. The course introduces students to advanced quantitative and qualitative analytical concepts and methods and prepares them for the needed agency-level research knowledge, skills, and techniques for SW practice. Knowledge and skills of research methods are transferable and help social workers engage in evidence-based practice as consumers of research and carry out essential research tasks at an agency. Social workers' involvement in an agency is wide and varied and not limited to some of the common practices such as practice evaluation, grant writing, program evaluation, data collection, data analysis, and report generation. The course also emphasizes the ethical research processes and safeguarding clients' interests and well-being while preparing them to integrate social work values, knowledge, and competencies of generalist level with scientific rigor and methodologies for efficacious career development.

SOCW 380 Generalist Practice: Foundations of Practice

As the first of five generalist practice courses, this foundation course provides entry-level theory, knowledge, research, values, and skills for social work practice. Self-awareness, problem-solving, interviewing, professional relationships, intervention planning and skills, and ethics are explored. This course focuses on individuals but introduces family, group, organizational, and community systems. An ethnocultural perspective with particular focus on Western Kansas urban/rural regions is emphasized. The student will complete fifty (50) hours of nonpaid service in a community agency of the student's choice, with the instructor's approval. Pre-Requisite: SOCW 260

SOCW 381 Generalist Practice: The Helping Relationship

As the second generalist practice course, this course provides entry-level theory, knowledge, research, values, and skills for social work practice with individuals. This course builds upon the generalist problem-solving model, intervention methods, and planning introduced in SOCW 380. An ethnocultural perspective with particular focus on Western Kansas, urban/rural regions is emphasized. Pre-Requisites: SOCW 260, SOCW 380; co-requisites: SOCW 462.

SOCW 410 Social Welfare and Policy and Services II

This is the second of two social welfare policy and services courses and builds upon SOCW 310. This course is designed to provide entry-level theory, knowledge, research, values, and skills for social welfare

policy/practice. Emphasis is upon the processes and methods of designing, enacting, implementing, and evaluating social welfare policies/services at the local, state, and federal levels. Value and ethical considerations related to policy, evaluation frameworks, and research methodologies are presented. Various organizational and political processes used to implement/influence welfare policies/ services are reviewed. Pre-Requisites: SOCW 260, SOCW 310.

SOCW 420 Human Behavior and the Social Environment III

An analysis for social workers of causes and dynamics of problems in person-environment fit and the associated difficulties in biopsychosocial functioning. The primary focus is on substance abuse. The course also introduces a wide range of psychiatric disorders. Students are asked to consider the impact of the rural, western Kansas environment on problem dynamics and service system response. Pre-Requisites: SOCW 260, SOCW 320, SOCW 322.

SOCW 461 Generalist Practice: Social Work Practice with Groups and Family Systems

In this course, students will explore mezzo-level social work practice that focuses on working with children, families, and groups. The curriculum aims to equip students with the necessary skills, knowledge, and values to effectively work with various groups, with particular attention to children and families. This course builds on the problem-solving model introduced in SOCW 260, 380, and 381 and aims to teach students different theoretical models for working with child and family systems and various groups. Additionally, the course emphasizes an ethnocultural perspective to work with populations in both urban and rural areas.

SOCW 462 Generalist Practice: Organizations and Communities

The course is designed to help students understand the connection between micro, mezzo, and macro skills in social work practice. It provides a generalist perspective for working with organizations and communities, equipping students with frameworks, skills, and social work values that are essential for working with larger systems. The course emphasizes evidence-based and culturally competent macro practice, incorporating social work practice standards and principles to work at the macro level. Students will focus on urban and rural macro systems and learn how to initiate changes in organizations and communities.

SOCW 463 Generalist Practice: Practicum Preparation

This course prepares students for the required field practicum in the final semester of the social work program. Interviewing, stress and time management, court testimony, documentation, career objectives, and practicum site selection are specific goals of this course. Students learn a theoretical context upon which to base the practicum. Pre-Requisites: SOCW 260, SOCW 310, SOCW 320, SOCW 322, SOCW 380, SOCW 381, SOCW 462; co-requisites, SOCW 410, SOCW 420 or SOCW 461

SOCW 467 Social Work Professional Seminar

A capstone seminar that accompanies the field practicum and enables social work majors to integrate theory, values, skills, ethics, and ethnocultural competence. Emphasis is on self-analysis and evaluating one's own practice. Pre-Requisites: All required social work courses; co-requisites, SOCW 468.

SOCW 468 Field Practicum

A field experience that provides social work majors with supervised learning experiences within selected social welfare agencies. A capstone seminar accompanies this practicum in order to enable students to integrate and apply classroom learning in a field setting. An ethnocultural practice perspective is emphasized. The field practicum preparatory course, Generalist Practice: Practicum Preparation, is taken the semester immediately preceding the practicum. Four hundred (400) hours of field practicum experience are required. Pre-Requisites: All required social work courses; co-requisite, SOCW 467.

UNIVERSITY POLICIES

FORT HAYS STATE UNIVERSITY POLICY ON NONDISCRIMINATION

The Department of Social Work adheres to the Fort Hays State University policy on nondiscrimination.

Fort Hays State University is committed to an environment in which students, faculty, administrators, and academic staff (both classified and unclassified) can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

It is the policy of Fort Hays State University to prohibit harassment of individuals on the basis of their status as members of protected classes which include race, color, religion, gender, national origin, sexual orientation or a physical or mental disability. The protection afforded by this policy applies equally to all segments of the University community (i.e., students, unclassified personnel, classified personnel, and employees of associated corporations).

Students who believe they have been the object of sexual harassment (whether from a faculty or staff member or from another student) should meet with the University Affirmative Action Officer who will assist the student in understanding and initiating the appropriate process for dealing with the complaint. Both informal and formal resolutions are available. Other campus offices where the student might seek assistance include the Office of Student Affairs and the Health and Wellness Center.

For additional information: <https://www.fhsu.edu/president/Compliance-Office/Grievance-and-Appeal-Procedures/>

GUIDELINES REGARDING SERVICES FOR PERSONS WITH DISABILITIES

Responsibilities

FHSU

Fort Hays State University acknowledges its responsibilities under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Those obligations include providing “reasonable accommodations” to “otherwise qualified” persons who have a “disability” as defined by the ADA.

Person with Disabilities

It is the responsibility of persons with a disability to notify the University that Disability and the need for accommodations. Assistance from qualified experts may be necessary to determine whether an accommodation requested is “reasonable.”

Coordinator of Services for Students with Disabilities

The Coordinator of Student Accessibility Services is located in

Health and Wellness Services

Fort Hays State University

Fischli-Wills Center for Student Success

Third Floor, Room 301

(785) 628-4401.

This is the appropriate office for students, faculty, or staff to contact to notify the University of a Student’s Disability and initiate a request for a service. Students and faculty may also contact the office to coordinate disability services for learning disabled and cognitively impaired students.

BSW PROGRAM ADMISSIONS POLICIES AND PROCEDURES

APPLICATION FOR ADMISSIONS

Admission to the Bachelor of Social Work program is non-competitive: all qualified applicants are granted admission.

In addition to fulfilling the University's General Education requirements, social work majors must apply for admission to the Social Work Program during the Fall semester of the Junior year. Until social work majors are formally accepted into the program, they cannot enroll in practice courses beyond Generalist Practice: Foundations of Practice (SOCW 380), the course in which they apply for admission. To be admitted to the program, social work majors must meet the following requirements:

1. Completion of 45 hours of credit toward the Bachelor of Social Work degree requirements prior to submission of the application packet. A student completing less than 45 hours, but more than 23 hours, may request an exception to this requirement by writing a letter to the BSW Program Director detailing a clear plan to complete the BSW degree within three years of acceptance into the BSW program. This letter should be submitted along with the application packet.
2. Completion of Generalist Practice: Foundations of Practice (SOCW 380) with a grade of C or higher.
3. Submission of a completed application packet.
 - a. A completed application package is a requirement for passing the SOCW 380 course. Without a completed application, students will not receive credit for the

SOCW 380 course. The student may request an incomplete, and if approved by the instructor, will need to have a completed application prior to the start of the Spring semester.

4. Document a cumulative GPA of 2.5 or higher.
 - a. Students with a 2.0 cumulative GPA or higher MAY be admitted into the program upon appeal. To be considered under conditional standing, a student must appeal in writing to the BSW Program Director and submit a rationale for granting the exception, along with an objective behavioral plan designating what the student will do differently in order to meet the standard. If accepted conditionally, students will be permitted to enroll in social work courses to raise their GPA to the minimum standards. If students fail to achieve the minimum GPA by the beginning of the following semester, they will be removed from conditional standing and will not be permitted to continue enrolling in practice courses until their GPA meets the minimum standard.
5. The application process consists of the following tasks completed by the applicant. A Personal Statement of Social Work Readiness. The statement will address the following: Answer the questions “Who am I?” and “Why am I applying to be a social work major?”
 - a. Reflect upon your personal and family background. Discuss any incidents or life experiences that have contributed significantly to your choice of social work as a profession. Why enter a helping profession? Why social work, when compared to the other helping professions?
 - b. Based upon what you know about yourself, discuss both your major strengths and your major weaknesses as they pertain to your potential for social work practice.
 - c. What do you anticipate will be your greatest rewards and your greatest frustrations in social work?
 - d. Discuss the National Association of Social Workers (NASW) social work values and the Council on Social Work Education (CSWE) social work competencies as you understand them and as they pertain to your personal values, including any potential conflicts you might anticipate. How will you manage these value conflicts? What do you think has prepared you to demonstrate the CSWE competencies? What additional preparation will you need?
 - e. Based on the information you have learned about yourself to date and the knowledge you have accumulated regarding social work practice, what issues or questions, if any, loom foremost in your mind regarding your future role as a social worker?
6. NASW Code of Ethics Statement: signed by the applicant.
7. Past Criminal Activity Statement signed by the applicant.
8. Social Work Program Informed Consent Policy signed by the applicant.

9. Documentation that the applicant has completed a 15-hour, monitored, volunteer social service agency experience during the semester that they are enrolled in Generalist Practice: Foundations of Practice (SOCW 380). Students may volunteer at more than one agency to accrue the total hours (see the requirements for references below). Students who volunteer at their workplace must document that the volunteer service includes different tasks/ responsibilities than their employment duties. Workshops or other training opportunities related to the practice of social work may be counted toward the total required hours up to 10% of the total hours required (maximum of 1.5 total hours). These training opportunities must be provided by the student volunteer agency.
10. Two reference statements. At least one reference must be from the professional who monitors the students' volunteer social service agency experience. Students who complete their volunteer hours at more than one agency must have a reference from each agency that they have volunteered with during the semester (2 agencies = 2 references; 3 agencies = 3 references, etc.). If a student completes all of their volunteer work at one agency, the second reference may be from a past or current work experience or former volunteer experience. Family members may NOT serve as references.
11. A narrative summary of ALL OF the volunteer social service agency experiences following the directions provided in the SOCW 380 course syllabus.
12. A signed Code of Conduct for Social Work Student form.

PROCEDURE FOR EVALUATING APPLICATIONS AND NOTIFYING STUDENTS OF THE ADMISSIONS COMMITTEE DECISION

POLICY

Students applying for admission in the BSW Social Work Program will be evaluated using transparent admission standards and will have the opportunity to be informed about the process and the ability to appeal the decision in a reasonable time frame.

PROCEDURES

Each faculty member teaching SOCW 380 Generalist Practice: Foundations of Practice will evaluate all submitted applications under their course. If a student submits an incomplete application package or does not pass the SOCW 380 class, the faculty member will inform the BSW Program Director who will then send the student a letter denying their application. A copy of the letter will be saved in the student's file. If students successfully complete the assignments in SOCW 380 but fail to submit a completed application, they may choose to appeal the decision of denial into the program by submitting in writing an appeal letter that includes an explanation for why their application was not completed within the allotted timeframe. The BSW Program Director may decide to give the student additional time of no less than one week, but no longer

than the beginning of the following semester to complete the application. Once the timeline has passed, incomplete applications will NOT be reviewed for admission. Applications into the social work program are an important component of the program's accreditation requirements and of the SOCW 380 course. Incomplete applications will result in a failure of the SOCW 380 course.

If students successfully complete the assignments required in the SOCW 380 course, including submitting a completed application, but do not meet the minimum GPA requirement of 2.5 to enter the program, the BSW Program Director may give the student a specified timeframe of not less than one week to appeal the denial by submitting a letter of appeal with a rationale detailing why they should be reconsidered for admission. In order for students to be reconsidered for admission, they must have an overall GPA between 2.0 to 2.5. As part of the appeal letter, the student must include a written plan of remediation to address the deficiencies. The plan should include how the student plans to raise the GPA to the minimal standards. The student may be given an additional semester to raise the GPA to the minimum standard. At the end of the semester, the BSW Program Director will reevaluate the student's progress. Failure to meet the minimum GPA requirements will result in the student's inability to enroll in practice courses.

There may be cases in which the BSW Program Director may convene the BSW Committee, comprised of the BSW Program Director and two faculty members, to discuss a particular case. Decisions are generally made by consensus. If a consensus cannot be reached, a committee consisting of the BSW Program Director, the Field Director and the Department Chair will meet to come to a decision. Letters are then generated to explain the committee's decision and sent to the student. A copy of the letter is also maintained in the student program file. There are three possible outcomes:

- The applicant is fully qualified and admitted to the program.
 - The BSW Program Director sends a letter to congratulate the student on being accepted into the program.
- Student appeal is granted.
 - The BSW Program Director sends a letter approving the appeal and outlining the conditions that the student must meet prior to being accepted into the program. Once these conditions have been met, the student may request to be reconsidered for admission by sending a letter to the BSW Program Director, who then will follow the admissions procedure outlined above.
- Student appeal is denied.
 - The BSW Program Director sends a letter denying admission into the program. The letter outlines the conditions that must be met prior to being granted admission and the process to appeal the decision.

If a student has been denied admission, the student cannot proceed into any of the remaining generalist practice courses but may continue to take cognate courses and/or the social work

theory and knowledge courses.

BSW PROGRAM STUDENT TRANSFER POLICY AND PROCEDURE

POLICY

The BSW Program does not accept credit for upper-division core social work courses unless the credit was earned in a CSWE-accredited Social Work Program, and the student received a C or higher.

PROCEDURES

Non-Social Work courses: Students who transfer from other accredited institutions have their academic work initially evaluated by the Registrar's Office. Courses are evaluated regarding the equivalency to the general education and cognate course content requirements at FHSU. The Registrar's office loads the transcript(s) from other institutions into the student's file, which is available to review electronically through the FHSU website for authorized users such as the student and the Academic Advisor. The Chair of Social Work can also access the students' transcript information to assist in the training of the academic advisor and to provide clarification for any questions the student may have. The Registrar's Office also maintains a database of courses that have been deemed equivalent to FHSU courses from several area community colleges and universities. If students wish to supplement their studies from another location, the academic advisor is able to predict which courses will fulfill which requirement proactively.

Social Work courses: If the student's transfer transcript includes social work courses, the Registrar's Office refers the student to the BSW Program Director for academic advising. If the student is transferring from an accredited social work program or one that is in candidacy, examination of the student's transcript will suffice for transferring social work credits. If there is any doubt in regard to equivalency, then the Director will request course syllabi for all courses in question regarding transfer of credits. The BSW Program Director will take responsibility for assuring that the transfer student's social work courses meet the evaluative standards of the Council on Social Work Education Educational Policy and Accreditation Standards. The Social Work Program does not accept social work courses from non-accredited social work programs. The transfer policy is also included in the Field Practicum Manual and the BSW Program Handbook.

ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE POLICY

In accordance with the Council on Social Work Education's (CSWE) evaluative standards and

the Curriculum Policy Statement, the FHSU BSW Program does not grant academic credit for life experience or previous work experience.

Students who are in practicum settings in which they are likewise employed may not count the concurrent work experience for academic credit.

BSW ACADEMIC POLICIES AND PROCEDURES

BSW PROGRAM STUDENT AND PROFESSIONAL ADVISEMENT POLICIES AND PROCEDURES

POLICY

All social work students are assigned an advisor from the College of Health and Behavioral Sciences (CHBS) who provides assistance and guidance for course enrollment, FHSU academic and behavioral matters, and other topics upon request by the student. Social work career planning and other social work-related topics will be conducted by social work program faculty or staff.

PROCEDURES

1. The CHBS advisor will see advisees at least once a semester for pre-enrollment, and on a PRN basis when students have concerns or seek mentoring.
2. All faculty have posted office hours during which they are available.
3. The CHBS advisors outline the entire four-year plan for freshman students, so that students can schedule courses in proper sequences and can finish the program in four years.
4. CHBS advisors outline for transfer students the remaining years necessary for the baccalaureate degree, giving close attention to transfer agreements and general education requirements, as well as social work courses and required cognate courses.
5. CHBS advisors counsel students to have degree summaries prepared by the end of their sophomore years, or the beginning of their junior years for junior transfer students. Degree summaries are required for students who apply for admission to the BSW Program.
6. Students will be advised by social work program faculty or staff regarding careers, job opportunities, applications to graduate schools, and other professional social work advising topics.
7. Pre-practicum advising is done by the Field Director as part of the planning and preparation process for the practicum placement during the Practicum Preparation course.
8. Students who fail to earn a qualifying grade (C or above) in the same course twice will need a corrective action plan. The plan will be created by the BSW Program Director in collaboration with the student and the advisor.

EVALUATING STUDENT ACADEMIC AND PROFESSIONAL PERFORMANCE

POLICY

The social work faculty will utilize appropriate and equitable standards when judging student academic and professional performance. These standards will be visible, transparent, and applied justly. Instructors are assessing academic performance as outlined through each assignment requirement, and professional performance, including students' attendance, classroom (or online) behavior, ability to respect the FHSU Student Code of Conduct, and to personify the NASW Code of Ethics.

PROCEDURES

1. All faculty and instructors in the FHSU program are required to provide a course syllabus to all students in each course and provide a copy to the Administrative Coordinator of the Department of Social Work each semester.
 - a. Faculty may post the syllabus in the learning management system, Blackboard, or provide a printed copy for students, or both.
2. All syllabi are required to fully list each assignment, complete with a full description including the total number of points for the assignment, the due date, and whether the assignment may be turned in after the deadline.
 - a. Faculty are encouraged to develop grading rubrics for each assignment and provide these to students at the beginning of each semester.
3. All students are informed that they are evaluated on their professionalism in each course in addition to academic standards. In every social work course, this includes, but is not limited to, attendance and respectful demeanor when present in the classroom or through the online format.
 - a. In all social work courses attendance and the requirements for students to alert the faculty member of a potential absence are outlined: if points are earned/ lost for attendance/absence in a class these are specified in a similar manner as are the assignments and a rubric for how students may earn points is included in the syllabus.
4. Students are apprised that during classroom discussions and skills practice, interactions must be respectful at all times to honor diverse students and contradictory opinions.
5. Faculty will establish course policies relating to student attendance and participation. Faculty are encouraged to set attendance requirements that do not allow students to miss more than 1/5 of the total class meeting time. Faculty have the discretion to set the attendance and participation requirements necessary to meet the objectives of the course. These guidelines may change pursuant to the content of the course, the modality of course delivery, and the overall pedagogical approach. These policies, along with the

consequences students may experience for failing to comply, will be listed in each course syllabus. Students are expected to follow the policies established in each individual course. If students wish to challenge the course policy or the application of such policy, they may do so through the grade appeal process following the completion of the course.

6. Students must also demonstrate the ability to manage their own emotional and behavioral states without relying on the use of electronic devices. Each classroom provides an opportunity for students to learn how to manage their behavior without constant connection to e-mail, text, snapchat, Instagram, internet, social media, and other options available through the use of such devices.
7. Students are given the opportunity to review the standards set in each syllabus in each course with the instructor. If they have additional questions or need more clarification, they may speak with the BSW Program Director.
8. All students are directed to keep a copy of their course syllabi and refer to the policies in the syllabus throughout the semester.

Each of the Blackboard course sites include a section containing the FHSU policies and procedures complete with links to the policies themselves. For clarification of any of the policies students are directed to the instructor of the course first and may also meet with the BSW Program Director.

STUDENT GRIEVANCE POLICIES AND PROCEDURES

POLICY

A grievance is defined as any dissatisfaction occurring as the result of a student's belief that a given academic situation, including practicum experience(s), affects the student unjustly or inequitably. Grievances include, but are not limited to, grades, mistreatment by faculty, adjunct faculty or practicum faculty, or discrimination on the basis of race, religion, color, national origin, gender, age, sexual orientation, veteran status, physical or mental disability, or political orientation.

PROCEDURES

The following procedures are applicable for a student with a grievance within the Social Work Program:

1. Discuss the issue with the person(s) alleged to have caused the grievance.
2. If the matter is not resolved after discussion with the person(s) involved, the student should contact the BSW Program Director to discuss the matter.
3. If resolution is not found at the social work administrative level or if the BSW Program Director is alleged to have caused the grievance, the student should address a written petition to the Chair of the Department of Social Work. The petition should address the

relevant facts surrounding the grievance and the nature of the action the student is requesting the program to take. The Chair will then take the following steps:

- a. Gather all relevant information, including written and oral statements from the aggrieved student, the person alleged to have caused the grievance, and any other appropriate persons.
 - b. Prepare a written report which states the findings and, if the grievance is found to exist, a recommendation as to the action which should be taken.
 - c. Submit the report to the BSW Program Director for administrative action. If the BSW Program Director is alleged to have caused the grievance, the Chair of the Social Work Department will take administrative action.
4. If the student remains unsatisfied after resolution at the program/department level, he/she has the right to appeal the grievance to the Dean of the College of Health and Behavioral Sciences.
 5. If a grievance is not resolved at the departmental or school level, the student follows the university procedures for resolving grievances (Fort Hays State University Statement on Student Rights and Responsibilities, Campus Directory and Student Handbook)

ACADEMIC HONESTY POLICY AND PROCEDURES

POLICY

Membership in the FHSU learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of FHSU to impose sanctions on students who misrepresent their academic work. These sanctions will be selected by appropriate classroom instructors or other designated persons consistent with the seriousness of the violation and related considerations.

Examples of academic dishonesty include, but are not limited to: (1) Plagiarism, taking someone else's intellectual work and presenting it as one's own (which covers published and unpublished sources). Using another student's term paper as one's own or handing in a paper purchased from an individual or agency are examples of plagiarism. Additionally, reusing work that has been previously published or submitted for a class is considered self-plagiarism. Self-plagiarism can also include a) resubmitting an entire paper, b) copying or paraphrasing passages from previous work, c) recycling previously collected data, d) separately publishing multiple articles about the same research.

All BSW students are discouraged from using artificial intelligence (AI) tools, such as ChatGPT, Elicit, etc., in the completion of assignments throughout the program. Although such resources are becoming widespread and encouraged in many contexts, the Department of Social Work notes the following reasons that we take this stance:

1. Work created by AI tools may not be considered original work and instead, considered automated plagiarism. It is derived from previously created texts from other sources that the models were trained on, yet it doesn't cite sources.
2. AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources)
3. AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand).

Standards of attribution and acknowledgment of literary indebtedness are set by each discipline. Faculty are encouraged to include disciplinary or class-specific definitions in course syllabi. Students should consult with their department or with recognized handbooks in their field if in doubt. (2) Cheating is unacceptable in any form. Examples include consultation of books, library materials or notes during tests without the instructor's permission; use of crib sheets or hidden notes; intentional observation of another student's test; receipt of a copy of an exam or questions or answers from an exam to be given or in progress; substitution of another person for the student on an exam or another graded activity; deliberate falsification of lab results; submission of falsified data; alteration of exams or other academic exercises; and collaboration on projects where collaboration is forbidden. (3) Falsification, forgery or alteration of any documents pertaining to assignments and examinations. (4) Students who participate in promoting cheating or plagiarism by others will also be in violation of this policy.

Students participating in any violation of this policy must accept the consequences of their actions. Classroom instructors and/or university review/appeals committees and administrators will assess the sanctions for violation of this policy. The seriousness of the violation will dictate the severity of the sanction imposed.

Academic sanctions may include, but not be limited to, any of the following:

- Verbal or written warning
- Lowering of grade for assignment/activity
- Lowering of the term grade
- Failure of the class assignment

Administrative sanctions may include, but not be limited to, either of the following:

- Suspension from the University
- Dismissal from the University

PROCEDURES

The University guarantees students the provision of due process. Students are first expected, however, to avail themselves of the university's established tradition of informal appeal. Steps 1-

4 describe the informal process. Steps 5-7 describe the procedures designed to implement a formal appeal at the graduate/undergraduate levels.

Step 1: The faculty member decides whether or not a violation of the Academic Honesty Policy has occurred.

Step 2: The faculty member informs the student, the BSW Program Director, and the department chair that a violation of the Academic Honesty Policy has occurred. It is the faculty member's obligation to select or devise an academic sanction consistent with the severity of the violation.

Step 3: The faculty member informs the student of the academic sanction and the process of appeal. If the sanction involves a lowering of a term grade, the faculty member informs the registrar of the change.

Step 4: If the student disagrees with the faculty member's allegation and/or recommended sanction, the student pursues the university's longstanding tradition of informal appeal by consulting with the faculty member, and, if the student still disagrees, by appealing to the department chair.

Step 5: If, after the informal appeal, the student still disagrees with the faculty member's allegation or recommended sanction, the student may appeal in writing to the academic department no later than the end of the first week of the following semester. The department chair will provide the student with formal departmental appeal procedures for undergraduates and special students.

Step 6: If the student is an undergraduate or special student and disagrees with the departmental allegation or recommended sanction, the student may appeal in writing to the Provost no later than 15 working days following the decision.

Step 7: For undergraduate and special students, an administrative hearing panel will be formed by the provost to hear the undergraduate or special student's appeal. The administrative hearing panel will consist of an academic administrator, assistant vice president for student affairs (assigned to work with student judicial affairs), four faculty members, and a student. The administrative hearing panel procedures for undergraduate and special students are available in the Office of the Provost.

DEPARTMENT'S INCOMPLETE POLICY

POLICY

In alignment with the FHSU course incomplete policy, an incomplete may be granted to a student when the student satisfactorily completes a substantial portion of the coursework but cannot complete all the coursework by the end of the semester due to circumstances beyond their control. Whether or not an incomplete is granted, as well as the criteria required to resolve the incomplete, are at the discretion of the course instructor.

PROCEDURES

The Department of Social Work recommends that the following standards be met before a faculty member/adjunct assigns a grade of incomplete:

1. A student should have completed a minimum of 60% of the assignments/work in the course to qualify for an incomplete. If a student has completed less than 60%, they should be assigned the grade earned at the completion of the semester.
2. An incomplete should NOT be used to give the student the opportunity to re-take the entire course. If the student needs to retake a course, unless otherwise advised, it is preferable to retake the course with a different instructor.
3. The coursework required to remove the incomplete should be completed by the student prior to the beginning of the following semester.
 - a. For a Fall semester grade of incomplete, all tasks/ assignments must be completed before the first day of the Spring semester.
 - b. For a Spring semester grade of incomplete, all tasks/ assignments must be completed before the first day of the Summer semester. If a student is not enrolled in summer courses, all tasks/assignments must be completed before the first day of the Fall semester.
 - c. For a Summer semester grade of incomplete, all tasks/ assignments must be completed before the first day of the Fall semester.
 - d. If the student is allowed to retake the course, all tasks/ assignments must be completed by the end of the semester in which the student retakes the course.
4. Students unable to complete all tasks by the preceding deadlines will not be allowed to advance to the next sequential course until the incompletes have been resolved (e.g., HBSE I to HBSE II).

Faculty awarding an incomplete grade will complete the following:

1. Complete the section in the faculty portal grade entry system, indicating what must be done to convert the “I” to a letter grade, including all the following information:
 - a. The reason the student sought the incomplete.
 - b. All assignments the student needs to complete, with due dates for each.
 - c. If the course is to be repeated, the instructor should indicate whether the student would benefit from working with a different instructor.
2. The assigning instructor will copy or screenshot the grade portal information to document the incomplete agreement. This documentation should be printed off or saved as a computer file. One copy of the agreement should be provided to the student, and one copy should be provided to the Department of Social Work Administrative Coordinator and placed in the student’s file.

If a student cannot complete the work in any course for any semester, the instructor may direct them to contact the Social Work Program Director for their program or to contact the Vice President of Student Affairs. Through this office, accommodations may be assigned for a student's unplanned circumstances. In the event that a student must drop courses after the deadline for a refund, the office of student affairs can assist the student to appeal for a refund and coordinate with student fiscal services on behalf of the student.

VICE PRESIDENT FOR STUDENT AFFAIRS

Campus Address:

Office of Student Affairs
Sheridan Hall Room 208

Mailing Address:

Vice President for Student Affairs
600 Park Street
Hays, KS 67601

Phone: (785) 628-4277

Fax: (785) 628-4113

Office Hours:

Monday - Friday: 8:00 a.m. - 4:30 p.m. (Academic Year)

Staff Information:

Dr. Joey Linn

Vice President for Student Affairs

jlinn@fhsu.edu

Chris Gist

Executive Administrative Specialist

cgist@fhsu.edu

BSW PROGRAM PROFESSIONAL CONDUCT POLICY AND PROCEDURES

POLICY

Students are expected to conduct themselves in adherence to the National Association of Social Workers Code of Ethics, the rules and regulations of the Kansas Social Work Licensing Statute, the Fort Hays State University Code of Conduct Regulations, the professional standards of a practicum setting, and the standards, policies, and procedures of the MSW Program.

PROCEDURES

As part of the social work application, each student is required to sign the code of conduct form, agreeing to abide by the standards of the NASW Code of Ethics and the program's Code of Conduct. Students who do not agree to abide by the NASW Code of Ethics and the program's Code of Conduct will not be admitted into the program.

FHSU Department of Social Work Code of Conduct for Social Work Students

The Department of Social Work at Fort Hays State University expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession's Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. **Accountability** – Attend class meetings, arrive on time, have your camera on if it is an online class, be dressed professionally • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process.
2. **Respect** – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language.
3. **Confidentiality and Boundaries** – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships.
4. **Competence** – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients.
5. **Diversity** – Strive to become more open to people, ideas, and creeds that you are not familiar • Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact.
6. **Integrity** – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people's work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback.
7. **Communication** – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons.

Inspired by Florida Atlantic University School of Social Work

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and this Social Work Student Code of Conduct. Students who violate these may be asked to meet and discuss their conduct with appropriate Social Work faculty (instructors or Program Directors). Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Health and Behavioral Sciences or the Graduate School at Fort Hays State University as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

Printed Name _____

Signature _____

Date _____

CONSEQUENCES FOR STUDENT VIOLATIONS OF PROFESSIONAL CONDUCT

POLICY

The social work faculty will utilize appropriate and equitable standards when judging student academic and professional performance. These standards will be visible, transparent, and applied justly. Instructors assess professional performance, including students' online interactions/behavior, ability to respect the FHSU Student Code of Conduct, and to personify the NASW Code of Ethics.

PROCEDURES

If a social work student is in violation of the National Association of Social Workers Code of Ethics, the rules and regulations of the Kansas Social Work Licensing Statute, the Fort Hays State University Code of Conduct Regulations, the professional standards of a practicum setting, or the standards, policies, and procedures of the BSW Program, the following procedures will be invoked, which could result in non-academic dismissal of the student.

1. **Informal Advisement**
The student will receive a verbal warning, which could be from a faculty member, an advisor, a Field Liaison, or the BSW Program Director.
2. **Formal Advisement**
The student will receive a written statement outlining the specific concerns and the recommendations for the resolution of the situation. This written warning may be from a faculty member, the assigned advisor, the Field Liaison, or the BSW Program Director. This written warning will become part of the student's social work file.
3. **Program Termination**
If the preceding steps have not corrected the situation, and/or the BSW Program Director and faculty are of the opinion that the violation is of sufficient magnitude, the student may be terminated from the BSW Program.
4. **Evaluation of the violation of these standards is determined through a review of the testimony provided by members of the academic community who witnessed the event(s), compared to the standard(s) listed above.**

The BSW Program endeavors to apply these consequences in a progressive manner, in order to remediate the behavior and encourage the student's development as a professional. However, the program will consider the severity of the violation in applying the consequence. As a result, it is possible that a single egregious violation might result in the non-academic dismissal of the student.

STATEMENT ON STUDENT RIGHTS & RESPONSIBILITIES

Preamble

Fort Hays State University exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the Fort Hays State University

academic community, students shall be encouraged to develop the search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the Fort Hays State University academic community. FHSU has a duty to develop policies and procedures that provide and safeguard this freedom. Such policies and procedures should be developed within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for students' freedom to learn.

I. Freedom of Access to Higher Education

The admission policy of FHSU is a matter of institutional choice provided that requirements for admission are clearly stated and upheld. Under no circumstances will a student be barred from admission on the basis of race, creed, color, ancestry, national origin, or political philosophy. Thus, within the limits of its facilities, FHSU is open to all students who are qualified according to admission standards, and its facilities and services are open to all of its registered students.

II. In the Classroom

The professor in the classroom and in conference will encourage free discussion, inquiry, and expression. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters not related to academic standards.

A. Protection of Freedom of Expression

Students are free to take reasoned exceptions to the data or view offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are registered.

B. Protection Against Improper Academic Evaluation

Students have protection through orderly procedures against prejudice or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are registered.

III. Student Affairs

A. Freedom of Association

Students are free to organize and join associations to promote their common interests (with the stipulation that all campus organizations must be lawful). Such organizations must be registered by the Student Organization Committee to be eligible for the allocation of student fee resources from the Student Government Association.

B. Freedom of Inquiry and Expression

1. Students and student organizations are to examine and discuss all questions of interest to them and to express opinions publicly and privately. They are always free to support causes by orderly means that do not disrupt the regular and essential operation of FHSU. At the same time, it is the responsibility of the students and student organizations to make

clear to the academic and larger community that in their public expression or demonstrations, they speak only for themselves.

2. Students may invite and listen to any person of their own choosing. Those routine procedures required by FHSU before a guest speaker is invited to appear on campus are designed only to ensure that there is orderly scheduling of facilities and will not be used as a device of censorship. It is the responsibility of those sponsoring student organizations to make clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the view expressed, either by the sponsoring group or FHSU.

C. Student Participation in Institutional Government

As constituents of the academic community, students are to be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body has clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the Student Government Association (SGA) and both its general and specific responsibilities are explicit, and the actions of the SGA within the areas of its jurisdiction are reviewed only through orderly and prescribed procedures.

D. Student Publications

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and intellectual exploration of the campus. They are a means of bringing student concerns to the attention of the faculty and administration and of formulating student opinion on various issues on the campus and the world at large.

In the delegation of editorial responsibility to students, FHSU must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and expression in the academic community. Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of student publications, the standards to be used in their evaluation and the limitations on external control of their operations. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, attacks on personal integrity and the techniques of harassment and innuendo.

IV. Off-Campus Freedom of Students

Exercise of Rights of Citizenship

College students are both citizens and members of the academic community. As citizens, students shall enjoy the same freedom of speech, peaceful assembly and right of petition that other citizens enjoy, as members of the academic community, they are subject to the obligations that accrue to them by virtue of this membership. Faculty members and administrative officials will ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus

ACADEMIC AND NON-ACADEMIC DISMISSAL APPEALS POLICY AND PROCEDURES

POLICY

Students terminated from the program will have the opportunity to appeal the decision in a fair and equitable process.

PROCEDURES

If a student wishes to appeal dismissal from the Social Work Program, the student should initiate the following steps:

1. Submit a written appeal to the Department Chair within ten (10) working days of notice of termination, requesting an appeal hearing.
2. The Chair will appoint a committee comprised of the chair, the BSW Program Director, and a social work faculty member selected by the student. The committee will apprise the students of their decision within 5 working days.
3. The decision and rationale will be submitted to the student in writing and delivered via e-mail or standard US postal service.
4. If the student wishes to appeal against the decision of the departmental appeals committee, the student may submit a second written appeal within ten (10) working days to the Dean of the College of Health and Behavioral Sciences.

The Dean will convene a committee comprised of two (2) tenured faculty members in the department, selected by the student. The Dean will chair this committee. The focus of the committee shall be to determine whether the standards in question were made reasonably clear, were properly established, and were, in fact, violated by the student to the extent of justifying dismissal from the Social Work Program.

COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES UNDERGRADUATE STUDENT APPEAL PROCEDURE

Informal Appeal Process

There is a long-established tradition of informal appeal at FHSU. Students are expected to initially discuss any grievance with their instructor(s). If this level of interaction, however, fails to result in a satisfactory agreement regarding the dispute, it is the policy of FHSU to provide an informal appeal to the department chairperson and then, if necessary, to the dean.

If attempts to settle a dispute through informal discussions initiated by the student with the instructor, department chair and college dean fail to settle disagreements, the student will follow the formal departmental appeal procedure.

Formal Appeal Process

STEP 1: Student must appeal in writing to the department chair, describing the grievance and providing all relevant facts of the matter. The appeal must be submitted within a reasonable amount of time following the completion of the informal process.

STEP 2: Department chair must act within ten working days of receiving the letter requesting departmental review.

- The chair will review the appeal and attempt to resolve the dispute to the satisfaction of all parties.
- In the event that the chair is unable to resolve the dispute, he/she will:
 - appoint a departmental committee of three faculty members to review the appeal (must be done within ten working days of the receipt of the appeal letter)
 - set reasonable time limits for appellant petitions and responses.
 - ensure that proceedings are conducted properly.

STEP 3: Departmental committee will review the appeal and attempt to resolve the dispute to the satisfaction of all parties.

In the event that the departmental committee is unable to reach a satisfactory resolution:

STEP 4: Student may seek further council by scheduling a meeting with the college dean.

- The Dean will request and review all of the appeal materials including the original written appeal letter to the chair and attempt to resolve the dispute to the satisfaction of all parties.
- The Dean will advise the student of the university appeal process.

STEP 5: The University level grade appeal is initiated by the student's submission of a written statement of appeal to the provost.

For additional information:

http://www.fhsu.edu/academic/provost/handbook/ch_7_undergrad_appeals/
<http://www.fhsu.edu/studenthandbook/>

SOCIAL WORK PROGRAM FEE

Upon enrolling in the SOCW 380 Generalist Practice: Foundations of Practice course, students are assessed a Program fee of \$250.00. This fee covers many costs inherent in academic programming including but not limited to the following:

- Licensing practice test fees
- Assessment testing
- Background testing
- Practicum software

The fee may be covered by student loans or scholarship monies. Students may be eligible for a full or partial refund of the Social Work Program Fee if they drop the SOCW 380 course within the FHSU timelines for course withdrawal refunds as delineated in the academic calendar.

BSW STUDENT ACTIVITIES AND AWARDS

SOCIAL WORK CLUB

Faculty support and encourage students in matters concerning academic and student affairs within the program. Pre-social work majors and social work majors are eligible for membership in the Social Work Club. The purposes of the student organization are to promote interest in social work and social work issues through association with other interested students; to support supplemental educational experiences for students; to act as an advocate for students in academic and administrative matters; and to promote social interaction among the membership. Students also initiate various community projects and participate in volunteer functions. Through the club, students gain a greater sense of collegiality and identification with the profession.

PHI ALPHA HONOR SOCIETY

Fort Hays State University Department of Social Work is proud to offer students membership in Epsilon Omicron Chapter of Phi Alpha National Social Work Honor Society. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

An undergraduate student is eligible for membership after achieving the following national local chapter requirements:

- Student has abided with the Department's Code of Conduct for Social Work Students
- Declaration of social work as a major

- Completed 9 credit hours of core SOCW courses (must have successfully passed SOCW 380 and accepted into the program)
- Student has no pending Incomplete grades in any course at the time of application
- Achieved a Cumulative and Social Work grade point average of 3.25
- Completed two service projects within the community and submitted a written explanation of what you learned completed these service projects
- Attended at minimum, 2 Phi Alpha meetings
- Achieved Senior status in the Social Work Program and eligibility to enter Social Work Practicum (SOCW 468)
- Has paid membership to the Epsilon Omicron Chapter of Phi Alpha Honor Society

BSW PROGRAM SHARED GOVERNANCE POLICY AND PROCEDURES

POLICY

Students are insured participation in the governance of Fort Hays State University, the Student Government Association, and the Department of Social Work. As a member of the shared governance at all these levels, students can participate in academic and student affairs policy creation and improvement. Student input and participation in shared governance and program decision making is also an integral facet of the Department of Social Work at FHSU.

PROCEDURES

University Shared Governance

Social work students are encouraged to become involved in shared governance through participation in the FHSU Student Government Association. As noted on the FHSU Student Government website, their purpose is: “the Student Government Association shall be to preserve the Student Government Association as an effective means of representing students; to provide a constructive line of communication between students, faculty and administration; to foster student involvement in all campus activities; to enhance the educational, social and cultural experience of all students; and most importantly, to provide an environment conducive to the education of all Fort Hays State University Students.” The SGA completes their mission through “serving, protecting, and promoting the interests and rights of the students of this institution. In order to carry out the collective welfare of all the students. We represent the interests of the students to the administrators of FHSU, the Kansas Legislature, and the Kansas Board of Regents.”

All FHSU students are welcome to attend meetings of the SGA, and to run for office in their respective colleges. Social Work students are encouraged to see participation in SGA as macro practice preparation. Historically, multiple social work students have served as SGA representatives.

Copied here is the link to the Student Government Association at FHSU:

<https://www.fhsu.edu/sga/virtual-senate/index>

Social work students are encouraged to join other significant campus organizations such as the Inclusion & Diversity Excellence Advisory (I.D.E.A.) Team, the Affirmative Action Committee, the Native American Association, the Hispanic American Leadership Organization, the Black Student Union, and the International Student Union.

Departmental Shared Governance

Social work students are included on search committees to evaluate candidates and to interview candidates. Individual students are also appointed to the BSW Advisory Committee. Typically, this committee appointment is made at the beginning of the academic year and is for a one or two-year term.

One member of the Social Work Club is invited to participate in faculty meetings to assist with decision-making and policy development. The Social Work Club President may appoint a representative to attend meetings, or social work student members may take turns attending faculty meetings. The student may propose policy/ procedural changes, provide input, and assist with information sharing with the student body.

Student input into the curriculum is also accomplished through continuing evaluations of courses, advisors, and programs.

COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES STUDENT AWARDS

DESCRIPTION

Each year the CHBS Faculty Advisory Council seeks nominations from each department within the college to recognize undergraduate and graduate students who demonstrate exceptional performance in the areas of leadership, scholarship, and service. Departments are encouraged to submit one student per degree program that will be recognized as that department's "Outstanding Undergraduate Student" and "Outstanding Graduate Student".

ELIGIBILITY

The recipient of this award must be a full-time graduate student who has selected a major of study within the College of Health and Behavioral Sciences. All finalists are recognized during the College of Health and Behavioral Sciences Annual Recognition Ceremony.

NOMINATION PROCESS

Nomination Form for Outstanding Graduate and Undergraduate Students

Background: Each year, the CHBS Faculty Advisory Council seeks nominations from each department within the college to recognize undergraduate and graduate students who demonstrate exceptional performance in the areas of leadership, scholarship, and service. Departments are encouraged to submit one student per degree program who will be recognized as that department's "Outstanding Undergraduate Student" and "Outstanding Graduate Student".

Directions: Please type all requested information below.

- Student Name (First & Last):
- Department:
- Major:
- Graduate or Undergraduate Student?
- Expected Graduation Date:
- Cumulative GPA:

Below, please list the reasons you nominated this student as being outstanding. You may include any student involvement, relevant clinical/work experiences, research presentations, or any other involvement in activities, organizations, or services that clearly show why this student is outstanding. Note: Excerpts will likely be taken from the information provided here to be shared during the CHBS Annual Recognition Ceremony.

OUTSTANDING PRACTICUM STUDENT AWARD

DESCRIPTION

Each year, our current field instructors will have an opportunity to nominate an outstanding practicum student to be considered as the recipient of this award. The nomination will be reviewed and selected by the field director and the selection committee. The information below will review the nomination requirements for the Outstanding Practicum Student Award.

NOMINATION PROCESS

Field Instructors and/or Field Supervisors who have a current FHSU practicum student are highly encouraged to nominate their student for this award. This award recognizes the professional practice skills, leadership, and outstanding commitment to the social work profession, the student has demonstrated during field placement.

For a completed nomination, please submit the nomination cover sheet and a one-page reference letter including examples of how and why your practicum student deserves this award. Please be as descriptive as possible to show how the student has met or exceeded your expectations and is deserving of this award.

Once all nominations are received, the review process will begin. One student from each program, BSW and MSW, will be selected as a recipient of this award. The Outstanding

Practicum Student Award recipient(s) will be recognized during the annual social work graduation reception at Fort Hays State University.

This nomination may be e-mailed, mailed, or dropped off at the FHSU Social Work Office, in Albertson Hall 168. **The nomination deadline** will be in April 2026.

OUTSTANDING FIELD INSTRUCTOR/FIELD SUPERVISOR AWARD

DESCRIPTION

Each year, our current students in practicum will have an opportunity to nominate an outstanding Field Instructor/Field Supervisor to be considered as the recipient of this award. The nomination will be reviewed and selected by the field director and the selection committee. The information below will review the nomination requirements for the Outstanding Field Instructor/Field Supervisor Award.

NOMINATION PROCESS

BSW students who are currently in the field are highly encouraged to nominate their Field Instructor and/or Field Supervisor for this award. This award recognizes the dedication and outstanding commitment to provide excellence in field experience, which will prepare each student professionally as a social worker.

For a completed nomination, please submit the nomination cover sheet, a one-page reference letter, including examples of how and why your field instructor/field supervisor should be considered for this award. Please be as descriptive as possible to show how the field instructor/field supervisor has met or exceeded your expectations and is deserving of this award.

Once all nominations are received, the review process will begin. One Field Instructor/Field Supervisor from each program, BSW and MSW, will be selected as a recipient of this award. The Outstanding Field Instructor/Field Supervisor Award recipient(s) will be recognized during the annual social work graduation reception at Fort Hays State University.

This nomination may be e-mailed, mailed, or dropped off at the FHSU Social Work Office, in Albertson Hall 168. **The nomination deadline** will be in April 2026.

FIELD PRACTICUM POLICIES AND PROCEDURES

FIELD PRACTICUM: WHO IS WHO

The field practicum experience is the learning environment for the application of Social Work education in an initial, controlled, supervised work setting. The parameters of the practicum learning process are defined by specific learning objectives. These objectives, in turn, serve as the foundation for the student's practicum goals and the assignments in the accompanying professional seminar course (SOCW 467). It takes a coordinated plan between the Department of Social Work, practicum agencies, licensed social workers and others who support the development of students as future master level social workers. The school and practicum agency unite to create a participatory process that will ensure a student's practicum experience will be appropriate and meaningful.

FIELD PRACTICUM PARTICIPANTS

Field agency: An agency approved by the Director of Field to offer a social work field practicum. The agency must have all field contracts signed prior to a student beginning the practicum.

Field Director: The Social Work Program faculty member designated to organize and coordinate practicum placements, confirm student placements, and recruit personnel for supervision of the practicum placement.

Student: A Social Work Program student who is enrolled in Field Practicum (SOCW 468) and Professional Seminar (SOCW 467).

Field Instructor (FI): The agency employee, who is a social worker and a graduate of a CSWE-approved social work program with at least two years post-BSW experience, assigned to supervise the practicum student(s) in a practicum agency and who serves as the contact between the agency and the Social Work Program.

Off-Site Field Instructor (FI): If a qualified social worker is not available through the agency setting, an appropriately qualified social worker can function as the Field Instructor. In this situation, a Field Supervisor would also need to be identified. If a social worker is not available through the agency setting, an appropriately qualified social worker (a graduate of a CSWE-approved social work program with at least two years post-BSW experience) can function as the Field Instructor. In this situation, a Field Supervisor would also need to be identified.

Field Supervisor (FS): Typically, the Field Instructor ALSO serves as the Field Supervisor. In the event that the student has an Off-Site Field Instructor, a Field Supervisor within the agency must be identified to provide day-to-day supervision at the agency.

ADMISSION TO THE FIELD PRACTICUM POLICY

The Social Work 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 practicum is an immersion experience of **approximately 27 hours per week during the Spring semester for a total of 400 hours**. Students may begin their practicum (accruing hours) on the first day of class, starting mid-January. Students must continue the field placement through week 15 of that academic semester (this date will be noted in the practicum syllabus). Student agency placements and practicum instructor assignments are rigorously vetted to ensure that they meet the standards of the Social Work Program at FHSU and the accreditation standards of the Council on Social Work Education.

Students must meet the following qualifications in order to be eligible to enter the Social Work Field Practicum:

1. Completion of all social work cognates and all social work courses except the Professional Seminar (SOCW 467), which is concurrent with the Field Practicum (SOCW 468).
2. Acceptance to an approved field practicum agency and assignment to an approved social work field instructor, no later than November 7th.
3. A cumulative GPA of 2.5 or higher.
4. Must pass all Social Work classes with a grade of C or higher.
5. Proof of student professional liability insurance.
6. Signed Practicum Waiver
7. Completed Background Check
8. Signed Student Code of Conduct

BSW PROGRAM ACADEMIC POLICY AND PROCEDURES FOR ADMISSION TO THE FIELD PRACTICUM

POLICY

Social Work students must attain a 2.5 Cumulative GPA and a 2.5 Social Work GPA to be eligible for admission to the field practicum.

PROCEDURES

1. The Field Director will verify academic performance as a criterion for admission into the field practicum.
2. If the student's GPA does not meet the minimum standards, the Field Director will notify the student and the BSW Program Director of the ineligibility.
3. BSW Program Director will meet with the student to assist the student in identifying options and remediation plans.
4. Once the student meets the criteria, the student may petition the Field Director for admission to the field practicum.
5. Students must complete the field practicum within five years of being accepted into the program, or they may have to retake social work practice courses to be eligible for admission to the field practicum.
6. Students who receive an incomplete in the course, Practicum Preparation (SOCW 463), must resolve the incomplete and receive a final grade before advancing to practicum.
7. Students must perform satisfactorily in the Social Work Professional Seminar (SOCW 467) and Field Practicum (SOCW 468). Unsatisfactory performance will result in an incomplete (I) in SOCW 468, unless significant concerns arise and are reported by field supervisors, requiring the program director and/or department chair's involvement. To resolve an incomplete in SOCW 468, students must retake SOCW 467 concurrently by re-enrolling in the course. Both courses are offered concurrently only in the Spring, so students are advised to pay attention to this to avoid delays in their graduation.

STUDENT PLACEMENT POLICY AND PROCEDURES

POLICY

It is essential that the BSW practicum student experience a robust practice experience with an opportunity to develop the nine competencies and the professional behaviors across the systems of practice. Students and agencies are seen as partners in the placement process.

PROCEDURES

Social work students prepare for the field through direct contact with the Field Director or an approved member of the Field Education team. Students are provided with an **initial contact form and a student liability insurance form** during their SOCW 463 course. This form allows students to identify up to three preferred populations listed by priority, specific agencies, if any, and the community or geographic area where the student prefers to complete his or her practicum experience. Once the initial contact form is submitted to the Field Office, the student will then **schedule a time to meet with the Field Director** or an approved member of the Field Education team to discuss the criteria of an approved practicum site (also listed in the Field Practicum

Setting Policy and Procedure). This allows the student to have a better understanding of which agencies would work best, or may already be an approved site within the community or surrounding communities.

The Field Director or an approved member of the Field Education team is responsible for screening and approving agencies for practicums from the initial contact form submitted to the Field Office. It is the student's responsibility to contact agencies to request placement. **Students then schedule an interview with agencies** and maintain a record of the interviews. If the student is offered a practicum site through one of the interviews, the student will contact the Field Director or an approved member of the Field Education team to inform them of the choice. If the student is unable to secure a placement after three different agency interviews, the student may be assigned by the Field Director or an approved member of the Field Education team to an agency of their choosing. Once a placement has been secured and approved by the Field Education team, the student will then submit the Final Agency Information Form.

Once each of the formal arrangements has been made, the Field Education team will send an email to the student placement Field Instructor (and Field Supervisor if applicable) to begin the process of finalizing the agency agreement. The student and Field Education Team work with the agency to identify a Field Instructor (criteria of selection listed in the Field Practicum Agency and Instructor Policy). If the agency cannot provide a suitable Field Instructor, the Field Education team will work with the agency to identify a Field Supervisor (responsibilities covered in the policy governing Field Practicum Participants). The Field Education team will then work with the agency and student to identify a suitable off-site Field Instructor to provide supervision and consultation to the agency.

Prior to beginning their practicum, **students are required to attend a one-day Field Practicum Orientation (via ZOOM)** facilitated by the Field Director or an approved member of the Field Education team prior to beginning their practicum experience. Students then begin the field practicum in the Spring semester. Field Instructors must also attend a mandatory Field Instructor Orientation via ZOOM prior to students beginning their practicums.

CRITERIA

1. Individual student placements must be approved by the Field Director or an approved member of the Field Education team.
2. Students may only be placed in an agency approved by the Field Director or an approved member of the Field Education team.
3. Students must have an approved field instructor prior to finalizing the placement.
4. Students must complete the mandatory Field Education Orientation
5. Field Instructors must complete the mandatory Field Instructor Orientation

STUDENT MONITORING POLICY AND PROCEDURES

POLICY

Student monitoring is a partnership between FHSU, the practicum agency, the Field Supervisor (if applicable), the Field Instructor, Field Liaisons, and the Field Director. These responsibilities are outlined in the Agency Field Agreements and the Field Policy Governing Field Practicum Participants. Students must be adequately monitored throughout the placement. Students must have an approved Field Instructor throughout the practicum placement. Students and Field Instructors must meet a minimum of one hour per week for supervision, with no less than 15 weeks of documented supervision. The Field Liaison must visit the placement ~~face-to-face~~ a minimum of twice during the placement, either in person or via tele-video such as Zoom or Microsoft Teams. Students are expected to maintain effective communication with the Field Education Team if concerns or problems arise. The student and Field Instructor complete a formal assessment at midterm to provide the student with formal feedback on progress toward competency. Students must turn in weekly journals and discuss pertinent issues in the journal for feedback from the practice instructor.

PROCEDURES

The Field Liaisons visit the field placement site on two occasions in a semester, and they are facilitated both face-to-face and/or virtually using technologies such as Zoom, Microsoft Teams, etc. The first of these visits occurs within three to four weeks of the semester start, with the last site visit occurring three to four weeks before the end of the semester.

The purpose of these meetings is for the Field Liaisons to visit with the Field Instructors individually to get feedback and identify potential concerns. Field Supervisors or Field Instructors are expected to be in contact with the student on a daily basis to provide mentoring and guidance concerning daily tasks. Field Instructors also meet with the student a minimum of one hour per week for supervision to discuss the application of social work knowledge, values, ethics, and skills. These discussions provide a forum to process issues related to the field.

The practice courses offer an opportunity for students to complete assignments that operationalize the practice behaviors in their field education. These assignments and the instructor feedback provide students with guidance and direction in practice while also assisting the students to gain competence with social work knowledge, values, skills, and cognitive and affective processes. The instructor offers written feedback on these assignments, and the instructor is available for additional consultation through virtual technology such as Zoom and Microsoft Teams, and by phone or appointment. The student is also formally assessed at midterm to provide the student with formal feedback on progress toward competency. Finally, it is not uncommon for students to utilize an existing relationship with their academic and professional advisor as a contact for troubleshooting. Advisors are counseled to offer the student mentoring

and direct the student to the appropriate field resource.

CRITERIA

Students must have an approved Field Instructor throughout the practicum placement. Students and Field Instructors must meet a minimum of one hour per week for supervision, with no less than 15 weeks of documented supervision. The BSW Field Liaison must visit the placement in person or through virtual technology a minimum of twice a semester during the placement. Students are expected to maintain effective communication with the BSW Field Director or an approved member of the Field Education team if concerns or problems arise. The student and Field Instructor complete a formal assessment at midterm to provide the student with formal feedback on progress toward competency.

STUDENT SAFETY POLICY AND PROCEDURES

POLICY

The BSW Program partners with students, agencies, and field instructors to ensure physical, mental, and emotional safety while in the field experience. Students will adhere to the agency's policy for safety procedures. Students will follow their individualized safety plan developed in conjunction with the Field Instructor or Field Supervisor (if applicable). Students should not enter any situation where there is a reasonable chance of physical or psychological danger. 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 consult the Field Liaison and the BSW Field Director.

PROCEDURES

Practicum students are prepared for generalized safety practices in the mandatory student field practicum orientation. Best practices for safety with regard to physical, emotional, and cognitive practices are explored and discussed in-depth. The safety module covers basic physical safety practices, common risks, burnout, and self-care. In the first several weeks of the practicum, students work with their Field Instructor or Field Supervisor (if applicable), and to develop a personalized safety plan as a structured assignment for SOCW 467. This assignment identifies potential safety hazards and personal risks based upon the type of work they will be completing at the practicum agency and based upon the client population with whom the student will be interacting. This is more than a best practices document. This is a personalized plan of safety written to address the specific safety issues students will likely face in their practicum. This plan draws upon agency policies, previous coursework on safety, field instructor knowledge, and evidence-based safety interventions. The plan turned in for a grade and feedback from the instructors in the classes listed above.

FIELD PRACTICUM SETTING POLICY AND PROCEDURES

POLICY

The FHSU Social Work Program views the Practicum Agency and the Field Instructor as vital members of the educational team whose functions contribute significantly to the student's professional development.

The selections of practicum agencies and practicum instructors for social work practicums are predicated on the goals of the Social Work Program. Practicum is essential for enabling students to develop competency as a master level social worker. Agency settings must be suitable for students to observe and practice the methods of social work in keeping with the primary educational objective to prepare students for both generalist and advanced social work practice. Field Instructors must have the necessary skills and qualities to supervise students in a supportive learning environment.

PROCEDURES

The Field Director or an approved member of the Field Education team is primarily responsible in the approval of practicum agencies. Agencies may come to the attention of the Field Director through multiple avenues. The university has many longstanding relationships with social work agencies across the State. These agencies must meet the same criteria to remain placement sites. When a student indicates interest in an agency, the Field Director or an approved member of the Field Education team will screen the agency as a part of the selection process once the student has accepted admission into the program.

Often, students propose being placed in a specific agency and/or they identify specific populations they prefer along with specific communities where they want to complete the practicum experience. In these cases, the Field Director or an approved member of the Field Education team reaches out to screen the agency based on the selection criteria prior to the student completing a placement interview. In cases where the agency approaches the program, the Field Director or an approved member of the Field Education team will reach out to the agency to screen the agency to determine appropriateness. If the agency is deemed an appropriate placement, the Field Director will place the agency on the approved agency list provided to students.

CRITERIA FOR SELECTION OF A PRACTICUM AGENCY

The criteria for an agency to serve as a field practicum agency include, but are not limited to, the following characteristics:

1. An agency's administration, board members, and staff must be interested in and committed to

the value of professional social work education and be willing to commit agency resources to the social work practicum placement process.

2. An agency must be willing to allocate staff time for practicum instruction and supervision for students, provide reimbursement for expenditures involved in rendering services, and provide professional development of staff involved in field instruction.
3. An agency's administration makes possible the creation and maintenance of situations favorable for student learning that are compatible with the educational objectives of the Social Work Program.
4. An agency must offer various learning opportunities that involve different service delivery modalities that provide students opportunities that are generalist in nature for generalist year students or that are clinical in nature for advanced year students and exist at the individual, family, group, and organizational levels of practice.
5. The agency maintains necessary communications with the Social Work Program's Field Director or an approved member of the Field Education team and the university.
6. An agency has a social worker who is a BSW graduate of a CSWE-accredited social work program with at least two years of post-graduation experience, and who is willing to serve as the student's Field Instructor.
7. Or, if a qualified social worker is not on staff, the agency is willing to work with an Off-Site Field Practicum Instructor and assign a staff person to serve as the agency Field Supervisor.

The Field Director or an approved member of the Field Education team is primarily responsible for ensuring these attributes are present before assigning a student to the placement. The Field Director or an approved member of the Field Education team is also responsible for maintaining a listing of agencies that have been approved to offer student practicum experiences.

EVALUATING STUDENT LEARNING (SOCIAL WORK COMPETENCIES) POLICY AND PROCEDURES

POLICY

Student learning is monitored and evaluated throughout the practicum. Students are evaluated in practice at the individual, family, group, organizational, and community levels of practice.

PROCEDURES

Though students have exposure to the social work competencies and corresponding behaviors in other social work classes, they deepen their understanding of these during the mandatory field practicum orientation for students. As a part of this discussion, students will review the student learning agreement in the Sonia Field Education web-based portal.

Students are provided with a document containing ideas for possible activities for each competency and practice behavior. In this manner, students can identify types of learning activities that address each social work competency and behavior. Field instructors are trained in the student learning agreement during the mandatory field instructor field orientation. Field instructors are trained in the Field Practicum Placement Assessment Instrument (FPPAI) which measures proficiency in the 9 CSWE competencies and associated professional behaviors as a part of the training to improve understanding of the instrument and reduce variability across supervisors. The FPPAI provides a mechanism to assess each behavior and each social work competency through a Likert scale measuring 1-5. The students are expected to demonstrate knowledge, values, and skills in all competencies and practice behaviors. Students must earn a 3 rating or higher, to indicate that the student has demonstrated competence in each practice behavior.

Once the student begins the practicum, students work with their Field Instructor, Field Supervisor (if applicable) and, their assigned Field Liaison to develop a student learning agreement in the Sonia Field Education Practicum web-based portal that specifies learning activities for each competency and practice behavior. Students must have at least one learning activity for each behavior. The Learning Agreement becomes the guiding document for student learning and evaluation. Students are formally evaluated two times during the practicum placement. The first formal assessment is completion of the FPPAI at mid-term through the Sonia field education web-based platform. The Field Instructor completes the appropriate assessment instrument with feedback from the Field Supervisor (if applicable). The Field Instructor then processes the assessment with the practicum student to offer guidance regarding student progress toward competency. The mid-term assessments are not used for a grade, but as a learning opportunity for Field Instructors and students to establish a baseline for where students' proficiency stands in each competency and behavior. The final assessment is submitted at the end of the semester and is used to establish a grade for that Field Education experience.

Criteria:

The FPPAI has a Likert scale using ratings of 1-5. Field Instructors are provided with the rating matrix to help them determine the appropriate rating of their student on the practice behaviors. The ratings for both instruments are as follows: 1- Lacking Performance, 2-Inadequate Performance, 3- Competent Performance, 4- Superior Performance, 5- Mastered Performance. The Matrix also includes a description for each rating along with a definition. See the matrix below:

Scale	Performance Measure	Description	Definition
-------	---------------------	-------------	------------

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

EVALUATING FIELD SETTING EFFECTIVENESS (SOCIAL WORK COMPETENCIES) POLICY AND PROCEDURES

POLICY

The Field Director assumes primary responsibility to ensure that a setting provides students with a comprehensive social work practicum experience. This experience must provide an opportunity for the student to practice the nine social work competencies and corresponding behaviors. In addition, the experience should also provide an opportunity to practice at the required levels of social work practice. Field setting effectiveness is evaluated based on the criteria for the selection of the Field Setting, the Field Instructor, and the exposure to the nine social work competencies and associated behaviors.

PROCEDURES

Prior to accepting the site for student placement, the Field Director or an approved member of the Field Education team screens the setting to determine appropriateness of placement based on program policies. If the setting appears to meet the minimum qualification, the agency is added to the approved practicum setting list that is distributed to students. The Field Director continues to monitor for fit through the process of identifying and training an agency Field Instructor (and/or site supervisor as applicable). The expectations of a field site are explained during the Field Instructor orientation. The Field Director has the opportunity to discuss appropriate activities and settings with the agency Field Instructor at that time.

Once the placement begins, the Field Liaison meets with the student, the Field Instructor (and the Field Supervisor if applicable). This meeting gives the Field Liaison the opportunity to assess the quality of placement. During this meeting, the Field Liaison will also discuss the specific Student Learning Agreement (SLA) that will quantify the learning activities and outcomes with regard to the competencies and behaviors. Students are asked to specifically discuss the level to which they are engaging in each of the competencies. When the SLA has been completed, the Field Liaison will review the document to ensure that all competencies and behaviors have been addressed in the plan. In addition, students complete assignments related to the competencies and present these in the corresponding practice class. This provides the instructor of the course with additional opportunities to monitor the degree to which students can engage in activities related to the competencies.

CRITERIA

Field setting effectiveness is evaluated based on the criteria for the selection of the Field Setting, the Field Instructor, and the exposure to the nine social work competencies and associated behaviors.

FIELD INSTRUCTOR SELECTION

The FHSU Social Work Program views the Field Instructor as a vital member of the educational team whose function, as a role model and agency supervisor/teacher, contributes significantly to the student's professional development.

Criteria for Selection of Field Instructor

Criteria for an individual to serve as a Field Instructor include, but are not limited to, the following characteristics:

1. Must submit a current CV to the Field Director or an approved member of the Field Education team, who then reviews the CV to confirm that the Field Instructor candidate meets all of the criteria or makes a determination that more supporting information is required to confirm adherence to this policy. If the Field Instructor candidate does not meet the minimum criteria, then the program will work with the agency to identify and secure an off-site Field Instructor.
2. Must be a social worker who holds a BSW or MSW degree from a CSWE-accredited social work program with at least two years of post-graduation social work experience.
3. Must be interested in teaching, willing to invest in developing ongoing teaching skills through readings, workshops, and professional meetings.
4. Must be knowledgeable of the community served by the agency, and the agency's interrelationships with community/regional agencies.
5. Must have the ability to enable students to translate theoretical knowledge into professional practice.
6. Must be able to respond imaginatively and creatively by developing instructive activities that correspond to the Social Work Program's educational objectives.
7. Must have the time and enthusiasm to execute the responsibilities of a Field Instructor.
8. Must attend the mandatory Field Instructor Orientation that is facilitated by the Field Director or an approved member of the Field Education team prior to the student's practicum beginning in the Spring semester.

In cases, the Field Instructor is off-site, these additional guidelines apply:

Off-Site Field Instructor

If a practicum agency does not have a qualified social worker (holds a BSW degree from a CSWE-accredited social work program with at least two years post-graduation experience) who can perform the duties of the Field Instructor, a social worker outside of the agency must serve as the Field Instructor. In addition to the Field Instructor responsibilities, the Off-Site Field

Instructor is expected to have regular communication with the student's Field Supervisor. This contact will assist the Off-Site Field Instructor in keeping apprised of the student's activities within the agency, as well as assisting in the evaluation of the student.

Field Supervisor

When there is an Off-site Field Instructor, the agency will designate a Field Supervisor. The primary responsibility of the Field Supervisor is to ensure the student is complying with agency processes and procedures, as well as providing daily supervision and oversight. The Field Supervisor is responsible for communicating with the Off-Site Field Instructor as necessary.

POLICY GOVERNING FIELD PRACTICUM PARTICIPANTS

Responsibilities of the Field Director

1. Contacts agency representatives to explain the Social Work Program and to explore the possibilities of the agency serving as a practicum site after the student has made the initial contact.
2. Completes an agency screening to ensure the agency meets the necessary requirements for serving as a field practicum agency.
3. The Field Director will thoroughly vet any agency that has not had an FHSU social work practicum student in the past in order to make an informed decision to approve an agency as an official practicum site.
4. Works with the agency to determine the number of students the agency can effectively manage.
5. Orients students to the procedures for admission to the practicum; holds individual conferences with students who will be entering the practicum to discuss their goals and agency preferences. The orientation and conferences are to be completed during the semester. Students accept an offer of admission and prior to a student's entrance into the practicum.
6. Contacts students by email upon their acceptance of their offer of admission to the program.
7. Provides basic information about the practicum and includes an initial practicum contact form. This form asks students to indicate the geographic area where they wish to complete a practicum, to list and prioritize preferred populations, and to list and prioritize specific agencies where the students wish to complete their practicum. They also indicate at that time whether they are seeking a paid, employment-based, or regular practicum experience.
8. Interviews new Field Instructor candidates and ensures their CVs and applications meet the minimum Social Work Program's Field Instructor criteria.
9. Reviews students' resumes prior to their initial interviews with potential field practicum agencies.
10. Oversees student application, interviewing, and selection of practicum placement.

11. Works with the student and agency to make a final selection regarding agency placement, Field Instructor assignment, and field practicum setting, as well as assures all paperwork is signed and in order.
12. Provides a FHSU BSW Student Handbook to the Field Instructors and guides them in locating relevant policies for review.
13. Represents the school as a liaison between a practicum agency and the Social Work Program after a student has been accepted by a practicum agency.
14. Orients Field Instructors to the Social Work Program's policies and goals.
15. Assists Field Instructors and practicum students in defining the students' learning activities and expected outcomes.
16. Ensures that a minimum of two formal conferences between the practicum instructors and students are scheduled by the Field Liaison each semester to monitor students' progress and performance in achieving the SLA objectives and to review the nature of available learning opportunities for the students.
17. Maintains regular contact with practice class professors to ensure that students are meeting assignment requirements and that the assignments are related to practicum experiences.
18. Confers with the agency Field Instructor whenever student performances fall below the expectations of a practicum experience or if the student is experiencing any serious difficulties in any area
19. Removes students who are performing at an unsatisfactory level from practicums, following consultation with the Field Instructor. The Field Director is responsible for notifying students of termination from their agency practicums.
20. The Field Liaison, in conjunction with input from Field Instructors, is responsible for assigning the final grade in the practicum.

Responsibilities of the Field Practicum Students

1. Practice professional conduct and manner at all times. Student represents self, Fort Hays State University Social Work Program, and the profession of social work.
2. Identify self as a social work student or social work intern at all times.
3. Become familiar with an agency's structure, functions, policies, programs, procedures, and, if possible, an agency's fiscal planning procedures and current budget.
4. Respect agency policies, rules, and conduct-codes regarding dress, behavior, and work schedules.
5. Prepare and submit learning objectives to the Field Instructor and Field Director within the first three weeks of the practicum experience.
6. Notify the Field Instructor and the Field Director if unable to report to an agency. Make arrangements for compensatory time.
7. Consult the Field Director regarding any technical or educational problems that may arise in the practicum.

8. Take full responsibility for completion of assignments, participation, and learning utilizing both the practicum and the practice classes.
9. Keep a journal of experiences within an agency that includes recordings such as observations, thoughts, feelings, facts, areas of concern, questions, and opinions.
10. Maintain a daily record of time spent in the agency, including dates and times in the software-based practicum program.
11. Work with the Field Director or an approved member of the Field Education team to evaluate the practicum setting.
12. Participate in the evaluation process by evaluating the Faculty Liaison, Field Director, and the Field Instructor in the software-based practicum program.
13. Do not criticize agency policy, procedures, or personnel without clearly understanding each, and make all criticism constructive.
14. Actively participate in weekly supervision by having all written materials readily available, by having a place to conduct the supervision in privacy, by preparing in advance for the supervision, and by being mentally prepared at the time supervision begins.
15. Learn to identify with the profession and comply with the NASW Code of Ethics and the Kansas Behavioral Sciences Regulatory Board's "Unprofessional Conduct" (KAR 102-2-7).
16. Adhere to and comply with the FHSU Student Code of Conduct.

Responsibilities of the Field Instructor

1. Interviews potential practicum students
2. Provides an orientation to students regarding:
 - a. Purpose, function, policies, and procedures of the agency
 - b. Source of funds
 - c. Clientele served.
 - d. Geographic area covered.
 - e. Specific activities carried out.
 - f. Relation of the agency to community and other agencies
 - g. Expectations of a student as an agency representative and as a field practicum student
3. Provides students guidance, support, and opportunities to engage in structured and relevant activities essential for developing the diverse competencies required to become professional social workers.
4. Orients students about the agency's personnel policies and regulations
5. Educates students on worker safety and self-care
6. Integrates a student into the total staff as soon as possible.
7. Assists a student in preparing learning activities and expected outcomes as listed in the Student Learning Agreement (SLA).
8. Provides a minimum of one hour of weekly supervision and ongoing instruction to enable a

student to achieve learning objectives more effectively.

9. Guides a student's personal and professional growth and to deal with learning and performance problems the student encounters consistently.
10. Provides a student with opportunities to attend staff meetings, conferences, training, and professional meetings.
11. Assigns cases and other practice experiences designed to enable a student to engage in basic elements of social work through direct involvement in agency services.
12. Selects the workload of a student, taking into consideration the student's capacities, interests, past experiences, progress, and the educational goals of the Social Work Program.
13. Assigns a student social work practice type of tasks or cases as soon as possible.
14. Assures a variety of ethnic and special population contacts in assignments of direct services.
15. Challenge students by increasing the complexity of a student's assignments as the student develops.
16. Helps a student integrate knowledge, theory, and understanding of master level social work practice.
17. Engages a student in self-evaluation through discussion of strengths and challenges as well as ethical issues evidenced within the learning/performing setting of the agency as an ongoing process and part of the weekly supervision discussion.
18. Completes formal written evaluations of a student's performance utilizing the FPPAI at mid-semester and near the end of the semester in the Spring semester, and discusses each evaluation with the student.
19. Contact the Field Director or an approved member of the Field Education team any time a student's performance falls below the expectations of the practicum experience or if a student is experiencing any serious difficulties in any area.
20. Allocates time for any necessary formal conferences with the Field Director or an approved member of the Field Education Team.
21. Allocates time for practicum training sessions presented by the Field Director or an approved member of the Field Education team at Fort Hays State University.

Off-Site Field Instructor

If a practicum agency does not have a qualified social worker (holds a BSW degree from a CSWE-accredited social work program with at least two years post-graduation experience) who can perform the duties of the Field Instructor, a social worker outside of the agency must serve as the Field Instructor.

In addition to the Field Instructor responsibilities, the Off-Site Field Instructor is expected to have regular communication with the student's Field Supervisor. This contact will assist the Off-

Site Field Instructor in keeping apprised of the student's activities within the agency, as well as assisting in the evaluation of the student's performance and competence.

Field Supervisor

The primary responsibility of the Field Supervisor is to ensure the student is complying with agency processes and procedures, as well as providing daily supervision and oversight. Usually, the Field Instructor also serves as the Field Supervisor. The exception is when there is an Off-Site Field Instructor. In that case, the practicum agency is responsible for identifying who will serve as the Field Supervisor.

Instructor of SOCW 467 Social Work Professional Seminar

The professional seminar course is a companion to the field practicum. In this course, students integrate their training and academic knowledge into a specific practice setting. Students complete a variety of assignments and discussions that are designed to effectuate the social work competencies and behaviors in the field. The instructor of the course works closely with the student and the field director to ensure the student is progressing toward competency and is engaged in a robust learning experience.

EMPLOYMENT-BASED FIELD PRACTICUM POLICY

POLICY

The employment-based practicum is an educational program in a student's employment agency that fully meets practicum standards. It differs from the regular practicum on a single count only: the student is simultaneously an agency employee and a student/learner.

PROCEDURES

1. An Employment-based Practicum is for students who are already employed by the agency prior to November 1, preceding the practicum experience beginning in that upcoming Spring semester. In the employment-based practicum, employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and the level of practice.
2. The student or the agency is required to provide a detailed job description of the student's actual work duties. This further assists the student, Field Director, and Field Instructor to identify the employment activities that will help the student complete the nine social work competencies.
3. The employment-based practicum is conducted within the time frame of the concurrent practicum, i.e., 27 hours per week for the pre-requisite number of weeks.
3. 4. The student's supervision may be provided by the same supervisor if field education supervision is distinct/separate from employment supervision and the supervisor meets the

requirements of the accreditation standards.

PAID FIELD PRACTICUM POLICY

POLICY

The paid practicum is an educational program in which a student receives remuneration in a practicum placement that fully meets practicum standards. It differs from the regular practicum on a single count **only**: the student is being paid.

PROCEDURES

Students may be permitted to accept a paid practicum provided that:

1. The practicum setting meets all the requirements for the practicum site and the Field Instructor, as defined in the Social Work Program requirements.
2. The practicum site agrees to accept the student for a paid practicum experience.
3. If a student is hired after November 1, prior to the practicum beginning in January, it is considered a paid practicum, and the student may count most or all of their assigned job duties. If the job is hired at 40 hours a week, the Field Director or an approved member of the Field Education team must approve the ability to count all work hours toward meeting practicum hours.
4. If a student accrues more than the minimum hours required per week (27 hours per week), they must nevertheless continue the field placement for the pre-requisite number of weeks (15 weeks during the spring semester).
5. The paid practicum involves an additional written agreement signed by the agency and Fort Hays State University, using the same criteria applicable to all practicum settings.
6. The agreement for the paid practicum does not violate the non-discrimination policy of the Social Work Program and Fort Hays State University.

A practicum is considered a Paid Field Practicum if the student has not been an employee of the agency before establishing an agreement for a paid practicum.

FIELD PRACTICUM: AGENCY FIELD AGREEMENTS

There are three Field Practicum Agreements that the Field Director is responsible for getting in place.

Field Practicum Agreement (FPA) between Fort Hays State University and the Agency
(required for all field placements)

Paid Field Practicum Agreement between Fort Hays State University and the Agency

Employment-based Field Practicum Agreement between Fort Hays State University and the Agency

All Field Practicum placements require a **Field Practicum Agreement between Fort Hays State University and the Agency**. This is signed by the appropriate Agency representative and University representative before the student begins accruing practicum hours

If the student has secured an Employment-based (current employer arranges for practicum experience), then an **Employment-based Field Practicum Agreement** must be signed by the appropriate Agency representative and University representative before the student begins accruing practicum hours.

STUDENT DOCUMENTS AND DOCUMENTATION

SOCW 463 PRACTICUM PREPARATION DOCUMENTS

Practicum Interview

Students must complete interviews with agencies during SOCW 463 in order to identify their practicum placement (unless they are completing an employment-based practicum, then they will not be required to complete additional interviews). The Practicum Interview form is completed by the student during or immediately after the interview with all of the requested information for each interview. This form is submitted in Blackboard under the appropriate tab. This information is used by the Field Director to contact the students' practicum sites, identified Field Instructors, and Field Supervisors prior to the practicum experiences beginning.

Practicum Preparation Checklist

This document confirms all requirements have been met for entry into SOCW 468 Field Practicum. Students submit this form in Blackboard under the appropriate tab in SOCW 463.

SOCW 468 FIELD PRACTICUM DOCUMENTATION

Student Learning Agreement (SLA): Nine competencies

- The SLA is completed in the Sonia Field Education Portal in collaboration with the Field Instructor. A document with activity examples is provided to students and Field Instructors to assist with completing the SLA.
- Failure to complete the Student Learning Agreement by the due date(s) will result in the loss of at least one letter grade and suspension of your practicum until this document has been submitted and approved.
- Failure to complete the Student Learning Agreement fully will result in failure of the

practicum course.

- Failure to complete all activities on the Student Learning Agreement will result in the loss of at least one letter grade.

Weekly Practicum Hours Logged in Sonia

The student documents the total number of hours completed each week in the Sonia Field Practicum System. This system tracks the total number of accrued hours. The student must submit the hours each week for the Field Supervisor to approve in the Sonia Field Practicum System. The Sonia Field Practicum System will automatically total the weekly hours accrued. Weekly supervision hours are documented in the Sonia Field Practicum System by the student and approved by the Field Instructor. You are expected to have no less than one hour of weekly supervision with your Field Instructor. This is required to be an uninterrupted minimum of 1 hour of supervision. At the end of each semester, you must have a minimum of 15 hours of supervision. If a student and field instructor do not meet during a week for supervision, the student cannot count his/her practicum hours accrued since the last supervision meeting.

The Sonia Field Practicum System will total the hours accrued as direct and indirect service hours and will also provide a running total of supervision hours completed, separate from the total hours to show proof of weekly supervision hours. Hours should be documented daily in Sonia. It is advised that students keep a log of activity hours accrued at the agency on paper, and the supervisor dates and signs it at most weekly to approve the practicum hours if students are unable to enter practicum hours daily in Sonia. However, all hours approved by the agency supervisor must be entered in Sonia by the end of the week. Failure to document practicum hours in Sonia each week could result in the loss of at least one letter grade, suspension of practicum, and failure in SOCW 468 Field Practicum.

Mid-Term FPPAI

The Field Instructor and student are required to meet and collaboratively complete the FPPAI student rating scale in Sonia. The mid-term FPPAI is not used toward the student's final grade, but rather it is used to establish a baseline score for where the student is in regard to being competent in each competency and practice behavior. While this is not counted toward the final grade, failure to complete the mid-term FPPAI could result in the loss of at least one letter grade and could result in failing SOCW 468 Field Practicum.

FPPAI

This is the final evaluation completed by the Field Instructor in collaboration with the student through a link provided to the Field Instructor via email.

QUICK FACTS ABOUT FIELD PRACTICUM

Start date and end date of practicum.

The Field Practicum is your class, SOCW 468. It begins when all classes begin for the semester. This is typically the middle of January. You may begin your practicum (accruing hours) on the first day of class. You are expected to finish your practicum ***no earlier*** than week 15; however, students can remain in practicum through the final week (see Academic Calendar and/or syllabus for specific dates each semester).

Exceptions:

- If there is a compelling reason that causes the student to end earlier than semester classes end, submit your request in writing (a formal letter) to the Field Director. *Be specific about the reasons and the proposed new dates.* It is the discretion of the Field Director to approve or deny the requested modification.

What counts and does not count for practicum hours?

All students must complete a minimum of **400** hours of practicum activity. This means that students must be present at the agency (or working within the community per practicum activity) for no less than **27 hours a week**. The schedule can be flexible (days, evenings, weekends) as long as it meets 27 hours each week.

Any activity that is directly assigned by your Field Instructor or Field Supervisor is counted toward hours. For example, if you are traveling to a training, you may count regular travel time (indirect hours) as well as the training itself. You may also count travel time to your client's home during home visits. Total travel time will be capped at 10% of your total required hours. If you are on-call, you can only count the time you are called out for work, not the time you are “holding” onto the phone. Make a note of this as your activity in the Field Weekly Hours Log.

If you have a training that requires an overnight stay, no hours are accrued for the overnight stay. You may not count traveling to and from your practicum agency.

Professional Seminar (SOCW 467) requires a number of assignments that are directly related to your practicum. You may count the time you spend completing these assignments if all of the following criteria are met:

- You record the activity in your Weekly Hours Log
- You show the work completed each time the Field Instructor is asked to approve this work
- Your Field Instructor is in agreement (prior to the accrual of the hours) and signs off on the hours
- The assignment hours are *in addition* to the expected 27 hours a week at the agency.

Homework hours are capped at 15 total hours in counting toward practicum hours each semester.

Weekly Supervision

You are expected to have no less than one hour of weekly supervision with your Field Instructor. This is required to be an uninterrupted minimum of 1 hour of supervision. If you fail to attend the supervision and there is no compelling reason, you will lose the hours you accrued since your last supervision meeting. At the end of each semester, you must have a minimum of 15 hours of supervision.

Credential/Title of Student in Practicum

The correct credentials and title for you as a FHSU Social Work student are as follows: FHSU Social Work Intern OR FHSU Social Work Student. You are expected to use this credential in all of your written and oral communications during your field experience, including with clients. No other titles are acceptable.

COMPLETION OF FIELD PRACTICUM (SOCW 468)

It is the responsibility of the Field Liaisons, in coordination with the Field Director or an approved member of the Field Education team, to determine the final grade. The final grade is influenced by the SWEAP Field Placement Assessment Instrument (FPPAI), which is the final evaluation that your Field Instructor will complete, Safety Plan, Site Visits, SLA, and a grade recommendation from your Field Instructor.

The student has the responsibility to submit all required documentation and seminar assignments. The seminar assignments are all assignments required for SOCW 467 Social Work Professional Seminar. Not completing the seminar course will delay graduation, even though students participate in the graduation ceremony in the Spring.

Due to the connection between the SOCW 467 course and the SOCW 468 course, students who do not successfully complete all the requirements in SOCW 467 will retake SOCW 467 and receive an incomplete for SOCW 468.

CAUTION: If ANY documents are missing OR are incomplete, you risk your final course grade for SOCW 468 dropping by one full letter grade or a failing grade for SOCW 468 Field Practicum.

The assignments below are for SOCW 467 Professional Seminar. You will find both of these items in your practicum course Blackboard shell. Complete these documents online. **Students**

must complete both of these assessments to pass SOCW 467 Professional Seminar and SOCW 468 Field Practicum.

- Social Work Education Assessment Project (SWEAP)
- Foundation Curriculum Assessment Instrument (FCAI)

SOCW 468 Final Grading Scale

The Field Liaison, in coordination with the Field Director, issues the final grade for SOCW 468 Field Practicum. The final grade is influenced by the following items: SWEAP Field Placement Assessment Instrument (FPPAI), Safety Plan, Site Visits, SLA, and a grade recommendation from your Field Instructor.

Failure to accurately complete all required assignments and documentation in both SOCW 467 Social Work Professional Seminar and SOCW 468 Field Practicum could result in the loss of at least one letter grade for SOCW 468 Field Practicum.

If a student fails to adhere to the National Association of Social Workers' Code of Ethics, the student could be docked up to one letter grade. If the unethical behavior is deemed overly egregious, the student may be removed from the practicum setting and given a failing grade.

The Field Director and/or Field Liaison reserves the authority to consider other factors in addition to the score of the above items in granting the final grade.

Assessment Methods	Total Unit Points	Percentage
SLA	25	25%
Midterm FPPAI	25	25%
Final FPPAI	25	25%
Two Completed Site Visits	25	25%
Total Points	100	100%

LETTER GRADE is generally determined as follows:

90-100 = A

80-89 = B

70-79 = C

< 70 = U

Grades will not be rounded up

APPENDIX A

NON-PAID FIELD PRACTICUM AGREEMENT BETWEEN FORT HAYS STATE UNIVERSITY BSW PROGRAM AND

(Agency)

(Agency)_____ (address)_____ and the Fort Hays State University (“FHSU”), Department of Social Work, 600 Park Street, Hays, Kansas 67601 (hereinafter referred to as “FHSU”) agree to collaborate in promoting educational experiences for Social Work students at FHSU.

(Agency)_____ and the FHSU BSW Program mutually agree and acknowledge that the opportunities provided to FHSU students in the field of Social Work by participating in intern, clinical, practical, or field experiences in or at institutions such as (Agency) _____ greatly enhance the Social Work profession and the education of FHSU students for that profession.

Therefore, the parties agree to provide such intern, clinical, practical, or field experiences for FHSU students in the Department of Social Work through cooperation with said agency under the following terms and conditions:

Responsibilities of FHSU:

1. To assume responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skills, professional ethics, attitudes, and behavior, and to assign to the agency only those students who have satisfactorily completed appropriate academic coursework and are at the advanced practicum level.
2. To provide a faculty member to serve as Coordinating Supervisor and as FHSU’s representative in all matters relating to the field experience.
3. To inform each student that he/she shall be directly responsible to the designated supervising licensed social worker in performing clinical activities. A student is expected to abide by the regulations, policies, and procedures communicated by said agency.
4. To notify students that each student participating in clinical, intern or practical

experiences at said agency under the auspices of this Agreement shall maintain records and provide by the first day of each such intern, clinical, practical or field experience at said agency proof of liability insurance, student's individual health insurance, and a current tuberculosis screening test for each student who will be providing direct patient care in any of said agency's sites/facilities. Each student will be directed to obtain student liability insurance with minimum coverage levels of one million dollars per person (\$1,000,000) and three million dollars per incident (\$3,000,000). It is understood by the parties that FHSU employees participating under the terms of this Agreement are covered under and to the limits and parameters of the Kansas Torts Claims Act, K.S.A. 75-6101 et seq.

5. To notify students prior to arrival at the agency that the student is responsible for the following:

- a. meeting and following standards of practice and ethical codes that may exist for such practice, if any,
- b. agency's administrative policies and regulations.
- c. providing and wearing an appropriate uniform with a name pin when on the clinical unit.
- d. reporting promptly to the agency on time for clinical experience or any necessary absence when expected in the clinical area.
- e. to provide for the students' own transportation and living arrangements.
- f. maintaining confidentiality of patient and client records.
- g. providing any information requested by the agency to conduct necessary or appropriate background checks.
- h. providing required health assurances, test results, insurance coverage, and other required or appropriate documentation to the agency.
- i. adherence to rules and regulations from the agency's accrediting agencies.
- j. adherence to all Medicare, Medicaid (KanCare), Campus, or other federally-funded health care program rules and regulations.

6. To initiate telephone and personal conferences between the agency's supervisors and FHSU's Coordinating Supervisor to discuss student preparation and performance and help resolve any problems within the field experience. FHSU student participation is under the terms of this Agreement.

7. At the request of the agency's supervisor, FHSU shall withdraw any student from the clinical practical or field experience at the agency if FHSU determines that the student's work conduct or health is detrimental to patients or the functioning of the agency.

8. FHSU accepts the responsibility for the educational aspects of the clinical portion of the program conducted at the agency. FHSU's Coordinating Supervisor will assign a

grade after reviewing the recommendation and evaluation by the agency supervisor. FHSU will evaluate students' intern, clinical, practicum, or field performance based upon predetermined objectives, including any feedback that agency representatives believe is pertinent.

9. The FHSU BSW Program will designate a Field Liaison to facilitate agency inquiries and requests for needed information or suggestions for improvements. Initially, the individual later named in this paragraph will serve as Field Liaison. FHSU may change this Field Liaison with written notice to:

(Agency)_____

- a. Designated Field Liaison:
- b. Address: 600 Park St., Hays, Kansas 67601-4099
- c. Phone: 785-628-4755
- d. Office: Albertson Hall #168
- e. E-mail: swfield@fhsu.edu

Responsibilities of the Agency:

1. To assign the student to a licensed Bachelor of Social Work who is a graduate of an accredited BSW program with two-years post-graduate social work experience. This individual will provide supervision of student-client contact, including direct observation, reviews of lesson plans and reports, and needed conferencing on each client/consumer receiving services.
2. To provide necessary orientation, written administrative guides and procedures, and other available media may reasonably support the learning experiences of students.
 - i. To provide utilization of staff lounges and similar facilities by students within such guidelines, rules, or regulations as may be adopted by the agency from time to time for the use of such facilities.
 - ii. To allow parking for students in approved agency parking areas as designated from time to time by the agency.
3. To maintain ultimate responsibility for the care of clients/consumers who are assigned to students. The agency retains the right, in its sole discretion, to relieve a student from any direct care responsibilities when a quality-of-care concern occurs or arises. The agency retains full responsibility for the quality of care delivered to N#'s clients/consumers, including all administrative and professional functions.
4. To provide the FHSU with copies of any accrediting or governmental rules and regulations needed to allow FHSU to satisfy FHSU's responsibilities under Paragraphs 1 through 9, above.
5. To provide a written evaluation of student performance in a format agreed to with the FHSU, accompanied by a grade recommendation.

6. The agency will designate a Field Liaison to facilitate FHSU's inquiries and requests for needed information or suggestions for improvements. Initially, the individual named in this paragraph will serve as Field Liaison. The agency may change this Field Liaison with written notice to: Office of the General Counsel, Fort Hays State University, 600 Park, Hays, Kansas 67601.

DESIGNATED AGENCY FIELD LIAISON

Agency: _____

Name: _____

Address: _____

Phone: _____

E-mail: _____

Joint Responsibilities:

1. The agency representatives, FHSU instructors and FHSU students shall jointly cooperate in the program by communicating in a manner that facilitates completion or resolves issues that may arise in the context of participation by students in experiences provided at the agency under this agreement, including but not limited to information regarding assignments, sharing information pertinent to patient care and reporting, and recording significant information and reporting problems, issues or needs to members of the health care team.
2. The parties agree that students are responsible for the student's own costs for participating in the programs and experiences offered under the terms of this Agreement, including, but not limited to: transportation, housing, medical care, tuition and fees, books, and any and all other costs the participating student may incur.
3. The parties shall not discriminate against any employee, student or applicant for employment or student registering in the program of study under this Agreement; because of race, color, creed, sex or national origin; on the basis of handicap in violation of Section 504 of the Rehabilitation Act and applicable regulations; or for any other unlawful reason.
4. Both parties shall cooperate fully with one another to fulfill the terms and obligations of this agreement. Any discrepancies, complications, necessary changes, and other related matters should be discussed and negotiated in good faith to reach an equitable agreement for both parties.
5. All employees of FHSU will remain under the control of and solely the employees of FHSU, except as outlined further in this paragraph. All employees of the agency will remain under the control of and solely the employees of the agency, except as outlined further in this paragraph. FHSU shall direct any faculty or staff members providing services to the agency under the terms of this agreement to comply with the policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health

information under federal law, specifically 45 C.F.R. parts 160 and 164. Solely for the purpose of defining the FHSU faculty and staff's role in relation to the use and disclosure of the agency protected health information, such faculty and staff members participating in services provided under the terms of this agreement are defined as members of the agency's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, FHSU, faculty, and staff members are not and shall not be considered to be employees of the agency for any other purpose than this limited one.

6. All FHSU students participating in programs under the terms of this agreement are not considered, by either party, as employees of either FHSU or the agency, except as outlined further in this paragraph. All FHSU BSW Program students will be instructed to comply with the policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 C.F.R. parts 160 and 164. Solely for the purpose of defining the FHSU student's role in relation to the use and disclosure of the agency's protected health information, such students participating in services provided by N# under the terms of this agreement are defined as members of the agency's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, FHSU students are not and shall not be considered to be employees of the agency or FHSU for any other purpose than this limited one.
7. The length or amount of time of required participation in the program by FHSU's students, including but not limited to the number of weeks and/or minimum number of clock hours, will be mutually agreed upon by the FHSU BSW Program and the agency's personnel when placing students.
8. This agreement shall be effective for a period of three years, beginning _____. This Agreement will be reviewed annually and may be amended by mutual agreement written agreement of the parties to such amendments. Either party may terminate the agreement at the end of the Spring or Fall semester providing notification in writing.
9. No member, individual or collectively, staff, administrator, or officer of Fort Hays State University incurs or assumes any individual or personal liability for the execution of this contract or by reason of default in the performance of any of the terms hereof. All such liability of the staff or administration of Fort Hays State University, as such, is hereby released by the parties as a condition of and in consideration of the execution of this contract.
10. Both parties agree that there are no enforceable third-party claims, beneficiaries, or other legal obligations contemplated, created, or devised by the terms of this agreement.

In witness thereof, we, the undersigned, sign our names in agreement to the terms and conditions of this Agreement.

Agency Representative:

Fort Hays State University Representative

By: _____

By: _____

Date: _____

Date: _____

End of Non-paid Practicum Agreement

APPENDIX B

EMPLOYMENT-BASED FIELD PRACTICUM AGREEMENT

BETWEEN FORT HAYS STATE UNIVERSITY

SOCIAL WORK PROGRAM

And

(Agency)

This agreement is executed on _____, between Fort Hays State University's (FHSU)

Social Work Program and _____

This Field Practicum Agreement designates the responsibilities of each party in the practicum education of social work students enrolled at FHSU and assigned to the Agency. The parties to this Agreement agree as follows:

I. MUTUAL AGREEMENTS AND JOINT RESPONSIBILITIES

1. Visits by FHSU's staff to the Agency and visits by the Agency staff are accepted and welcomed for purposes of planning, observation of students, conferences, and accreditation visits by outside groups.
2. The determination of the number of assigned students, the schedules, and the availability of the Agency shall be made by mutual agreement between the liaisons designated by both parties.
3. Both parties are obligated to inform one another in a timely manner of any changes in the curriculum, personnel, and learning opportunities pertinent to the practicum education of students.
4. No financial obligation exists between either parties to this Agreement. If an employee--employer relationship exists between Agency and student, all matters including rights and responsibilities related to such employment are the sole concern of Agency and student.
5. Both parties will cooperate in providing the student with environments and opportunities conducive to proper learning.

6. Notices of a change of representative will be effective when received by the above designated representatives.
7. Representatives from the Facility and the Social Work Program shall meet at least twice each semester to review the progress of the program and make policy for the next year.
8. In accordance with this Affiliation Agreement, the Facility representative is:

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

II. OBLIGATIONS, RIGHTS, AND RESPONSIBILITIES OF THE FACILITY

1. The Facility shall provide a jointly planned, supervised program of field practicum experience.
2. When appropriate, each student shall be supervised by a qualified field practicum instructor.
3. The Facility assumes ultimate responsibility for its users/consumers.
4. Provisions will be made for orientation of the student to the Facility, including pertinent rules and regulations, during the first two weeks of the student's learning experience.
5. It is the responsibility of the field practicum instructor to supervise and evaluate the student, and to record the evaluation on forms provided by the University.
6. The Facility will provide student access to consumers/clients at the facility as part of their field practicum experience and will provide the necessary equipment and supplies for the students' learning experiences.
7. The Facility may request the University to withdraw from placement any student whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the Facility.
8. The University may reassign or withdraw a student in field practicum after consultation with the Facility representative, if such alteration is in the best interest of the student, the Facility, or the University.

9. The Facility agrees to notify the student and the University of any emergency situation or problem which may threaten the students' successful completion of the assignment.
10. Facility agrees it will maintain a policy of nondiscrimination in regard to race, color, national origin, religion, gender, sexual orientation, age, veteran status, or physical or mental disability.

III. OBLIGATIONS, RIGHTS, AND RESPONSIBILITIES OF THE SOCIAL WORK PROGRAM

1. The Social Work Program will maintain appropriate accreditation of its academic program.
2. The Social Work Program is responsible for preparing students for the field practicum phase of their education and assumes full responsibility for the planning and execution of the educational program. The Social Work Program will assign only those students who have satisfactorily completed the portions of curriculum that are a prerequisite to Program completion
3. The Social Work Program will provide relevant background information on students as requested by the Facility to the extent permitted by law.
4. The Social Work Program will be responsible for the final grading of the students.
5. The Social Work Program will instruct its students and faculty to respect the confidential nature of all information which they may obtain from consumers/clients and records of the Facility.

IV. TERM OF AGREEMENT

This Agreement shall commence January 1st, 2025 and continue in effect until the end of

The academic semester May 31st, 2028.

V. EMPLOYMENT-BASED PRACTICUM POLICY

1. Students may be permitted to arrange an employment-based practicum provided that:
2. The employment-based practicum is an educational program in a student's employment agency that fully meets practicum standards. It differs from the regular practicum on a single count only: the student is simultaneously an agency employee and a student/learner.

3. The employment-based practicum involves a written agreement signed by the student, agency administrator, proposed field instructor and the Field Practicum Director using the same criteria applicable to all practicum settings.
4. The employment-based practicum is conducted within the time frame of the concurrent practicum, i.e., three (3) days per week for the pre-requisite number of weeks.
5. The student's supervision may be provided by the same supervisor if field education supervision is distinct/separate from employment supervision and the supervisor meets the requirements of the accreditation standards.
6. In the employment-based practicum, employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and the level of practice.
7. Any amendments to this Agreement shall be in writing, signed by both parties.

Agency Representative

FHSU Representative

Date

Date

APPENDIX C

PAID FIELD PRACTICUM AGREEMENT BETWEEN THE FORT HAYS STATE UNIVERSITY BSW PROGRAM

And

Agency

This agreement is executed on _____, between the Fort Hays State University's (FHSU) BSW Program and _____.

This Field Practicum Agreement designates the responsibilities of each party in the practicum education of social work students enrolled at FHSU and assigned to the Agency. The parties to this Agreement agree as follows:

I. MUTUAL AGREEMENTS AND JOINT RESPONSIBILITIES

1. Visits by FHSU's staff to the Agency and visits by the Agency staff are accepted and welcomed for purposes of planning, observation of students, conferences, and accreditation visits by outside groups.
2. The determination of the number of assigned students, the schedules, and the availability of the Agency shall be made by mutual agreement between the Field Liaison designated by both parties.
3. Both parties are obligated to inform one another in a timely manner of any changes in the curriculum, personnel, and learning opportunities pertinent to the practicum education of students.
4. No financial obligation exists between either party to this Agreement. If an employee-employer relationship exists between the Agency and the student, all matters, including rights and responsibilities related to such employment, are the sole concern of the Agency and the student.
5. Both parties will cooperate in providing the student with environments and opportunities conducive to proper learning.
6. In accordance with this Affiliation Agreement, the Facility representative is:
NAME: _____
ADDRESS: _____
PHONE: _____
EMAIL: _____

7. In accordance with this Affiliation Agreement, the University representative is:
NAME: _____
ADDRESS: Fort Hays State University
Albertson Hall #168
600 Park Street
Hays, KS 67601
PHONE: 785-628-4755
EMAIL: swfield@fhsu.edu
8. Notices of a change of representative will be effective when received by the above-designated representatives.
9. Representatives from the Facility and the BSW Program shall meet at least twice each semester to review the progress of the program and make policy for the next year.

II. OBLIGATIONS, RIGHTS, AND RESPONSIBILITIES OF THE FACILITY

1. The Facility shall provide a jointly planned, supervised program of field practicum experience.
2. When appropriate, each student shall be supervised by a qualified field practicum instructor.
3. The Facility assumes ultimate responsibility for its users/consumers.
4. Provisions will be made for orientation of the student to the Facility, including pertinent rules and regulations, during the first two weeks of the student's learning experience.
5. It is the responsibility of the field practicum instructor to supervise and evaluate the student, and to record the evaluation on forms provided by the University.
6. The Facility will provide student access to consumers/clients at the facility as part of their field practicum experience and will provide the necessary equipment and supplies for the students' learning experiences.
7. The Facility may request the University to withdraw from placement any student whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the Facility. The University may reassign or withdraw a student in field practicum after consultation with the Facility representative, if such alteration is in the best interest of the student, the Facility, or the University.
8. The Facility agrees to notify the student and the University of any emergency situation or problem which may threaten the students' successful completion of the assignment.

9. Facility agrees it will maintain a policy of nondiscrimination in regard to race, color, national origin, religion, gender, sexual orientation, age, veteran status, or physical or mental disability.

III. OBLIGATIONS, RIGHTS, AND RESPONSIBILITIES OF THE BSW PROGRAM

1. The BSW Program will maintain appropriate accreditation of its academic program.
2. The BSW Program is responsible for preparing students for the field practicum phase of their education and assumes full responsibility for the planning and execution of the educational program. The BSW Program will assign only those students who have satisfactorily completed the portions of the curriculum that are a prerequisite to Program completion.
3. The BSW Program will provide relevant background information on students as requested by the Facility to the extent permitted by law.
4. The BSW Program will be responsible for the final grading of the students.
5. The BSW Program will instruct its students and faculty to respect the confidential nature of all information that they may obtain from consumers/clients and records of the Facility.

IV. TERMS OF AGREEMENT

This Agreement shall commence _____ and continue in effect until the end of the academic semester _____.

PAID FIELD PRACTICUM POLICY

Students may be permitted to accept a paid practicum provided that:

1. The practicum setting meets all the requirements for the practicum site and the practicum instructor, as defined in the BSW Program requirements.
2. The practicum site agrees to accept the student for a paid practicum experience.
3. The agreement for the paid practicum does not violate the non-discrimination policy of the BSW Program and Fort Hays State University.

V. AMENDMENTS TO AGREEMENT

Any amendments to this Agreement shall be in writing, signed by both parties.

Agency Representative

FHSU Representative

Date

Date

End of Paid Practicum Agreement

APPENDIX D

SOCW 463 Professional Interview Form

Student Name: _____ Date of Interview: _____

Agency Name: _____

Agency Address: _____

List all persons in interview process:

Agency Contact Person: _____

Direct Phone Number: (____) _____

Email (required): _____

Did the agency confirm a practicum placement? (Circle) Yes No

If confirmed, type of practicum (Circle): Regular Employment-Based Paid

Does the agency have a licensed social worker (LBSW; LMSW; LSCSW) who will serve as Field Instructor? Please check: Yes No

If yes, please provide the name of the potential field instructor. If you do not know, please leave blank _____

Please provide their Phone Number (____) _____

Please provide their Email address _____

Does this agency require a background check, fingerprint, or other tasks before confirming practicum? (Circle) Yes No

Updated June 2023

APPENDIX E
BSW
Student Learning Agreement



The Council on Social Work Education (CSWE), the national accrediting organization for social work education programs, created 9 competencies and 33 practice behaviors that students must gain competence in through participation and new learning in the field practicum. Each practicum agency provides many different learning opportunities and therefore students and Field Instructors must identify activities that reflect the agency's unique mission, goals, diverse client populations, and service provisions. The Student Learning Agreement (SLA) **provides structure and clarity** for student learning by directing student learning toward competency in skills and knowledge outlined in through the practice behaviors. Student achievement toward competence in the practice behaviors provides an evaluation process for Field Instructors. The development of the SLA must be a collaborative effort between the student and Field Instructor (and Field Supervisor when applicable). Weekly supervision time can be used to review and develop the SLA during the first two or three weeks of the practicum.

To complete this form adequately, there must be a minimum of one activity aligned with each of the 33 practice behaviors. Occasionally, one activity may address more than one practice behavior and there are times that one practice behavior may have multiple activities in order for students to gain proficiency in a particular practice behavior. **At minimum, there must one activity addressing each of the 33 practice behaviors.** If you have questions about completing the Student Learning Agreement, please reach out to your assigned Field Liaison. **Be sure to save this form often to avoid losing work.**

Student Name:	Agency Name	Field Instructor Name	Field Liaison (University Faculty Member)

<i>COMPETENCY #1: Demonstrate Ethical and Professional Behavior</i>	Activities	Completed Spring
Social worker will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.		
Social worker will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Social worker will demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
Social worker will use technology ethically and appropriately to facilitate practice outcomes.		
Social worker will use supervision and consultation to guide professional judgment and behavior.		

<i>COMPETENCY #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i>	Activities	Completed Spring
Social worker will advocate for human rights at the individual, family, group, organizational, and community system levels.		
Social worker will engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

<i>COMPETENCY #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i>	Activities	Completed Spring
Social worker will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.		
Social worker will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

<i>COMPETENCY #4: Engage in Practice-informed Research and Research-informed Practice</i>	Activities	Completed Spring
Social worker will apply research findings to inform and improve practice, policy, and programs.		
Social worker will identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

<i>COMPETENCY #5: Engage in Policy Practice</i>	Activities	Completed Spring
Social worker will use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		
Social worker will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

<i>COMPETENCY #6: Engage with Individuals, Families, and Groups</i>	Activities	Completed Spring
Social worker will apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies.		
Social worker will use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		

<i>COMPETENCY #7: Assess Individuals, Families, and Groups and Communities</i>	Activities	Completed Spring
Social worker will apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
Social worker will demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

<i>COMPETENCY #8: Intervene with Individuals, Families, and Groups</i>	Activities	Completed Spring
Social worker will engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.		
Social worker will incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

<i>COMPETENCY #9: Evaluate Practice with Individuals, Families, and Groups</i>	Activities	Completed Spring
Social worker will select and use culturally responsive methods for evaluation of outcomes.		
Social worker will critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Comment Section

	Student Comments	Field Instructor Comments	Field Liaison Comments
Spring Midterm Review			
Spring Final Review			

Click **Save Draft** to save your work.

Click **Submit** to send your form for approval.

APPENDIX F
BSW FPPAI



SOCIAL WORK

BSW Student
Field Practicum Placement Assessment Instrument (FPPAI)

Placement Information

Student Name	Agency Name	Field Instructor Name	Field Liaison Name

Fort Hays State University Social Work Program uses the Field Practicum Placement Assessment Instrument (FPPAI) for Field Instructors to assess how well students are doing in their practicum by rating the competence of students in their ability to carry out the practice behaviors associated with each of the 9 competencies listed below. The FPPAI is completed in Sonia at the mid-term mark, which provides a baseline rating for students toward gaining competence in each of the practice behaviors. A final FPPAI is completed by accessing an electronic link that is emailed to Field Instructors typically around the third week of April. Having a baseline allows Field Instructors and students to identify practice behaviors that a student needs to focus on for the remainder of the practicum. Identifying areas where students are not as proficient provides opportunity to identify and create learning activities for students to help them gain competence in those practice behaviors over the remainder of the semester.

Below are Likert scales for each practice behavior and the Field Instructor is to complete this mid-term student assessment in collaboration with the student. This collaboration allows for a realtime learning opportunity where the Field Instructor and student can have an in-depth conversation about why practice behaviors are rated at a particular level. This also gives the student an opportunity to have introspection on where their skills, knowledge, and behavior are realistically and to understand their weak areas along with their current strengths.

Please rate every practice behavior for each competency and provide comments supporting the ratings assigned to the student in the comment box below each competency and list of practice behaviors. The Field Instructor can save their work at anytime by scrolling down to the bottom of the form to the purple heading "FPPAI Student Assessment Save & Submit Buttons" and clicking "save draft." Once all

practice behaviors have been rated the Field Instructor needs to click "FPPAI Student Assessment Submit" button under the purple heading in order for the student and Field Liaison to see the completed FPPAI.

This form also has space for the Field Instructor, Student, and Field Liaison to make both mid-term and final comments about the practicum in general and overall. For the mid-term please provide comments about how things are going from your perspective and what you hope and expect for the remainder of the practicum. For final comments, please include anything you believe is relevant for how the practicum went, what met expectations and what is lacking, etc.

Evaluation Instructions
<p>Field Instructor: Rate your intern in comparison to a beginning-level generalist social worker.</p> <p>Mid-term Rating: Record your rating in the blue column in each table. Please also provide comments in the blue comment box below each competency rating table, especially for those where the student has yet to rate as competent. The comments should include potential activities to implement moving forward for the student to gain competence in those various practice behaviors.</p> <p>Click the <u>Save Draft</u> button at the bottom of the form under the purple heading "FPPAI Student Assessment Submit" periodically to save your work.</p> <p>Click the <u>Field Instructor Submit</u> button at the bottom of the form to forward the form to your student.</p>
<p>Student: Review your evaluation, and click the <u>Student Mid-term Submit</u> button at the bottom of the form.</p>

Rating Scale

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

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well

as relevant laws and regulations that may impact practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experience, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
Social worker demonstrates professional behavior; appearance; and oral, written, and electronic communication.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
Social worker uses technology ethically and appropriately to facilitate practice outcomes.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
Social worker uses supervision and consultation to guide professional judgment and behavior.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>

Mid-term Comments Competency #1

Please add additional comments as to why the student scored a 2 or below.

If the score is 3 or above, write n/a in the textbox.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker advocates for human rights at the individual, family, group, organizational, and community system levels.	<div><div><div>5</div><div>4</div><div>3</div><div>2</div><div>1</div></div></div>
Social worker engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	<div><div><div>5</div><div>4</div><div>3</div><div>2</div><div>1</div></div></div>

Mid-term Comments Competency #2

Please add additional comments as to why the student scored a 2 or below.

If the score is 3 or above, write n/a in the textbox.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion

(ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression .

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<div><div><div></div><div>5</div></div><div><div></div><div>3</div></div><div><div></div><div>1</div></div><div><div></div><div>4</div></div><div><div></div><div>2</div></div></div>
Social worker demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<div><div><div></div><div>5</div></div><div><div></div><div>3</div></div><div><div></div><div>1</div></div><div><div></div><div>4</div></div><div><div></div><div>2</div></div></div>

Mid-term Comments Competency #3

Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker applies research findings to inform and improve practice, policy, and programs.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
Social worker identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>

Mid-term Comments Competency #4

Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<div><div><div></div><div></div><div></div><div></div><div></div></div><div>5</div><div><div></div><div></div><div></div><div></div><div></div></div><div>4</div><div><div></div><div></div><div></div><div></div><div></div></div><div>3</div><div><div></div><div></div><div></div><div></div><div></div></div><div>2</div><div><div></div><div></div><div></div><div></div><div></div></div><div>1</div></div>
Social worker applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	<div><div><div></div><div></div><div></div><div></div><div></div></div><div>5</div><div><div></div><div></div><div></div><div></div><div></div></div><div>4</div><div><div></div><div></div><div></div><div></div><div></div></div><div>3</div><div><div></div><div></div><div></div><div></div><div></div></div><div>2</div><div><div></div><div></div><div></div><div></div><div></div></div><div>1</div></div>

Mid-term Comments Competency #5

Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment, and

critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<div><div><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></div></div>
Social worker uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<div><div><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></div></div>

Mid-term Comments Competency #6

Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their

personal values and experiences may affect their assessment and decision making.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.











Professional Behaviors	Mid-Term Evaluation
Social worker applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<div><div><div></div><div></div><div></div></div><div>5</div><div><div></div><div></div><div></div></div><div>4</div><div><div></div><div></div><div></div></div><div>3</div><div><div></div><div></div><div></div></div><div>2</div><div><div></div><div></div><div></div></div><div>1</div></div>
Social worker demonstrates respect for clients self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<div><div><div></div><div></div><div></div></div><div>5</div><div><div></div><div></div><div></div></div><div>4</div><div><div></div><div></div><div></div></div><div>3</div><div><div></div><div></div><div></div></div><div>2</div><div><div></div><div></div><div></div></div><div>1</div></div>

Mid-term Comments Competency #7
Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	 5  4  3  2  1
Social worker incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	 5  4  3  2  1

Mid-term Comments Competency #8

**Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.**

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Evaluation: Rate the student on the practice behaviors for this competency and provide comments to support your rating.

Professional Behaviors	Mid-Term Evaluation
Social worker selects and uses culturally responsive methods for evaluation of outcomes.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
Social worker critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>

Mid-term Comments Competency #9

Please add additional comments as to why the student scored a 2 or below.
If the score is 3 or above, write n/a in the textbox.

FPPAI Student Assessment Save & Submit Buttons

Has not been actioned

Final Practicum Evaluation			
	Field Instructor Final Comments	Student Final Comments	Field Liaison Final Comments
Spring Midterm Review			
Spring Final Review			

APPENDIX G

OUTSTANDING STUDENT PRACTICUM AWARD

Nomination Cover Page



Student being nominated: _____

Agency Placement Name: _____

☐

BSW Student

☐

MSW Student

Field Instructor/Field Supervisor nominating: _____

Field Instructor/Field Supervisor email: _____

Field Instructor/Field Supervisor phone number: _____

Please attach this page with your completed nomination for your practicum student. Nomination deadline is **April 2026**.

The Outstanding Practicum Student nomination should be e-mailed, mailed, or dropped off at the FHSU Social Work Office, in Albertson Hall 168.

Social Work Field Office
swfield@fhsu.edu
Fort Hays State University
Social Work Office
Albertson Hall 168
600 Park Street
Hays, Ks 67601

APPENDIX H
OUTSTANDING FIELD INSTRUCTOR/FIELD SUPERVISOR
AWARD

Nomination Cover Page



Field Instructor/Field Supervisor being nominated: _____

Agency Placement Name: _____

BSW Placement ☐ MSW Placement ☐

Student nominating: _____

Student email: _____

Student phone number: _____

Please attach this page with your completed nomination for your Field Instructor/Field Supervisor.
Nomination deadline is **April 2026**.

The Outstanding Field Instructor/Field Supervisor nomination should be e-mailed, mailed, or dropped off at the FHSU Social Work Office, in Albertson Hall 168.

Social Work Field Office
swfield@fhsu.edu
Fort Hays State University
Social Work Office
Albertson Hall 168
600 Park Street
Hays, KS 67601

APPENDIX I

RESOURCES AND REFERENCES

FHSU SOCIAL WORK HOME PAGE:

www.fhsu.edu/socialwork/

FHSU STUDENT HANDBOOK:

<http://www.fhsu.edu/studenthandbook/>

NASW CODE OF ETHICS:

English:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Spanish:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS:

<https://www.cswe.org/Accreditation/Information/2022-EPAS>

SOCIAL WORKERS LICENSURE ACT STATUTES (KSA 65-6301 TO 65-6323):

<https://www.ksbsrb.ks.gov/professions/social-workers/statutes-regulations>

SOCIAL WORKERS LICENSURE ACT RULES AND REGULATIONS (KAR 102-1A TO 102-2-12):

<https://www.ksbsrb.ks.gov/professions/social-workers/statutes-regulations>

KANSAS SOCIAL WORKERS LICENSE APPLICATIONS, FAQs, UNPROFESSIONAL CONDUCT

<https://www.ksbsrb.ks.gov/professions/social-workers>

ASSOCIATION OF SOCIAL WORK BOARDS:

<https://www.aswb.org/>

CLINICAL SOCIAL WORK ASSOCIATION:

<https://www.clinicalsocialworkassociation.org/>

FHSU CAREER SERVICES

<https://www.fhsu.edu/career/>

BSRB SOCIAL WORK STATUTES AND REGULATIONS:

<http://www.ksbsrb.ks.gov>