

# **FORT HAYS STATE UNIVERSITY HAYS, KANSAS**

**600 Park Street**

**Hays, Kansas 67601**



## **MASTERS OF SOCIAL WORK PROGRAM STUDENT HANDBOOK 2025- 2026**

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## **PROFESSIONAL SOCIAL WORK**

### **WHAT WE DO**

Clinical 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. Clinical social workers provide services to people of any age, income, race, ethnicity, gender, religion, and sexual orientation.

Historically, the 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 Veterans 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.

## **DEPARTMENT OF SOCIAL WORK**

The Department of Social Work at Fort Hays State University offers a Baccalaureate of Social Work (BSW) degree and a Master of Social Work (MSW) with a clinical specialization. The BSW program was approved and adopted by the Board of Regents in February 1995. The MSW program was approved by the Board of Regents in May 2019. Both the BSW program and the MSW Program are accredited by the Council on Social Work Education through 2029.

### **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.

### **MSW MISSION**

The MSW program prepares graduate students to become competent clinical 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.

### **MSW PROGRAM GOALS**

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

1. Educate students to be competent and ethical clinical social work practitioners who deploy well-developed clinical skills to serve clients.
2. Produce clinical social workers who utilize highly developed critical thinking skills and advanced knowledge to apply evidence-based practices in the advancement of well-being with all client systems.
3. Prepare students for clinical social work practice with diverse populations and with client systems of all sizes to advance human rights, social, economic, and environmental justice.
4. Prepare students to become the next generation of leaders in human service agencies and communities who collaborate in the best interest and well-being of individuals, families, groups, and communities.
5. Develop community partnerships to collaboratively address the behavioral health workforce needs in Kansas and beyond.

## **MSW PROGRAM GENERALIST YEAR COMPETENCIES**

To promote public confidence and provide a framework to maintain professional educational programming, the Council on Social Work Education has established a systematic examination of social work educational programs that utilizes Educational Policy and Accreditation Standards (EPAS). Fort Hays State University MSW Program Generalist Year is organized around the following Educational Policy and 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.

## **MSW PROGRAM SPECIALIZED YEAR COMPETENCIES**

To promote public confidence and provide a framework to maintain professional educational programming, the Council on Social Work Education has established a systematic examination of social work educational programs that utilizes Educational Policy and Accreditation Standards (EPAS). Fort Hays State University MSW Program Specialized Year is organized around the following Educational Policy and Accreditation Standards.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Clinical social workers analyze and integrate the value base of the profession and its ethical standards, as well as relevant laws and regulations at the local, state, and national levels into their clinical practice. Through self-awareness and critical reflection, clinical social workers can delineate distinct differences between their personal values and their professional values. Clinical social workers apply principles of critical thinking to analyze their personal experiences and affective reactions and utilize this self-knowledge to inform and, if necessary, moderate their professional judgment and behaviors. Clinical social workers understand the profession's history, mission, roles, and responsibilities, and can verbalize how these provide a foundation for clinical practice. Clinical social workers act with ethical integrity by operating within the social work discipline's roles and responsibilities, as well as understanding and honoring the roles and responsibilities of other disciplines within interprofessional teams. Clinical social workers understand that the progression of technology profoundly influences society. Clinical social workers demonstrate the effective utilization of existing and emerging forms of technology and their ability to navigate the ethical issues surrounding the use of technology in clinical social work practice. Clinical social workers understand that to be relevant and effective, they must continuously update knowledge and skills throughout their careers, as well as employ the effective use of supervision and consultation. Clinical social workers:

- make 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;
- demonstrate professional 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**

Clinical social workers understand and advocate for the idea that every person has fundamental human rights. Clinical social workers are knowledgeable about theories of human need and social justice. Clinical social workers help clients understand and develop strategies to eliminate oppressive structural and systemic barriers in their environment. Clinical social workers interpret personal and historical injustices related to human rights, social, economic, and environmental justice and assist clients through their own personal exploration. Clinical social workers analyze and implement strategies that demand equitable distribution of all resources including social services, food, housing, employment, and all other resources required to meet the needs of all humans. Clinical social workers strive to empower clients to advocate for their rights and to mandate that social, economic, and environmental justice are guaranteed and protected. Clinical 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.**

Clinical social workers understand the historical roots of racial injustices and the forms and mechanisms of oppression and discrimination, including the pervasive impact of White supremacy and privilege in society. They understand that intersectionality encompasses age, 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. Clinical social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation. Lastly, clinical 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**

Clinical social workers understand how quantitative and qualitative research methods provide evidence that inform clinical practice. Clinical social workers comprehend that research evidence is derived from multi-disciplinary sources and multiple ways of knowing. Clinical social workers recognize the interplay of theory and research. Clinical social workers recognize their respective roles in advancing a science of social work and in evaluating their practice. Clinical social

workers utilize the principles of logic, scientific inquiry, cultural humility, and ethical research approaches in the acquisition of evidence-based knowledge. Clinical social workers understand the processes for rendering research findings into effective clinical practice.

Clinical 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**

Clinical social workers understand that policies and their implementation at the federal, state, and local levels have a profound impact on client experiences. Clinical social workers demonstrate an understanding of multiple factors that influence the policy formation process and how these factors also relate to the delivery of services. Clinical social workers recognize that policy has social, cultural, economic, organizational, and environmental effects that often cause or exacerbate the marginalization of vulnerable populations. Clinical social workers recognize that empowering these populations to improve their life experiences requires engaging in the policy formulation process at micro, mezzo, and macro levels. Clinical social workers understand the need for ethical policy and can formulate, analyze, implement, and evaluate policy within their clinical practice settings. Clinical social workers:

- identify social policies at the local, state, and federal level that impact clinical social work practice and develop strategies for monitoring changes in the aforementioned that can be employed throughout one's career
- demonstrate understanding of the implications of policies and policy change in the lives of clients and show awareness of their contextual influences on clients' life experiences
- differentiate the policy formation process at the organizational, local, state, and national levels and identify appropriate levels and strategies for advocacy

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

Clinical social workers understand that skilled engagement in the therapeutic relationship is an essential and ongoing component of clinical social work practice. Clinical social workers recognize the value of diversity in the development of human relationships. These social workers utilize a wide range of skills and strategies to engage all clients and their systems to advance clinical practice effectiveness with individuals, families, groups, and organizations. Clinical social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients and other stakeholders as appropriate. Clinical social workers understand how their personal experiences, values, and affective reactions may influence their ability to effectively engage with clients and demonstrate an ability to mitigate biases that may occur during engagement. Clinical social workers:

- involve and energize individuals, families, groups, and organizations to engage in human

service delivery systems which are sensitive to the needs of diverse populations.

- engage individuals, families, groups, and organizations through the competent use of interpersonal skills while utilizing consultation with other disciplines as needed to promote involvement in effective services
- develop and implement on-going cooperation involving a wide range of disciplines to ensure the engagement of individuals, families, groups, and organizations in the continuous development and utilization of prevention and intervention services centered on promoting health, mental health, and healthy aging
- utilize professional judgment in engaging and sustaining relationships that encourage the participation of individuals, families, groups, and organizations in treatment planning and implementation

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

Clinical social workers understand that assessment is an essential, dynamic, and continual element of clinical social work practice when interacting with all client system levels including individuals, families, groups, and organizations. Clinical social workers scrutinize and understand theories of human behavior and ecological systems when assessing diverse clients and their resources for improving clinical practice efficacy with individuals, families, groups, and organizations. Clinical social workers recognize the significance of and implications on the overall clinical practice context in the assessment process. Clinical social workers value principles of interprofessional collaboration to facilitate comprehensive assessments with clients and other stakeholders as appropriate. Clinical social workers understand how their personal experiences and affective reactions may impact on their ability to effectively assess individuals, families, groups, organizations and communities. Additionally, clinical social workers demonstrate an ability to mitigate biases that may occur while assessing their clients by:

- recognize the continual and dynamic elements of the assessment process to comprehensively and accurately assess individuals, families, groups, and organizations.
- assess, identify, and understand strengths, aspirations, and capacity for change within individuals, families, groups, and organizations from the position of cultural humility and cultural competence
- scrutinize and understand human behavior and ecological systems to recognize the overall influences of clinical practice on diverse individuals, families, groups, and organizations
- value and include interprofessional collaboration to comprehensively assess individuals, families, groups, and organizations
- effectively mitigate the impact of their own personal experiences and potential biases to when assessing individuals, families, groups, and organizations.

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

Clinical social workers understand that intervention with diverse individuals, families of all sizes/types, groups, and organizations is an integral and ongoing element of clinical social work practice. Clinical social workers recognize the value of the therapeutic relationship in developing intervention strategies in collaboration with diverse clients and their systems to advance clinical

practice effectiveness. Clinical social workers are knowledgeable about and skilled in utilizing evidence-informed interventions to achieve client goals. Clinical social workers understand how their personal experiences, values, and affective reactions may influence their ability to effectively intervene with clients and demonstrate an ability to mitigate biases that may occur during interventions. Clinical social workers utilize theories of lifespan development, models of disease and mental disorders to critically evaluate and apply effective intervention strategies with clients. Clinical social workers acknowledge that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration and value the importance of teamwork and communication in interventions. Clinical social workers:

- demonstrate the ability to partner with individuals, families, groups, organizations, and colleagues from a wide range of disciplines to create targeted intervention plans that reflect cultural specificity, incorporate strengths of the client and their systems, and utilize evidence informed clinical social work practices.
- apply culturally sensitive clinical social work skills to implement intervention plans with individuals, families, groups, and organizations.
- demonstrate critical evaluation of evidence-based interventions to guide and inform the planned change process with individuals, families, groups, and organizations.
- plan interventions to incorporate thoughtful transitions and assist individuals, families, groups, and organizations to take charge of their recovery process and utilize their support networks as professional intervention concludes.

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

Clinical social workers understand that evaluation is an essential and ongoing component of clinical social work practice, both as a metric to monitor and improve services with individuals, families, groups, and organizations. This tool serves as a means for growth as a professional and advances the profession. Clinical social workers critically evaluate and apply knowledge of human behavior within the environmental context of the clients and their systems to choose outcome measures and adequately evaluate them. Clinical social workers understand how their personal experiences and affective reactions may impact their ability to effectively evaluate clinical practice and demonstrate an ability to mitigate biases that may occur. Clinical social workers understand qualitative and quantitative methods and develop effective strategies to evaluate processes and outcomes to improve clinical effectiveness. Clinical social workers understand the impact of evaluation on client systems and consider these consequences in the evaluation process. Clinical social workers:

- partner with clients to develop and utilize culturally and individually appropriate methods for evaluation of clinical social work practice interventions.
- accurately record and track clinical social work intervention outcomes and ongoing client needs, and utilize these findings in partnership with the client to further advance healthy functioning and wellbeing.
- analyze evaluation findings to further improve clinical practice effectiveness and incorporate practices to share this knowledge across multidisciplinary teams.

## MSW COURSE DESCRIPTIONS

### SOCW 810 Social Welfare Policy and Analysis

The purposes of this course are to help students: (1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy (2) develop a beginning level understanding of the development, implementation, and impact of major US social welfare policies and programs (3) research and analyze US social welfare policies and programs using a comprehensive framework with special attention to equity and justice (4) build foundation level policy-practice skills.

Throughout the course, students are helped to connect their classroom work and their field work with current social welfare policies and related programs. Special attention is given to policies and programs that affect social and economic security throughout the life span. The course also includes an introduction to policies and programs that are central to fields of practice in child and family welfare, aging, health, and mental health.

### SOCW 815 Social Work Research Methods and Data Analysis

This course is designed to help students gain an understanding of, and appreciation for, the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. Fundamentals of research design, data collection, and analysis are presented. The nature of bias in research is explored. Development of skills for using and conducting research in practice settings is emphasized.

### SOCW 820 Human Behavior I: Micro Social Work Knowledge and Theory

This is the first of two Human Behavior and the Social Environment courses. From a systems/ecological approach, this course will focus on a range of social systems theories, social roles, and the life cycle of general human development from conception to older adulthood. Course content will also include an overview of cognitive behavioral and psychodynamic theories as applied to professional micro social work assessment and case summary analysis. A holistic ecological framework will include an examination of factors related to socioeconomic, gender, and cultural diversity in environmental contexts.

### SOCW 825 HBSE II: Mezzo/Macro Knowledge and Theory

This is the second course on Human Behavior and the Social Environment, continuing to study social systems theory as a foundation to generalist social work practice. This course examines the theoretical basis for understanding families, groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge that can then be applied to assessing and intervening with mezzo and macro client systems. This course presents and critiques knowledge of human development in the context of families, groups, communities, organizations, and institutions, and provides foundation knowledge about the structure and function of larger systems and their impact on people.

### SOCW 830 Generalist Social Work Practice I: Micro Skills

This Generalist Practice I course provides entry-level individual engagement, assessment, treatment planning, intervention, and evaluation knowledge and skills practice for students. Social work theory, knowledge, research, values, and skills for social work practice are covered. Self-awareness, critical thinking, problem solving, intervention skills, goal planning, professional relationships, and ethics are explored. Students must be concurrently enrolled in SOCW 840 (Generalist Field Practicum I) in order to integrate and apply classroom learning in the field setting. Failure by the student to pass the SOCW 830 Generalist Social Work Practice I course will lead to an incomplete grade in the SOCW 840 Generalist Field Practicum I course. Students will need to retake and successfully pass the SOCW 830 Generalist Social Work Practice I course prior to receiving a passing grade in the SOCW 840 Generalist Field Practicum I course and enrolling in the SOCW 845 Generalist Field Practicum II course.

### SOCW 835 Generalist Social Work Practice II: Mezzo/Macro Skills

Generalist Practice II adds to the learning of micro skills with knowledge of mezzo and macro level engagement, assessment, intervention, and evaluation. Through working with groups, organizations, and communities in culturally appropriate ways, social workers can improve the well-being of individuals and groups, positively influence the availability and effectiveness of services, and seek to achieve social and economic justice. Students must be concurrently enrolled in SOCW 845 (Generalist Field Practicum II) in order to integrate and apply classroom learning in the field setting. Failure by the student to successfully pass the SOCW 835 Generalist Social Work Practice II course will lead to an incomplete grade in the SOCW 845 Generalist Field Practicum II course. Students will need to retake and successfully pass the SOCW 835 Generalist Social Work Practice II course prior to receiving a passing grade in the SOCW 845 Generalist Field Practicum II course and enrolling in the Advanced year.

### SOCW 840 Generalist Social Work Field Practicum I

This course is the first of two field practicum experiences that students are required to complete during the generalist year of the MSW Program. This course provides social work majors with supervised learning experiences from a licensed social worker within approved social welfare agencies. Students must be concurrently enrolled in the SOCW 830 Generalist Social Work



Practice I course in order to integrate and apply classroom learning in the field setting. Students failing the SOCW 840 Generalist Social Work Field Practicum I course will not be allowed to enroll in the SOCW 835 Generalist Social Work Practice II course and the SOCW 845 Generalist Social Work Field Practicum II course until the SOCW 830 Generalist Social Work Practice I was successfully completed. Students work closely with the MSW Field Director to identify their preferred practice population, preferred agencies, and the geographical area where they want to complete the practicum. Students are required to begin this practicum experience the same week that other MSW courses begin in the Fall semester. A minimum of 200 hours of field practicum experience is required during the Fall and semester (minimum of 12-14 hours/week).

### SOCW 845 Generalist Social Work Field Practicum II

This course is the second of two field practicum experiences that students are required to complete during the generalist year of the MSW Program. This course provides social work majors with supervised learning experiences from a licensed social worker within approved social welfare agencies. Students must be concurrently enrolled in the SOCW 835 Generalist Social Work Practice II course in order to enable the students to integrate and apply classroom learning in the field setting. Students failing SOCW 845 (Generalist Social Work Field Practicum II) will not be allowed to enroll in the Advanced year until SOCW 845 (Generalist Social Work Field Practicum II) is successfully completed. Students are expected to use this course to build on the first field practicum course. An ethnocultural practice perspective is emphasized. Students work closely with the MSW Field Director to identify their preferred practice population, preferred agencies, and the geographical area where they want to complete the practicum. Students are required to begin this practicum experience the same week that other MSW courses begin in the Spring semester. A minimum of 200 hours of field practicum experience is required during the Spring semester (minimum of 12-14 hours/week). You are not allowed to carry over extra hours from the fall semester over into the spring semester to count as part of your minimum 200 hours during your spring practicum experience.

Once students complete this course and hours, they will have accumulated a minimum of 400 practicum hours to satisfy the practicum requirements to move on to the advanced year of the MSW program.

### SOCW 850 Assessment and Treatment of Mental Disorders I

The course will present an integrative biopsychosocial model for the understanding of mental and behavioral disorders. This course provides students with a fuller understanding of the process of diagnosing mental disorders utilizing the latest framework as described in the Diagnostic and Statistical Manual, Fifth edition-TR, 2022 (DSM-5). The focus will be on major

affective, cognitive, anxiety, and other disorders that graduates are likely to encounter in social work practice. In addition to the assessment and diagnosis of mental and behavioral disorders, this course will identify and describe a risk and resilience biopsychosocial framework, and evidence-based treatment interventions for people who meet the diagnostic criteria for a disorder. Evidence-based treatment and intervention strategies covered will include pharmacological treatment, stages of change, motivational interviewing, cognitive-behavioral therapy, trauma-based treatments, and strength-based person-centered approaches, along with assessment and intervention strategies using an integrated care model.

### SOCW 855 Assessment and Treatment of Mental Disorders II

The course will present an integrative biopsychosocial model for the understanding of mental health disorders, including personality disorders, trauma, eating disorders, somatic disorders, and a special focus on addictions. Course content includes an overview of the history of substance abuse, a review of models of addiction, a multidimensional model of the addiction process, the physiological effects of commonly abused substances, assessment and diagnosis of substance abuse disorders, and specific, evidence-based treatment and interventions for adolescent and adult clients. The course will provide comprehensive learning about the behavioral health model, dual diagnosis, and differential diagnosis. Evidence-based treatment and intervention strategies covered will include stages of change, harm reduction, screening, brief intervention, and referral to treatment (SBIRT), motivational interviewing, cognitive-behavioral therapy, strengths-based person-centered approaches, along with assessment and intervention strategies using an integrated care model.

### SOCW 860 Personal and Professional Development Seminar

The psychotherapeutic process is unique among other kinds of helping. A surgeon is a physician who is educated to master complex, highly specialized, and advanced knowledge. The surgeon is then trained to skillfully utilize specialized surgical and related tools in an effort to successfully treat a biological or structural dysfunction, such as a traumatic injury, or invasive cancer cells. Similar to the surgeon, a psychotherapist is educated in order to master complex, highly specialized, and advanced knowledge. The psychotherapist is likewise trained to develop specialized skills aimed at utilizing this knowledge to treat a variety of human dysfunction. However, unlike the surgeon, the psychotherapist utilizes him or herself as the primary tool in accomplishing this task. As such, self-awareness, self-understanding and a commitment to self-improvement are an essential part of the development of a clinical social worker. This course is designed to assist students in understanding the theory of one's individual self, identify areas for self-development, integrate this development within a professional social work context, and develop strategies for personal and professional development across one's career.

### SOCW 865 Social Work Supervision and Agency Management

Social work agencies and programs must be administered by people with human resource expertise in order to meet the needs of clients and communities and to build upon strengths and enhance the well-being of individuals, families, households, and communities. Additionally, it is critical that the managers of social programs not only be grounded in the ethics, values, and knowledge of social work but also have specific skills needed to operate culturally appropriate programs. Through this course, students will learn to: (1) supervise and manage social workers and other human service staff members (2) build teams and organizational cultures that maximize staff morale and job satisfaction and (3) create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community.

#### SOCW 870 Medical Social Work and Behavioral Health Practice

Assessments and interventions include an understanding of medical concerns, physical function, medical treatment, and the socio-cultural meanings ascribed to illness. The course will discuss issues related to coping with illness, self-concept, identity formation, and the impact of illness on individual well-being and family relationships. The impact of illness on psychosocial functioning over the life cycle with special attention directed to the beliefs and practices of diverse cultures, races, and spiritual orientations will be addressed.

#### SOCW 875 Forensic Social Work Practice

Clinical social work practice is influenced by legal systems to such a degree; it is difficult to conceptualize a competent practitioner without a basic understanding of forensic social work practice. The actions of social workers and their clients are powerfully, implicitly, and explicitly shaped through legal mandates and regulations at multiple levels of governance. The course also equips the practitioner with a crucial underpinning of the forensic knowledge and skills necessary to provide clinical social work services to clients in legal settings, such as mediation, forensic interviewing, and testimony as an expert witness.

#### SOCW 880 Advanced Clinical Social Work Practice with Individuals

In SOCW 880, students learn selected theoretical orientations and therapeutic interventions designed to promote goal attainment and the well-being of individuals. Students recognize that effective and efficient clinical social work practice is guided and informed by a theoretical foundation as well as policies and demands of agency function and funding sources. Students will demonstrate theoretical knowledge and psychotherapeutic skills through coursework, clinical intensive meetings, and practicum. Students must be concurrently enrolled in SOCW 890 (Advanced Clinical Social Work Field Practicum I) in order to integrate and apply classroom learning in the field setting. Failure by the student to pass SOCW 880 (Advanced Clinical Social Work Practice with Individuals) will lead to an incomplete grade in SOCW 890 (Advanced Clinical Social Work Field Practicum I). Students will need to retake and successfully pass the SOCW 880 Advanced Clinical Social Work Practice with Individuals course prior to receiving a passing grade in the SOCW 890 Advanced Clinical Social Work Field Practicum and enrolling

in the SOCW 885 Advanced Clinical SW Practice course and the SOCW 895 Advanced Clinical Social Work Field Practicum II course.

### SOCW 885 Advanced Clinical Social Work Practice with Groups and Families.

Students learn selected theoretical orientations and therapeutic interventions designed to promote goal attainment and the well-being of groups and families. Students recognize that effective and efficient clinical social work practice is guided and informed by a theoretical foundation as well as policies and demands of agency function and funding sources. Students are expected to display autonomous ethical practice, to utilize critical thinking and reflection as they expand awareness of conscious use of self in the social work clinical helping partnership. Students will demonstrate theoretical knowledge and psychotherapeutic skills through coursework, clinical intensive meetings, and practicum. This course has been designed to synchronize with SOCW 895 Advanced Clinical SW Field Practicum II, and topics and assignments from this course have been integrated into the practicum.

### SOCW 890 Advanced Clinical Social Work Field Practicum I

This course is the first of two clinical field practicum experiences that students are required to complete during the advanced year of the MSW Program. Clinical social work practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within areas of specialization. Students must be concurrently enrolled in SOCW 880 (Advanced Clinical SW Practice with Individuals) in order to integrate and apply classroom learning in the field setting. Students failing SOCW 890 (Advanced Clinical Social Work Field Practicum I) will not be allowed to enroll in SOCW 885 (Advanced Clinical Social Work Practice with Groups and Families), and SOCW 895 (Advanced Clinical Social Work Field Practicum II) until SOCW 880 (Advanced Clinical Social Work Practice with Individuals) has been successfully completed. An ethnocultural practice perspective is emphasized. Students work closely with the MSW Field Director to identify their preferred practice population, preferred agencies, and the geographical area where they want to complete the practicum. Students are required to begin this practicum experience the same week that courses begin in the Fall semester.

Students are required to complete a minimum of 250 hours of field practicum experience during this semester (minimum of 16-18 hours/week), in an agency placement predetermined to the beginning of the practicum course.

### SOCW 895 Advanced Clinical Social Work Field Practicum II

This course is the second of two clinical field practicum experiences that students are required to complete during the advanced year of the MSW Program. Clinical social work practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within areas of specialization. Students must be concurrently enrolled in SOCW 885 (Advanced

Clinical SW Practice with Groups and Families) in order to integrate and apply classroom learning in the field setting. Students failing SOCW 895 (Advanced Clinical Social Work Field Practicum II) will not complete the program until all the requirements have been successfully met. An ethnocultural practice perspective is emphasized. Students work closely with the MSW Field Director to identify their preferred practice population, preferred agencies, and the geographical area where they want to complete the practicum. Students are required to begin this practicum experience the same week that courses begin in the Spring semester.

A minimum of 250 hours of field practicum experience is required during this semester (minimum of 16-18 hours/week). You are not allowed to carry over extra hours from fall semester over into spring semester to count as part of your minimum 250 hours during your spring practicum experience. Once students complete this course and hours, they will have accumulated a minimum of 500 practicum hours to satisfy the practicum requirements for graduation.

Students will be **required** to attend both a full-day online clinical intensive via Zoom to demonstrate their learning during finals week in the Fall semester prior to their graduation in May, and a 2.5-day clinical intensive on campus in Hays, Kansas. During the intensives, students will be reviewed and evaluated by faculty to determine the level of competence each student displays. This feedback will be given to the student and Field Instructor for targeted practice to improve the skills, techniques, or other issues identified as being less than competent. This evaluation also serves as the comprehensive exam required by the FHSU Graduate School.

## Implicit Learning

In addition to the *explicit learning* provided in the FHSU MSW program, students are also given the opportunity to gain additional skills and wisdom through an *implicit learning* process.

The explicit learning provided in the program refers to all the topics, skills, and activities that are fully revealed or expressed without vagueness, implication, or ambiguity. Each course lists the explicit learning through the assigned readings, quizzes, tests, and individual and group projects that make up the course and are listed in both the syllabus and the Blackboard learning management system.

The implicit learning provided in the program entails all the topics, skills, and activities that are implied, though not directly expressed, and that are inherent in the nature of completing the coursework and required tasks of the MSW program. Each of the implicit learning topics noted below is an important skill that professional social workers will use throughout their career.

Examples of the implicit learning that students are expected to encounter and integrate into their professional social work practice. These are provided in no specific order.

The FHSU MSW program will *stretch* and *stress* students who are completing the program. Any valuable learning opportunity causes an individual to increase or incorporate new thinking skills,

expand upon other already attained mental processes, or develop new social work practice skills. This is what is inferred by the term “stretch” in the statement above. As students are asked to expand upon already acquired professional social work skills or integrate new ones, individuals may experience anxiety or stress due to being required to stretch themselves. While this is not the MSW Program's goal, it is not an unexpected result for any person who is embarking on a learning process that is stretching them.

As students notice the stretching process created by MSW Program completion, they may experience **stress**. Oftentimes, this is due to inaccurate expectations, such as the idea that completion of a graduate program will *not* stretch or cause demand for a student during completion. Students are advised to create an explicit schedule in which they add specified time blocks for completion of academic tasks, and to understand that their schedules may become very hectic, or other preferred activities must be relinquished.

For this reason, one aspect of implicit learning is that students must learn ***how to address and manage their own emotional processes*** including performance anxiety, worry about meeting deadlines, the courage to take on new tasks for the first time, and the resilience to repeatedly practice new tasks and skills until they have demonstrated proficiency incorporating the new learning. Working in a professional social work career, all social workers will find themselves experiencing stress related to their job, difficulty during some of their interactions with clients, challenges to establishing and maintaining their work/life balance, and other sources. Thus, the MSW students who learn to manage their own anxiety and stress while completing the program will add this important wisdom to their explicit learning for future social work practice.

The ***ability to negotiate deadlines*** between personal priorities, family priorities, work priorities, and academic priorities will be a key for FHSU MSW students to achieve. Since a high percentage of MSW students are working a full-time job at the time they start the program, deadline conflicts are inevitable. Additionally, the academic year deadlines will coincide for each course: midterms will be at the same time for all courses, finals will be at the same time for all courses, and many important assignments will be required to be submitted in more than one course at or near the exact same time frame. Students who successfully learn how to balance their academic responsibilities with their work and other life responsibilities gain a skill that will be applied often throughout their professional life. Although the FHSU MSW academic program may have been the last thing added to their required responsibilities, that does not suggest that these deadlines should be more flexible compared to any other deadline in the student's life.

All the MSW instructors for all the courses in the curriculum aim to have provided all the instructional information needed for students to complete explicit learning tasks in each course including instructions for each project/assignment, how to submit every assignment, and where the knowledge is provided that the student needs to draw upon to complete the assignment. However, these details may be provided in several key areas, and a student may need to develop a plan/process for ***finding the key information*** that they need. Unlike face-to-face class meetings, in which weekly face-to-face contact provides an opportunity for announcements and reminders to be delivered, online information is provided in the following spots:

\*The syllabus, \*the blackboard shell, \*the instructor's recorded weekly overview, \*the course online class zoom meeting convened weekly (which is also recorded), \*the

assigned readings, or \*other aspects of the course that the instructor has already made available for all students.

Students will need to ensure that they have access to everything that they need in a timely fashion, or their stress regarding meeting deadlines and completing assignments correctly can be amplified by their own lack of knowledge.

**Performance anxiety** and **perfectionism** can be additional concerns among MSW students. Students may have an expectation to earn every potential point in every assignment in every course that they are completing. This can exponentially and unnecessarily increase their anxiety levels if they don't score 100% on everything/every time. Students are reminded that when learning new skills and gaining new knowledge, the goal of perfection is often not as valuable as the goal of primary knowledge attainment, with the understanding that they will be able to continue to improve upon this skill and increase their knowledge across time during their professional social work practice. Moreover, graduate coursework is more difficult by design than undergraduate coursework. Students who have established a previous pattern of earning only A's or B's may, by nature, perform at a B or C level in graduate coursework. Students are reminded that to complete the MSW program, a 3.0, or B average is all that is required, not an A or 4.0 average.

**Distress tolerance** is a person's ability to manage actual or perceived emotional distress. It also involves being able to make it through an emotional incident without making it worse. While completing the FHSU MSW program, students may believe that their performance should have been rated at a higher level than it is by an instructor or may believe that a particular assignment or test provides inaccurate results. During the process of completing a course, semester, or program, students are reminded that no individual is expected to perform perfectly through every assigned challenge. A student may also experience a negative emotional reaction to a particular course or a specific instructor. This could exacerbate their reaction to an instructor's assessment of their work. Students may need to learn to "sit with" less-than-ideal individual assignment grades and other disliked situations throughout an entire semester before deciding whether to appeal a course grade. If the course grade is already at an A or a B level at the end of the semester, there may be no need for the student to put themselves through another distressing process, which is what filing a course grade appeal would create. It is also a possibility that the potential gain of appealing a course and going through the process of additional instructors evaluating the students' work may not be worth the additional stress generated to complete the appeal.

Some things in life are not inherently "fixable," and/or may not be worth the work it will take to attempt a "fix." Students may need to delineate how to ***pick their battles***. Although sometimes educational materials do not fully match the textbook they were designed for, or seem inaccurate, course assignments and tasks may need small updates, and the process of learning social work skills may contain some inherent flaws that create unexpected difficulty. Overall, there is no sweeping resolution that fits every situation, or which does not cause equally distressing results. The Fort Hays State University MSW program is diligent in improving the curriculum on an ongoing basis; however, some of these small flaws may not be able to be 100% eradicated from every student's experience. Each student has a unique practicum experience and possibly a second employment experience, which can limit the ability of the FHSU instructors to make sweeping changes that will equally benefit every student. Students who consistently challenge

instructors and dig into their point, insisting that their viewpoint is “right” (and the only thing of value in a conversation) can become identified as someone who is argumentative and who demands that they “get their way.” Thus, students may lose their ability to collaborate with others in a meaningful way.

## MSW DEGREE PATHWAYS

The FHSU MSW program offers two pathways to obtain an MSW degree. The Regular MSW Pathway consists of academic coursework for four 16-week semesters, one summer semester, and field practicum experiences across four 16-week semesters. The Advanced Standing MSW Pathway is only available to students with a bachelor’s degree in social work (BSW) from a Council of Social Work Education (CSWE) accredited BSW Program. This program can be completed in one calendar year of academic coursework and two 16-week semesters of field practicum experience. Both degree pathways will provide students with an MSW degree with the clinical training and educational requirements necessary to obtain licensure as a clinical social worker.

### REGULAR MSW PATHWAY

**Application requirements:** A Bachelor’s degree from a regionally accredited institution of higher learning with a broad foundation in the liberal arts. An overall GPA of 3.0 or higher in the baccalaureate program, or an overall GPA of 3.0 or higher in prior graduate work, or a combined overall GPA of 3.0 or higher in baccalaureate and graduate work combined. Submission of three references, one of whom has been in a supervisory position of the student; a professional resume; a narrative statement discussing why the student has chosen social work, the degree of preparedness to engage in graduate social work education how the student plans to use the MSW degree once they graduate, what the personal supports are for the applicant as they complete the program, and whether the applicant will complete the program part-time or full-time.

Regular MSW Pathway students must complete 66 credit hours to obtain the MSW.

### REGULAR PATHWAY FULL TIME

**Generalist year: Fall semester.**

SOCW 810	Social Welfare Policy and Analysis	3 hrs
SOCW 820	HBSE I: Micro Knowledge and Theory	3 hrs
SOCW 830	Generalist SW Practice I: Micro Skills	3 hrs
SOCW 840	Generalist Field Practicum I (200 clock hours)	6 hrs
<u>Semester total:</u>		<u>15 hrs</u>

**Generalist year: Spring semester**

SOCW 815	Social Work Research Methods and Data Analysis	3 hrs
SOCW 825	HBSE II: Mezzo/Macro Knowledge and Theory	3 hrs
SOCW 835	Generalist SW Practice II: Mezzo/Macro Skills	3 hrs
SOCW 845	Generalist Field Practicum II (200 clock hours)	6 hrs
<u>Semester total:</u>		<u>15 hrs</u>

**Advanced year: Summer semester**



SOCW 850	Assessment and Treatment of Mental Disorders I	3 hrs
SOCW 855	Assessment and Treatment of Mental Disorders II	3 hrs
		<u>Semester total: 6 hrs</u>

**Advanced year: Fall semester.**

SOCW 860	Personal and Professional Development Seminar	3 hrs
SOCW 870	Medical Social Work and Behavioral Health Practice	3 hrs
SOCW 880	Advanced Clinical SW Practice with Individuals	3 hrs
SOCW 890	Advanced Clinical SW Field Practicum I (250 clock hours)	6 hrs
		<u>Semester total: 15 hrs</u>

**Advanced: Spring semester**

SOCW 865	Social Work Supervision and Agency Management	3 hrs
SOCW 875	Forensic Social Work Practice	3 hrs
SOCW 885	Advanced Clinical SW Practice with Groups and Families	3 hrs
SOCW 895	Advanced Clinical Field Practicum II (250 clock hours)	6 hrs
		<u>Semester total: 15 hrs</u>

## REGULAR PATHWAY PART-TIME

**Year 1**

**Generalist year: Fall semester.**

SOCW 810	Social Welfare Policy and Analysis	3 hrs
SOCW 820	HBSE I: Micro Knowledge and Theory	3 hrs
		<u>Semester total: 6 hrs</u>

**Generalist year: Spring semester**

SOCW 815	Social Work Research Methods and Data Analysis	3 hrs
SOCW 825	HBSE II: Mezzo/Macro Knowledge and Theory	3 hrs
		<u>Semester total: 6 hrs</u>

**Year 2**

**Generalist year: Fall semester.**

SOCW 830	Generalist SW Practice I: Micro Skills	3 hrs
SOCW 840	Generalist Field Practicum I (200 clock hours)	6 hrs
		<u>Semester total: 9 hrs</u>

**Generalist year: Spring semester**

SOCW 835	Generalist SW Practice II: Mezzo/Macro Skills	3 hrs
SOCW 845	Generalist SW Field Practicum II (200 clock hours)	6 hrs
		<u>Semester total: 9 hrs</u>

**Year 3**

**Advanced year: Summer semester**

SOCW 850	Assessment and Treatment of Mental Disorders I	3 hrs
		<u>Semester total: 3 hrs</u>

**Advanced year: Fall semester.**

SOCW 860	Personal and Professional Development Seminar	3 hrs
SOCW 870	Medical Social Work and Behavioral Health Practice	3 hrs
		<u>Semester total: 6 hrs</u>

**Advanced year: Spring semester**

SOCW 865	Social Work Supervision and Agency Management Practice	3 hrs
SOCW 875	Forensic Social Work Practice	3 hrs
		<u>Semester total: 6 hrs</u>

**Year 4****Advanced year: Summer semester**

SOCW 855	Assessment and Treatment of Mental Disorders II	3 hrs
		<u>Semester total: 3 hrs</u>

**Advanced year: Fall semester.**

SOCW 880	Advanced Clinical SW Practice with Individuals	3 hrs
SOCW 890	Advanced Clinical SW Field Practicum I (250 clock hours)	6 hrs
		<u>Semester total: 9 hrs</u>

**Advanced year: Spring semester**

SOCW 885	Advanced Clinical SW Practice with Groups and Families	3 hrs
SOCW 895	Advanced Clinical SW Field Practicum II (250 clock hours)	6 hrs
		<u>Semester total: 9 hrs</u>

**ADVANCED STANDING MSW PATHWAY**

**Application requirements:** A Bachelor's degree from a CSWE-accredited BSW Program. An overall GPA of 3.0 or higher in the BSW program, or an overall GPA of 3.0 or higher in prior graduate work, or a combined overall GPA of 3.0 or higher in the BSW program and graduate work combined. Submission of three references, one of whom has been in a supervisory position of the student; a professional resume; a narrative statement discussing why the student has chosen social work, the degree of preparedness to engage in graduate social work education how the student plans to use the MSW degree once they graduate, what the personal supports are for the applicant as they complete the program, and whether the applicant will complete the program part-time or full-time.

Advanced Standing MSW Pathway students must complete 36 credit hours to obtain the MSW.

**ADVANCED STANDING PATHWAY FULL TIME****Advanced year: Summer semester**

SOCW 850	Assessment and Treatment of Mental Disorders I	3 hrs
SOCW 855	Assessment and Treatment of Mental Disorders II	3 hrs
		<u>Semester total: 6 hrs</u>

**Advanced year: Fall semester.**

SOCW 860	Personal and Professional Development Seminar	3 hrs
SOCW 870	Medical Social Work and Behavioral Health Practice	3 hrs
SOCW 880	Advanced Clinical SW Practice with Individuals	3 hrs
SOCW 890	Advanced Clinical SW Field Practicum I (250 clock hours)	6 hrs
		<u>Semester total: 15 hrs</u>

**Advanced year: Spring semester**

SOCW 865	Social Work Supervision and Agency Management Practice	3 hrs
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SOCW 875	Forensic Social Work Practice	3 hrs
SOCW 885	Advanced Clinical SW Practice with Groups and Families	3 hrs
SOCW 895	Advanced Clinical SW Field Practicum II (250 clock hours)	6 hrs
		<u>Semester total: 15 hrs</u>

## **ADVANCED PATHWAY PART TIME**

### **Year 1**

#### **Advanced year: Summer semester**

SOCW 850	Assessment and Treatment of Mental Disorders I	3 hrs
		<u>Semester total: 3 hrs</u>

#### **Advanced year: Fall semester.**

SOCW 860	Personal and Professional Development Seminar	3 hrs
SOCW 870	Medical Social Work and Behavioral Health Practice	3 hrs
		<u>Semester total: 6hrs</u>

#### **Advanced year: Spring semester**

SOCW 865	Social Work Supervision and Agency Management Practice	3 hrs
SOCW 875	Forensic Social Work Practice	3 hrs
		<u>Semester total: 6hrs</u>

### **Year 2**

#### **Advanced year: Summer semester**

SOCW 855	Assessment and Treatment of Mental Disorders II	3 hrs
		<u>Semester total: 3 hrs</u>

#### **Advanced year: Fall semester.**

SOCW 880	Advanced Clinical SW Practice with Individuals	3 hrs
SOCW 890	Advanced Clinical SW Field Practicum I (250 clock hours)	6 hrs
		<u>Semester total: 9 hrs</u>

#### **Advanced year: Spring semester**

SOCW 885	Advanced Clinical SW Practice with Groups and Families	3 hrs
SOCW 895	Advanced Clinical SW Field Practicum II (250 clock hours)	6 hrs
		<u>Semester total: 9hrs</u>

## **MSW PROGRAM ADMISSIONS POLICIES AND PROCEDURES**

### **APPLICATION FOR ADMISSIONS**

#### **POLICY**

The MSW Program is committed to a fair and open process of evaluating and selecting applicants. Applicants will be evaluated on merit and fitness for the social work profession. The MSW Program seeks to provide training to students committed to serving others, particularly those who are underserved. The program is committed to understandable and forthright admissions requirements.

The Advanced Pathway is only available to candidates who have earned a Baccalaureate degree in social work from an accredited institution, or a social work degree recognized by the International Social Work Degree Recognition and Evaluation Services. Any applicant who has completed a BSW from a CSWE-accredited institution will not repeat any coursework that is the equivalent of the social work courses, which they have already completed in their BSW program of study. Candidates must specify which pathway they are applying to when they submit their application materials.

## **PROCEDURES**

### **FHSU GRADUATE SCHOOL REQUIREMENTS FOR ADMISSION**

All individuals wishing to take graduate classes from FHSU must first apply and be admitted to graduate school as a *degree-seeking student*.

Applicants are to provide the FHSU Graduate School with all official bachelor's degree transcripts and any/all graduate transcripts (if applicable) from regionally accredited institutions.

For international applicants from higher education systems that indicate degrees only through diplomas or degree certificates, a certified copy of the diploma/degree certificate and all mark sheets must be provided. For institutions outside the United States, a World Education Service (WES) International Course-by-Course Transcript Evaluation is required for translation. The WES evaluation must show that the degree earned is equivalent to a bachelor's degree from a regionally accredited university. International applicants must provide evidence of their ability to speak English.

Applicants are to provide any other documents required by specific departments, such as a personal statement, letters of reference, a vita, a background check release, a writing sample, or digital art slides.

English Language Proficiency. The ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study. International students and domestic residents who are not citizens but are from a country where the native language is not English or did not attend a US school must provide an English Proficiency score as an admission requirement. Unless a program specifies the test that is to be used, an applicant only needs to submit one of the scores, and it is their option as to which.

### **APPLICATION FOR ADMISSION TO THE REGULAR MSW PATHWAY**

The MSW Program Admissions Committee is chaired by the MSW Program Director and comprises members of the MSW faculty. To be admitted to the Regular MSW pathway, applicants must meet the following requirements:

1. A bachelor's degree from a regionally accredited institution of higher learning with a broad foundation in the liberal arts.
2. An overall GPA of 3.0 or higher in the baccalaureate program, or an overall GPA of 3.0 or higher in prior graduate work, or a combined overall GPA of 3.0 or higher in baccalaureate and graduate work combined.

3. Submission of a professional resume.
4. Submission of three references
  - a. References must be able to make informed statements about the applicant's preparation for a graduate social work education program.
  - b. References must be able to make informed statements about the applicant's potential contributions to the field of social work.
  - c. Family members **may not** serve as references.
5. A narrative statement **written in APA format** that includes the following:
  - a. A detailed discussion of why the applicant has chosen social work, including personal, family, and environmental influences.
  - b. A vocational or volunteer experience summary that includes the following:
    - i. A detailed discussion of experiences working with people in a human service-related capacity.
    - ii. If the applicant has not been working in a human services field, the applicant should discuss other experiences related to working with people in a helping capacity.
  - c. A self-reflection of the applicant's degree of preparedness to engage in graduate-level social work education, including both internal and external factors related to the applicant.
  - d. A summary of the applicant's personal support network for the applicant as they complete the MSW program.
  - e. The applicant's preference to attend the full-time or the part-time MSW plan of study.
  - f. How the applicant plans to use the MSW degree once they graduate.

## APPLICATION FOR ADMISSION TO THE ADVANCED STANDING MSW PATHWAY

The MSW Program Admissions Committee is chaired by the MSW Program Director and comprises members of the MSW faculty. To be admitted to the Advanced Standing MSW pathway, applicants must meet the following requirements:

1. A Bachelor's degree from a CSWE-accredited BSW Program.
2. An overall GPA of 3.0 or higher in the BSW program, or an overall GPA of 3.0 or higher in prior graduate work, or a combined overall GPA of 3.0 or higher in the BSW program and graduate work combined.
3. Submission of a professional resume
4. Submission of three professional references
  - a. References must be able to make informed statements about the applicant's preparation for a graduate social work education program.
  - b. References must be able to make informed statements about the applicant's potential contributions to the field of social work.
  - c. Family members **may not** serve as references.
5. A narrative statement written **in APA format** that includes the following:
  - a. A detailed discussion of why the applicant has chosen social work, including personal, family, and environmental influences.

- b. A vocational or volunteer experience summary that includes the following:
  - i. I.A detailed discussion of experiences working with people in a human service-related capacity.
  - ii. If the applicant has not been working in a human services field, the applicant should discuss other experiences related to working with people in a helping capacity.
- c. A self-reflection of the applicant's degree of preparedness to engage in graduate-level social work education, including both internal and external factors related to the applicant.
- d. A summary of the applicant's personal support network for the applicant as they complete the MSW program.
- e. The applicant's preference to attend the full-time or the part-time MSW plan of study.
- f. How the applicant plans to use the MSW degree once they graduate.

## **GUARANTEED ADVANCEMENT INTO THE ADVANCED STANDING MSW PATHWAY**

Students graduating from the Fort Hays State University BSW Program may be guaranteed admission into the MSW Advanced Standing Pathway under the following conditions:

1. The student applies to the MSW Program as a Senior in the FHSU BSW Program and plans to attend the program immediately following graduation.
2. ***At the time of review for admissions***, the student documents achievement of the following:
  - a. A cumulative GPA of 3.60 or higher.
  - b. A grade of "B" or higher in all core and elective social work courses.
  - c. A satisfactorily completed application to the Advanced Standing Pathway before the January 15<sup>th</sup> priority deadline. "Satisfactorily completed" is defined as: The student followed all the directions in the application process and included all the requested information in the application. All student references indicate that the student is recommended for admission without reservation.
  - d. Students will be notified that they qualify for guaranteed admissions at the end of January (the priority deadline review period). Students must then commit to attending the program by February 15<sup>th</sup>. Applicants who do not commit to attendance by the deadline will no longer be considered for guaranteed admission and may forfeit their seat in the MSW Program.

## **GUARANTEED ADMISSION FOR AGENCY PARTNERS**

Agencies serving underserved populations or located in underserved areas may partner with the FHSU MSW Program to reserve a specified number of seats for employees or sponsored applicants. Applicants may be sponsored by the partnering agency and guaranteed a seat in either the regular pathway or advanced pathway of the FHSU MSW program under the following conditions:

1. The FHSU MSW Program and the sponsoring agency have established an informal agreement related to the partnership and have predetermined a specified number of seats available to agency-sponsored applicants.
2. The applicant meets the minimum requirements for admission to both the FHSU Graduate School and the FHSU MSW Program.
3. As a part of the application to the program, the applicant ensures the following items.
  - a. Submission of a professional reference (one of the 3 required reference letters) from an administrator at the partner agency indicating sponsorship of the applicant and a commitment to provide a social work practicum for the applicant during the MSW program.
  - b. A commitment from the applicant to work with the identified agency post-graduation is documented in the applicant's narrative statement.
4. The applicant submits a satisfactorily completed application before the January 15<sup>th</sup> priority deadline. "Satisfactorily completed" is defined as the student following all the directions in the application process and including all the requested information for the application.
5. Students will be notified that they qualify for guaranteed admissions at the end of January (the priority deadline review period). Students must then commit to attending the program by February 15<sup>th</sup>. Applicants who do not commit to attendance by the deadline will no longer be considered for guaranteed admission for agency partners under this policy.

## **EVALUATING APPLICATIONS AND NOTIFYING APPLICANTS OF THE ADMISSIONS COMMITTEE DECISION**

### **POLICY**

Applicants seeking admission to the MSW Program will be evaluated using transparent admission standards and will have the opportunity to be informed about the progress of their application. Applicants will be informed of the disposition of their application following the decision of the committee.

### **PROCEDURES**

Applicants may apply to the MSW Program at any time. The FHSU Graduate School reviews each application to ensure that it is complete. If the application is incomplete, the applicant is notified of the incomplete status, specifying which documents have not been submitted. Once an application is complete, the Graduate School notifies MSW program staff that the application is ready for review.

Applications are reviewed by the admissions committee for the upcoming academic year on a monthly basis, beginning in November and ending in April. For an application to be considered, it must be completed by the 15<sup>th</sup> day of the month that it is to be reviewed. For example, to be reviewed in November, the application must be completed by November 15<sup>th</sup>. Applicants will be notified of the admissions committee's decision by the end of the month in which the application was reviewed; for example, applications received by November 15<sup>th</sup> will be notified by November 30<sup>th</sup>.

The priority deadline for the MSW Program for the upcoming academic year is January 15<sup>th</sup>. Applicants who wish to be admitted through a guaranteed admission program must submit their applications prior to the January 15<sup>th</sup> priority deadline.

Possible dispositions for applications reviewed on or before the priority deadline (November, December, and January) include the following:

- Advanced Standing MSW Pathway
  - The applicant is offered admission into the Advanced Standing Pathway.
  - The applicant is deferred for consideration in March.
  - The applicant is denied admission.
- Regular MSW Pathway
  - The applicant is offered admission into the Regular MSW Pathway.
  - The applicant is deferred for consideration in March.
  - The applicant is denied admission.

Applicants who are offered admission into the MSW Program before the January 15<sup>th</sup> priority deadline are encouraged to accept their seat in the program before the next review date. All applicants offered admission on or before the priority deadline must commit to attending the program by February 15<sup>th</sup>. Applicants who are offered admission into the program who do not commit to attending the program by the deadline may forfeit their seats in the program.

Applicants who wish to be considered for the provisional admissions policy must submit their applications prior to the March 15<sup>th</sup> review date. Provisional admission applicants will not be considered for admission prior to the March review date.

Possible dispositions for applicants reviewed after the priority deadline (February, March, and April) include the following:

- Advanced Standing MSW Pathway
  - The applicant is offered admission into the Advanced Standing Pathway.
  - The program is at capacity; the applicant is offered a position on the waiting list for potential admission to the Advanced Standing Pathway.
  - The applicant is denied admission.
- Regular MSW Pathway
  - The applicant is offered admission into the Regular MSW Pathway.
  - The program is at capacity; the applicant is offered a position on the waiting list for potential admission for the Regular MSW Pathway.
  - The applicant is denied admission.

Applicants offered admission after the priority deadline must commit to attending the program before the 15<sup>th</sup> of the month following their review date or forfeit their seat in the program.



## WAITING LIST

If the MSW Program reaches capacity prior to the end of the admissions review cycles in April, the program will create and maintain a waiting list of qualified applicants. Applicants who occupy a position on the waiting list will be notified if a position becomes open for admission during that academic year. Applicants will then have two weeks from the date of notification to commit to attending the FHSU MSW Program. Applicants who do not commit to attending by the assigned deadline will no longer be considered for admission.

Following June 1, possible dispositions for applicants on a waiting list include the following:

- If a position has not opened, applicants will receive notification that they will not be offered a seat in the program for that academic year.
- Applicants may be offered a seat in the program for the following academic year. If offered a seat in the following academic year, applicants must commit to attending the program by November 15<sup>th</sup>.
- Applicants on the waiting list who do not commit to attending by the assigned deadline will no longer be considered for admission.

Applicants who are currently completing a bachelor's degree when offered admission must successfully complete the degree by May 30th in order to advance into the MSW Program.

## NON-DEGREE SEEKING STUDENTS

### POLICY

Applicants for admission to either the Regular Pathway or the Advanced Pathway who do not meet the minimum grade point average (GPA) for full admission, and whose overall GPA is under 3.0, but higher than 2.75, may be considered for non-degree seeking graduate admission status.

### PROCEDURES

Applicants for non-degree graduate status must provide evidence of a bachelor's degree from a regionally accredited higher education institution. Non-degree graduate students may study in approved classes without following degree programs, but there is a possibility that credit for such classes may not be accepted towards a degree at a later date. At any time during their time at FHSU, Non-Degree students who wish to pursue a master's will be required to complete a new application for admission.

Non-degree students are required to maintain a 3.00 GPA in graduate courses at all times in order to retain eligibility to receive graduate credit and to remain in good academic standing in the Graduate School. A non-degree graduate student can be dismissed for not maintaining the required 3.00 GPA.

The Department of Social Work designated 3 courses that are open for non-degree seeking students to register in:

- SOCW 850 Assessment and Treatment of Mental Disorders I (Summer only)
- SOCW 810 Social Welfare Policy and Analysis (Fall only)

- SOCW 815 Social Work Research Methods and Data Analysis (Spring only).

An applicant who is admitted as a non-degree seeking student and who successfully completes any or all of the social work designated courses may subsequently reapply to the MSW program for a fully qualified admission or a provisional admission. If admitted to either the Regular Pathway or the Advanced Pathway of the FHSU MSW Program, designated Social Work courses completed as a non-degree-seeking student will be applied to the student's program of study, and the student will not be required to repeat any coursework.

## CHANGE OF GRADUATE PROGRAM

A graduate student wishing to change their program (such as from MSW degree seeking to non-degree seeking) must apply for admission to the new program through the Graduate School and pay the current domestic or international application fee. If admitted into a new program, the department will determine if any courses or courses taken in the previous program will apply toward the new program. The students must meet all admission requirements of the new program and the Graduate School. A student can be admitted to only one graduate degree program at a time.

## ADMISSION APPEALS

The Graduate School admissions process at FHSU is a selective process. Applicants must meet the minimum requirements for graduate admissions and, in many cases, meet department/program criteria that are above and beyond the minimum established by the FHSU Graduate School. Students who have been denied admission have an avenue of appeal. Keep in mind, the appeals process is for applicants who have a serious and compelling reason they feel their application should be considered.

## APPLICATION FOR RE-ADMISSION TO THE MSW PROGRAM

Any student who has been terminated from the MSW Program may apply to be readmitted. Each case is evaluated by the Admissions Committee on an individual basis; ***readmission is not guaranteed***. The Admissions Committee is chaired by the MSW Program Director and comprises members of the MSW faculty.

To be re-admitted to the MSW Program, applicants must complete the following process:

1. Reapply to the Graduate School utilizing the application portal on the FHSU website, submit the application fee, and all the following materials:
2. Updated transcripts of coursework completed since the prior admission demonstrating the applicant's ability to attain an overall GPA of 3.0 or higher in graduate-level coursework. If no additional coursework has been completed, applications for readmission may skip this requirement.
3. Submit an up-to-date professional resume.
4. Submit a minimum of one but no more than three professional references.
  - a. A minimum of one reference letter ***must address the reasons(s)/circumstances*** that led to the student being terminated from the FHSU MSW Program.

- b. References must be able to make informed statements of the applicant's preparedness for a graduate social work education program.
  - c. References must be able to make informed statements about the applicant's potential contributions to the field of social work.
  - d. Family members may not serve as references.
5. A narrative statement written in APA format that includes the following:
- a. A detailed discussion of what happened during the candidate's prior admission to the MSW program. This must include specific ideas of how the applicant can proactively avoid prior problematic situations and delineate potential solutions to any new problematic situation(s).
  - b. A self-reflection of the applicant's degree of preparedness to engage in graduate-level social work education, including both internal and external factors related to the applicant. This must include a discussion of the changes the applicant will make to ensure success in the MSW Program.
  - c. The applicant's preference to attend the full-time or the part-time MSW plan of study.

## **MSW PROGRAM STUDENT TRANSFER POLICY AND PROCEDURE**

### **POLICY**

The FHSU MSW Program will accept graduate credit earned at a CSWE-accredited program for courses in the generalist year. Credit for classes in the advanced clinical year will not be accepted.

### **TRANSFER OF CREDIT**

The FHSU Graduate School requires that degree candidates earn a minimum of 50% resident credit hours at FHSU. However, individual departments may require more hours than the minimum to be earned at FHSU, thus reducing the number of hours that may be transferred. The graduate student must contact the department of the program about departmental requirements relating to transfer credit. Candidates may request that graduate credit earned at a regionally accredited institution with an acceptable letter grade be accepted for degree requirements, subject to the departmental limits on transfer credit and approval by the Graduate Dean.

*Under no circumstances can a course be used on more than one program of study.* Courses cannot be transferred on to the graduate program until an official transcript for the course(s) has been received by the Graduate School. Only graduate courses used on a degree program will be added to the FHSU transcript; the degree courses are transferred once the graduate student has enrolled in courses at FHSU. No course may be transferred for which validation will be required because of time limits or in which the course has been used to earn a previous degree.

### **PROCEDURES**

Generalist year courses: If the student is transferring graduate credit from a CSWE-accredited program, the student must submit an official transcript to the FHSU Registrar. The student must also provide the course syllabi for all courses requested to the MSW Program Director. The MSW Program Director will take responsibility for assuring that the transfer of student's social work courses meet the evaluative standards of the Council on Social Work Education

Educational Policy and Accreditation Standards. The MSW Program does not accept social work courses from non-accredited MSW programs.

### **EQUIVALENCY**

A course cannot be transferred for use on a FHSU graduate degree program until an official transcript for the course(s) is received in the Graduate School. The course must have been taken for graduate credit at a regionally accredited educational institution and a minimum course grade of B or higher earned. Courses completed as pass/fail are NOT designated as earning an acceptable letter grade and cannot be granted as graduate transfer credit. The course must meet the time limitation policy. (It cannot be older than eight years at the time the degree is conferred.)

The MSW Program Director determines whether a transfer course is equivalent to a required generalist year social work course. Upon completing the determination, the MSW Program Director creates a unique plan of study for the student and indicates in the program of study the courses transferred in for that course.

### **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 MSW 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.

## **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 PEOPLE 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” people who have a “disability” as defined by the ADA.

#### **People with Disabilities**

It is the responsibility of people with a disability to notify the University of their 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.

## **MSW ACADEMIC POLICIES AND PROCEDURES**

### **ACADEMIC ADVISING**

#### **POLICY**

The MSW Program Director assists students to complete all admission, onboarding and enrollment tasks. The MSW Program Director manages student cohorts (part time versus full time) within both the Regular Pathway and the Advanced Pathway. The MSW Program Director also assists students to decide whether part time or full time best fits their personal and academic

goals. The MSW Program Director provides assistance and guidance to all MSW students for course enrollment, and counsels students regarding FHSU academic and behavioral matters. In addition to managing student cohorts, the MSW Program Director works closely with the Department Chair to decide the number of course sections necessary for both pathways each academic year.

## **PROCEDURES**

1. The MSW Program Director oversees students' progress to complete Workday onboarding tasks and assists students with questions/concerns.
2. Students are required to attend a new student orientation which includes a group advising session.
  - a. The orientation is convened online via Zoom and recorded. All students are sent the link to the zoom recording.
  - b. To ensure participation and retention of program policies and procedures all students are required to pass a quiz consisting of the orientation topics prior to beginning their first semester coursework.
3. The MSW Program Director coordinates with the Graduate School for clarifications and corrections regarding student data issues.
4. The MSW Program Director ensures that each student is enrolled properly in their designated cohorts before the enrollment deadline.
5. The MSW Program Director advises students regarding withdrawal from or dropping courses.
6. Pre-practicum advising is done by an approved member of the Field Education team or the MSW Field Director to plan and prepare for practicum placement.

## **TIME LIMITS**

Outdated credit will not be applied towards a degree program. Outdated credit is defined as credits earned more than 8 years before the semester or summer term in which the first course is taken in the degree program. Validating examinations for outdated credit may be given upon approval of the instructor of the course to be validated and the Graduate Dean. Action for the validating examination must be initiated by the department through a petition to the Graduate Dean. No course may be transferred for which validation will be required because of the eight-year time limit.

## **COURSE LOAD**

The maximum course load for graduate students is 15 hours for the Fall and Spring semesters and 9 hours for the summer term. Any change from this rule must have prior approval through the program advisor and a request to take additional hours, through the Graduate Dean, prior to enrollment or pre-enrollment.

A graduate student must be enrolled and remain enrolled in a minimum of 9 graduate hours in the approved degree program each semester in order to be classified as full-time during the Fall and Spring semesters and 6 hours during the summer term.

## APPLICATION FOR PROGRAM COMPLETION

The student who plans to graduate at the end of a given semester must file an Application for Program Completion form and remit an associated administrative fee at the time of enrollment or before the filing deadline given in the academic calendar.

The deadline for filing the Application for Program Completion form in the Graduate School is the second Monday of classes for the Spring semester.

In the event the student does not graduate after filing an Application for Program Completion, a new Application for Program Completion form must be completed before the deadline for the semester in which the student plans to complete requirements. The student does not need to repay the administrative fee. There is no special distinction for honors at graduation for graduate students.

## COMPREHENSIVE ASSESSMENT/CLINICAL INTENSIVES

As mandated by the Fort Hays State University Graduate School, each applicant for a graduate degree must satisfactorily pass a comprehensive examination or assessment over the subject fields of the program. The comprehensive assessment is not merely a reexamination of materials covered in coursework but is a test of the graduate degree candidate's ability to integrate materials from the graduate program and any related or supporting fields. Each department will determine the content of the comprehensive examination; the examination may be written and/or oral.

The applicant must complete the Application for Program Completion before being eligible to take the comprehensive examination. Normally, the comprehensive examination is taken upon the completion of all courses in the program of study or during the final semester of enrollment.

The MSW program has designated the completion of the *clinical intensives* as meeting the comprehensive examination requirements for Fort Hays State University. Students who do not attend and satisfactorily complete clinical intensives will not be eligible for graduation. Clinical Intensives are convened at two times:

- Online via Zoom in the Fall semester of the academic year in which the candidate will graduate. For example, an MSW student on track to graduate in May 2026 must also participate in the Fall online portion of Clinical Intensives during finals week in December 2025.
- In person on the FHSU campus during finals week of the Spring semester in which the student will graduate; For example, in May 2026, students will be instructed throughout completion of the program about the activities, skills, and tasks that they must complete in order to successfully pass the comprehensive exams titled Clinical Intensives.



## **PROFESSIONAL ADVISING/MENTORING**

At the graduate level, students seek professional mentoring from faculty members who share similar interests, their Field Instructors, who supervise them on-site in their practicum, the MSW Program Director, and/or the MSW Field Director for professional advice. Since the coursework is delivered online, the Chair, Program Director, and MSW Field Director will introduce professional mentoring in the online program orientation and follow up with all the students to discuss their professional mentoring needs. Faculty mentors from the Department of Social Work are available to assist students regarding professional mentoring including social work career plans, and other topics upon request by the student. Encouraging students to discuss professional topics and aspirations to meet their needs is a priority.

### **POLICY**

All students will be encouraged to engage with a professional mentor, who is a faculty member in the Department of Social Work. The mentor role is designed to facilitate bonding between students and faculty members to provide a professional relationship in addition to the classroom relationship.

### **PROCEDURES**

1. The MSW Program Director works with the Chair of the Department of Social Work to connect all students to one or more full-time social work faculty member(s) as a mentor(s).
2. The faculty mentor communicates with students following orientation to introduce themselves, identify areas of interest/expertise, and offer ongoing support.
3. The faculty mentor coordinates with mentees on a PRN basis when students seek guidance or have concerns. Students will be assisted regarding careers, job opportunities, applications to doctoral programs, applications for state licensure, and other professional social work topics.
4. All faculty provide a schedule of in-person or online office hours, which is made available to students.

## **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 assess both academic performances, as outlined through each assignment requirement, and 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**

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. Faculty must post the syllabus in the learning management system, Blackboard.
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. 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 respectful demeanor in the online classroom, the practicum setting, or through other online communications.
  4. In all social work courses, any participation requirements for students are outlined in the syllabus. If points are earned/lost for participation/absence in a class, these are specified in a similar manner to the assignments, and a rubric is provided.
  5. Students are apprised that during course discussions and skills practice; interactions must be respectful at all times to honor diverse students and contradictory opinions.
  6. 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 MSW Program Director.
  7. All students are directed to keep a copy of their course syllabi and refer to the policies in the syllabus throughout the semester. As many states require copies of syllabi for licensure, students are encouraged to keep electronic copies of syllabi and program handbooks in perpetuity.

Each of the Blackboard course sites includes 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 confer with the MSW Program Director.

## **MSW PROGRAM**

### **ACADEMIC PERFORMANCE POLICY AND PROCEDURES**

#### **POLICY**

MSW graduate students are expected to complete uniformly high-quality academic work, earning grades of A, B, and C. Students must attain at least an average grade of B (3.00) in all graduate coursework to enter the advanced year practicum sequence, and in order to graduate.

#### **PROCEDURES**

1. Any student who earns a D or U(F) in any graduate-level social work course will be required to repeat the course(s). The MSW Program Director will monitor the progress of students and inform students of their options.
2. The student will not be allowed to continue into sequential courses until the prior course of the sequence is passed with an acceptable grade: for example, if HBSE I is passed with a D or the student fails the course (earning a U – the FHSU grade of an F), or if the student has an unresolved incomplete, the student cannot attempt HBSE II until improving their performance in HBSE I.

3. If a student receives an incomplete (I) in a generalist year course, they may not move forward into the advanced year coursework until the incomplete is fully resolved and all generalist year courses are completed. Students and instructors are advised to consider incomplete plans in which the student fulfills their obligations prior to the beginning of the next semester.
4. If a student is in practicum when the unacceptable grade is earned, the student will not be allowed to continue in the field practicum sequence. Students may not continue the field practicum sequence until the course is repeated and an acceptable grade is earned.
5. No course taken for Pass/No Credit shall be used in a graduate degree program at FHSU.
6. If an unacceptable grade is earned in the field practicum, the student will be dismissed from the MSW program.

## **DEPARTMENT OF SOCIAL WORK COURSE INCOMPLETE POLICY AND PROCEDURE**

### **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 must have a passing grade at the time that they request the incomplete.
2. 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% of the assignments/work in the course, they should be assigned the grade earned at the completion of the semester.
3. 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.
4. 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.

5. Students unable to complete all tasks by the preceding deadline will not be allowed to advance to the next sequential course until the incomplete has been resolved (e.g. HBSE I to HBSE II).
  - a. In the MSW Program, a student will not be allowed to advance from the Generalist Year into the Advanced Clinical Year until all generalist courses have been fully completed.

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 MSW Program Director or the Vice President of Student Affairs. Through this office, accommodation 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)

Monday - Thursday: 7:30 a.m. - 5:00 p.m. and Friday: 7:30 - 11:30 a.m.  
(Summer Hours - May 24 through August 1)

**Staff Information:**

Dr. Joey Linn

Vice President for Student Affairs

[jlinn@fhsu.edu](mailto:jlinn@fhsu.edu)

Chris Gist

Executive Administrative Specialist

[cgist@fhsu.edu](mailto:cgist@fhsu.edu)

## **REMOVING AN INCOMPLETE**

Arrangements for completing a graduate course for which an incomplete (I) is given should be made by the student as soon as possible. Students are required to complete the coursework within one year (One Year Rule).

If the graduate work is not completed within one year, the “I” will remain on the record; graduate credit can be given only when the graduate student satisfactorily re-enrolls in and completes the graduate course.

This one-year rule shall apply to students admitted to the Graduate School for graduate credit in all social work courses and practicum.

As noted above in the section titled, MSW Program Academic Performance Policy and Procedures: If a student receives an incomplete (I) in a sequential course or in a generalist year course, they may not move forward into the next course of the sequence or into advanced year coursework until the incomplete is fully resolved. Students and instructors are advised to consider incomplete plans in which the student fulfills their obligations prior to the beginning of the next semester.

## **ACADEMIC PERFORMANCE GRIEVANCE**

The MSW Program is a part of the Graduate School at FHSU and follows the Graduate School Appeals Policy as copied below.

### **APPEAL OF ACADEMIC EVALUATION**

#### **POLICIES**

A graduate student who believes that a course grade, a professional disposition, or the result of a learning experience (e.g. academic dishonesty allegation or penalty, comprehensive examination, fieldwork, etc.) has been assigned in an arbitrary and capricious manner by the instructor program, may pursue a resolution of the dispute by submitting an appeal. The time limit for filing this appeal shall be within six months of the end of the academic semester in which the evaluation or decision has occurred. The student should carefully consider his/her own performance prior to submitting an appeal. The process is designed to resolve a dispute at the

lowest possible level. Attempting to resolve the dispute with the instructor or program is the first necessary step before further action can be initiated.

The Appeals process has not been designed to produce changes that are the result of a reevaluation of an instructor's professional judgment about academic performance and the substantive content of assignments completed by a student. In other words, the focus of the appeal is procedural due process (e.g. course management, errors in application of the course grading arrangements, review of professional dispositions etc.), not about the rightness or wrongness of the faculty member's content expertise or judgments about the relevancy of assigned readings, choice of materials, etc.

When a student feels that an assigned grade or result has been applied with arbitrary or capricious standards or procedures, and when the initial informal student-instructor or program consultations have failed to resolve the situation, the following steps and procedures will be utilized:

### **PROCEDURES**

1. Appeal to the Chair of The Department of Social Work. The student will submit the Graduate School Appeals Form to the Chair of the Department of Social Work with attachments to support his/her case. The Chair of the Department of Social Work will investigate the issue by interviewing all parties involved. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate. The advisor or advocate must be a graduate student at FHSU at the time of the appeal. The purpose of the inquiry is fact-finding. The Chair of the Department of Social Work will then communicate his/her recommendation to the student in writing within ten working days of receipt of the appeals form. This documentation will be attached to the Graduate School Appeals Form and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 2, below.

2. Appeal to the graduate dean. The department chair will forward the record of the appeal to the graduate dean. The graduate dean shall investigate the appeal by establishing a three-member hearing committee consisting of university graduate faculty. The graduate dean shall convene the committee, issue a charge, and then withdraw from the proceedings. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate as defined in step 1, above. The purpose of the inquiry is fact-finding. The appeal committee will make a recommendation to the graduate dean. In response, the graduate dean shall issue his/her recommendation to the provost with copies to all involved parties and the appropriate college dean within ten working days. This documentation will be attached to the Graduate School Appeals Form and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 3, below.

3. The Provost shall consider the record of the appeal, and the recommendations of the department chair, the hearing appeal committee, and the graduate dean to render a written decision. Copies of this document will be sent to all parties involved in the appeal, including the students, instructors, department chair, and graduate dean. The decision shall embody one of the following:
  - a. Agreement with the instructor, program, or committee's original assignment of grade, sanction, or result.
  - b. A change of the original assigned grade, sanction, or result. A change of grade will be noted on the grading record as an administrative grade change by the provost.
  - c. If possible, a retake of the course with another instructor.
  - d. Another remedy determined by the Provost to be reasonable in light of the circumstances of the appeal.

In all instances, face-to-face meetings will be the preferred method of communication, and parties involved should endeavor to make that possible. However, in situations where meeting face-to-face is not possible, communication may occur over the telephone and/or electronic mail. The method of communication used by parties in this process shall have no effect upon the appeal.

## **MSW 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**

When a student is notified of acceptance to the program, the student receives a letter of acceptance and a copy of the FHSU Department of Social Work Code of Conduct for Social Work Students. If the student wishes to accept the invitation to attend the program, the student must then respond to the email indicating a commitment to attend, declare part-time or full-time status, and return a signed copy of the code of conduct. Upon enrollment at FHSU, students are bound by the general statement of student rights and responsibilities at FHSU.

### **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 exception 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 on 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 organization 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 valuable aids 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 opinions 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.



### **Graduate Student Responsibility**

Admission to and continuation in graduate study presuppose a high degree of initiative on the part of the student. It is the student's responsibility to carry on intellectual study at a high level and to initiate and follow necessary procedures to attain the degree. In no case will a requirement be waived, or an exception granted, because a student pleads ignorance of the requirements and policies stated in this catalog, in departmental guidelines, and/or elsewhere (e.g., website).

It is the student's responsibility to: (1) follow all policies of the department, Graduate School, and university; (2) meet all requirements for the graduate degree; (3) meet all deadlines; (4) understand and follow all policies and procedures concerning academic honesty; (5) consult with the assigned advisor on all matters pertaining to the degree program or changes to the degree program; (6) promptly answer any notices from the advisor, faculty, department, dean, or other university officers; (7) enroll in only those courses for which the stated prerequisites have been met; (8) follow all departmental, Graduate School, and university policies on human subject and animal research; and (9) be familiar with the information in the department, Graduate School, and university publications including the university catalog.

Any exceptions to regulations, policies or procedures contained in the Graduate School section of the university catalog or to Graduate School policies and procedures as stated elsewhere require the written and signed approval of the Graduate Dean.

While the personnel of the Graduate School and the student's advisor will endeavor to aid in every way possible, the responsibility for any error in meeting the requirements of the Graduate School, as stated in the university catalog or elsewhere, and the requirements of the department of the program, rests with the student.

## 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 MSW 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, a Field Instructor, a Field Liaison, the Field Director, or the MSW Program Director.
2. Formal Advisement  
The student will receive a written statement outlining the specific concerns and recommendations for the resolution of the situation. This written warning may be from a faculty member, a Field Instructor, a Field Liaison, the Field Director, or the MSW 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 MSW Program Director and faculty are of the opinion that the violation is of sufficient magnitude, the student may be terminated from the MSW 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 MSW 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.

## PROFESSIONAL PERFORMANCE GRIEVANCE

The MSW Program is a part of the Graduate School at FHSU and follows the Graduate School Appeals Policy as copied below.

### POLICIES

A graduate student who believes that a course grade, a professional disposition, or the result of a learning experience (e.g. academic dishonesty allegation or penalty, comprehensive examination, fieldwork, etc.) has been assigned in an arbitrary and capricious manner by the instructor program, may pursue a resolution of the dispute by submitting an appeal. The time limit for

filing this appeal shall be within six months of the end of the academic semester in which the evaluation or decision has occurred. The student should carefully consider his/her own performance prior to submitting an appeal. The process is designed to resolve a dispute at the lowest possible level. Attempting to resolve the dispute with the instructor or program is the first necessary step before further action can be initiated.

The Appeals process has not been designed to produce changes which are the result of a reevaluation of an instructor's professional judgment about academic performance and the substantive content of assignments completed by a student. In other words, the focus of the appeal is procedural due process (e.g. course management, errors in application of the course grading arrangements, review of professional dispositions etc.), not about the rightness or wrongness of the faculty member's content expertise or judgments about the relevancy of assigned readings, choice of materials, etc.

When a student feels that an assigned grade or result has been applied with arbitrary or capricious standards or procedures, and when the initial informal student-instructor or program consultations have failed to resolve the situation, the following steps and procedures will be utilized:

## **PROCEDURES**

1. Appeal to the Chair of The Department of Social Work. The student will submit the Graduate School Appeals Form to the Chair of the Department of Social Work with attachments to support his/her case. The Chair of the Department of Social Work will investigate the issue by interviewing all parties involved. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate. The advisor or advocate must be a graduate student at FHSU at the time of the appeal. The purpose of the inquiry is fact-finding. The Chair of the Department of Social Work will then communicate his/her recommendation to the student in writing within ten working days of receipt of the appeals form. This documentation will be attached to the Graduate School Appeals Form and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 2, below.

2. Appeal to the graduate dean. The department chair will forward the record of the appeal to the graduate dean. The graduate dean shall investigate the appeal by establishing a three-member hearing committee consisting of university graduate faculty. The graduate dean shall convene the committee, issue a charge, and then withdraw from the proceedings. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate as defined in step 1, above. The purpose of the inquiry is fact-finding. The appeal committee will make a recommendation to the graduate dean. In response, the graduate dean shall issue his/her recommendation to the provost with copies to all involved parties and the appropriate college dean within ten working days. This documentation will be attached to the Graduate School Appeals Form and become part of the record of the appeal. This

written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 3, below.

3. The Provost shall consider the record of the appeal, and the recommendations of the department chair, the appeal committee, the hearing committee, and the graduate dean to render a written decision. Copies of this document will be sent to all parties involved in the appeal, including the students, instructors, department chair, and graduate dean. The decision shall embody one of the following:

- a. Agreement with the instructor, program, or committee's original assignment of grade, sanction, or result.
- b. A change of the original assigned grade, sanction, or result. A change of grade will be noted on the grading record as an administrative grade change by the provost.
- c. If possible, a retake of the course with another instructor.
- d. Another remedy determined by the Provost to be reasonable in light of the circumstances of the appeal.

In all instances, face-to-face meetings will be the preferred method of communication and parties involved should endeavor to make that possible. However, in situations where meeting face-to-face is not possible, communication may occur over the telephone and/or electronic mail. The method of communication used by parties in this process shall have no effect upon the appeal.

## **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. Appropriate classroom instructors will select these sanctions or other designated people 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's term paper as one's own, handing in a paper purchased from an individual or agency, submitting papers from living group, club or organization files, or using another's computer program or document are all examples of plagiarism. (1a.) Students may not re-use their own work in additional assignment completion; this constitutes self-plagiarism. (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 (cooperate or in other ways promote) participate in promoting cheating or plagiarism by others (or who take credit for the work of others) will also be in violation of this policy. (5) Use of Artificial Intelligence resources in completion of assignments without proper citation (See AI policy in next section).

**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 are not 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 are not 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, and Steps 5-7 describe the procedures designed to implement a formal appeal at the graduate/undergraduate levels.

1. The faculty member decides whether a violation of the Academic Honesty Policy has occurred.
2. The faculty member informs the student and the department chair that an alleged 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.
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.
4. If the student disagrees with the faculty member's allegations 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.
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 (a) departmental appeal procedures for undergraduates and special students or (b) departmental graduate appeal procedures for graduate students. (see specific departmental appeal process)

6. (a) Graduate students: If a graduate student disagrees with the allegation(s) or recommended sanction in the informal procedure, the graduate student may formally appeal through the Graduate School's graduate student appeals procedures. This appeal procedure begins with a written appeal to the department chair no later than the first week of the following semester. The written appeal should state the specific reasons for the formal appeal to the department. (b) Undergraduate/special students: If the student is an undergraduate or special student and disagrees with the allegation or recommended sanction, the student may appeal in writing to the Provost no later than 15 working days following the decision.
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 from the Provost's Office.

## **ARTIFICIAL INTELLIGENCE (AI) USE POLICY**

### **POLICY**

The social work faculty, as the guardians of academic integrity, will use appropriate and equitable standards when judging students' use of artificial intelligence resources to complete assignments. These standards will be visible, transparent, and applied justly. Instructors will assess the use of artificial intelligence, including plagiarism detection.

### **PROCEDURES**

This policy covers any generative AI tool, such as ChatGPT, Gemini, Elicit, Grammarly, etc. This includes text and artwork/graphics/video/audio. All FHSU MSW students are discouraged from using generative AI tools to complete assignments unless specifically directed to do so by the course instructor. Although such resources are becoming widespread and encouraged in many contexts, the Department of Social Work takes this stance for the following reasons:

1. Writing is systematic thinking. Learning to think critically requires struggling with your thoughts and developing them into a narrative of sentences and structures. AI short-circuits this process.
2. Work created by AI tools may not be considered original and may instead be 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.
3. AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
4. AI tools have limitations (e.g., they lack critical thinking to evaluate and reflect on criteria, and they lack abductive reasoning to make judgments with incomplete information).

Given the ethical implications, if students choose to use AI-based tools in coursework or assessments, it must be done in strict adherence to the following guidelines:

1. Students may NOT use AI while completing assignments UNLESS specifically instructed by the course instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
2. If AI is permitted to be used, you must indicate what portions of the assignment were written by AI. No more than 25% of any assignment may be created with AI. NO PART (0%) of any assignment may be created with AI if the instructor **has not provided** prior written permission to utilize such sources.
3. You must be transparent about how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (<https://gptzero.me/>) may detect AI-driven work.
4. You must ensure that using AI-based tools does not violate copyright or intellectual property laws.

Violations of this policy will be dealt with in accordance with FHSU's academic integrity policy. If you violate this policy, you may face penalties such as a grade reduction, assignment failure, or course failure.

## DISMISSAL

Students must document a 3.0 overall GPA in order to enter the field practicum placement and must maintain a 3.0 in order to earn the MSW degree. Students may retake coursework to improve their overall GPA when necessary. However, they must complete all courses within eight years per the FHSU Graduate School policy. The Graduate Dean may terminate a student's graduate status at any time because of unsatisfactory academic performance. The Department of Social Work may request the termination of a graduate student for poor academic performance, unethical behavior, and other reasons that demonstrate poor performance within a program.

## 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 MSW Program, the student should initiate the following steps:

1. Appeal to The Department of Social Work Chair for a course appeal. A program appeal will be given to the Dean of the College of Health and Behavioral Sciences. The student will submit the approved [Graduate School Appeals Form](#) to the department chair with attachments to support his/her case. The Department of Social Work Chair will investigate the issue by interviewing all parties involved. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate. The advisor or advocate must be a graduate student at FHSU at the time of the appeal. The purpose of the inquiry is fact-finding. The Department of Social Work



Chair will then communicate his/her recommendation to the student in writing within ten (10) working days of receipt of the appeals form. This documentation will be attached to the [Graduate School Appeals Form](#) and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue the appeal process, he/she may pursue step 2, below.

2. Appeal to the Graduate Dean. The Department of Social Work Chair will forward the record of the appeal to the Graduate Dean. The Graduate Dean shall investigate the appeal by establishing a three-member hearing committee consisting of university graduate faculty. The Graduate Dean shall convene the committee, issue a charge, and then withdraw from the proceedings. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate as defined in step 1, above. The purpose of the inquiry is fact-finding. The appeal committee will make a recommendation to the Graduate Dean. In response, the Graduate Dean shall issue his/her recommendation to the Provost with copies to all involved parties and the appropriate college dean within ten (10) working days. This documentation will be attached to the [Graduate School Appeals Form](#) and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue the appeal process, he/she may pursue step 3, below.

3. The Provost shall consider the record of the appeal, and the recommendations of the Department of Social Work Chair, the hearing appeal committee, and the Graduate Dean to render a written decision. Copies of this document will be sent to all parties involved in the appeal, including the students, instructors, the Department of Social Work Chair, and the Graduate Dean. The decision shall embody one of the following:
  - a. Agreement with the instructor, program or committee's original assignment of grade, sanction, or result.
  - b. A change of the original assigned grade, sanction, or result. A change of grade will be noted on the grading record as an administrative grade change by the provost.
  - c. If possible, a retake of the course with another instructor.
  - d. Another remedy determined by the Provost to be reasonable in light of the circumstances of the appeal.

In all instances, face-to-face meetings, including a Zoom, Skype, or Teams meeting, will be the preferred method of communication, and parties involved should endeavor to make that possible. However, in situations where meeting face-to-face is not possible, communication may occur over the telephone and/or electronic mail. The method of communication used by parties in this process shall have no effect upon the appeal.

Students shall have protection through orderly procedures against arbitrary or capricious academic evaluation. In matters relating to the evaluation of academic performance, information as well as a formal procedure exists. The student should first consult with the professor(s) involved. If the issue is not resolved at that level, the student may consult with the chair of the department, who will, if necessary, inform the student of further informal appeals or of specific formal appeals procedures. The formal appeals process begins with a written appeal to the department stating the specific, arbitrary, or capricious academic evaluation. A copy of the formal appeals procedure can be found here <https://www.fhsu.edu/academic/gradschl/current-students/>

## **MSW FEES**

### **GRADUATE SCHOOL FEES**

The Graduate School requires that a separate, non-refundable application processing fee be paid for each application submitted for all degree-seeking and non-degree-seeking students. Costs vary depending on the applicant's status: domestic or international/Non-Citizen Domestic Resident. No application will be processed or considered complete until this fee is paid. Each time a change occurs in application status (i.e., an applicant disbands his or her degree-seeking status to pursue non-degree or undergraduate status, then reapplies for degree status, or a second master's or specialist degree is pursued), a new application and fee will be assessed. Graduate students pay graduate fees for graduate classes and undergraduate fees for undergraduate classes.

The fee schedule for applications, enrollment, and commencement is subject to change; the student should consult the tuition and fee schedule for the current applicable fee rate.

The required commencement fee for a graduate degree is \$50, and it is to be paid prior to or at the time of filing the Application for Program Completion. NOTE: Any required fee is subject to change.

### **MSW PROGRAM FEES**

Upon enrolling in the SOCW 840 Generalist SW Field Practicum, students are assessed a program fee of \$150. Upon enrolling in SOCW 890 Advanced Clinical SW Field Practicum I, students are assessed a program fee of \$300.00. These fees cover and consolidate most of the otherwise hidden costs to students that are inherent in academic programming, including but not limited to the following:

- Licensing practice test fees
- Student liability insurance
- Assessment testing

- Background testing
- Travel for Practicum and Training
- Field Practicum software

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

## 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 Generalist Practice course (SOCW 830 or SOCW 835) or the accompanying Specialized Practice course (SOCW 880 or SOCW 885). It takes a coordinated plan between the Department of Social Work, practicum agencies, 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 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 SOCW 830 in the Fall semester or SOCW 835 in the Spring semester for Generalist year and SOCW 880 in the Fall semester or SOCW 885 in the Spring semester for students in the Specialized year.

**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 MSW 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 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 MSW 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 the social work competencies and behaviors. The social work practicum is a field experience to apply and synthesize social work knowledge, skills, cognitive and affective processes in a real-world environment. Students in the generalist year must complete a minimum of 400 hours over two semesters. Generalist students should strive to complete at least 12 hours per week and must continue the field placement through week 15 of that academic semester (this date will be noted in the practicum syllabus). Students in the specialist year of practicum must complete a total of 500 hours over two semesters. Specialist students should strive to complete at least 16 hours per week and 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 to be eligible to enter the Social Work Field Practicum.

### **ADMISSION REQUIREMENTS FOR GENERALIST FIELD PRACTICUM (SOCW 840 & 845)**

1. Enrolled in concurrent practice class by semester
  - a. Enrolled in SOCW 830 Fall semester
  - b. Enrolled in SOCW 835 Spring semester
2. Acceptance to an approved field practicum agency, no later than June 30th
3. Proof of student professional liability insurance (Purchased by the Social Work Department)
4. A grade of “C” or higher in each social work course
5. Maintain a 3.0 GPA
6. Completed background check

## ADMISSION REQUIREMENTS FOR SPECIALIZED FIELD PRACTICUM (SOCW 890 & 895)

1. Successfully completed SOCW 850 & SOCW 855 with a grade of “C” or higher
2. Enrolled in concurrent practice class by semester
  - a. Enrolled in SOCW 880 Fall semester
  - b. Enrolled in SOCW 885 Spring semester
3. Acceptance to an approved field practicum agency, no later than June 30th
4. Proof of student professional liability insurance (Purchased by the Social Work Department)
5. A grade of “C” or higher in all social work courses
6. Maintain a 3.0 GPA
7. Completed background check

## STUDENT PLACEMENT POLICY AND PROCEDURES

### POLICY

It is essential that the MSW 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** upon their formal acceptance for admission into the MSW program. This form allows students to identify up to three preferred populations listed by priority, specific agencies if any, and 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 will 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 have 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 works 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 Fall 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 mandatory Field Education Orientation.
5. Field Instructors must complete 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 Liaison, 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 a minimum of twice, each semester, during the placement, either in person or via virtual technology such as Zoom or Skype for Business. 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 competencies.

## **PROCEDURES**

The Field Liaisons visits the field placement site on two occasions each semester and they are facilitated either face-to-face or virtually using technologies such as Zoom, Skype for Business, etc. The first of these visits occurs within three –four weeks of the semester start with the last site visit occurring within three –four weeks of 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 course 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 practice course instructor offers written feedback on these assignments and is available for additional consultation through virtual technology such as Zoom and Skype for Business, 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.

## **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 MSW Field Liaison must visit the placement in person or through virtual technology a minimum of twice each semester during the placement. Students are expected to maintain effective communication with the MSW 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.

## **TRANSFER OF STUDENTS FROM ONE PRACTICUM SETTING TO ANOTHER**

### **POLICY**

A request to change a student from one practicum setting to another may be initiated by:

- The Field Director
- The Practicum Student
- The Field Instructor
- The Field Supervisor
- The Field Liaison

### **PROCEDURES**

1. All requests for a disruption of a student practicum placement must be referred to the Field Director or an approved member of the Field Education team for disposition.
2. The Field Director or an approved member of the Field Education team will meet with the student, the Field Instructor, the Field Supervisor (if applicable) and the director of the agency to reach a consensual agreement regarding any change.
3. If the above parties are unable to agree on a decision, then the Field Director, the MSW Program Director, and the director of the agency will meet to resolve the matter. The student may or may not be included at this point.
4. If a consensual decision is reached in favor of disrupting the student's practicum, the Field Director or an approved member of the Field Education team will assume responsibility for making a transfer to another agency in a timely manner.
5. If the decision is made not to disrupt the student's practicum, the Field Director or an approved member of the Field Education team will continue to monitor the situation with the practicum student, and the Field Instructor. The MSW Program Director will be kept apprised of the situation.

## **STUDENT SAFETY POLICY AND PROCEDURES**

Throughout the social work core MSW curriculum, students are taught specific information about maintaining safety as a professional. This includes knowledge of potential safety risks and personal hazards in working with various practice settings and populations. In addition, students learn the importance of self-knowledge and self-care in maintaining wellbeing across their professional careers.

### **POLICY**

The MSW Program partners with students, agencies, and field instructors, to ensure physical, mental, and emotional safety of students while in the field experience. Students will adhere to the agency policy for safety procedures. Students will follow their individualized safety plan



developed in conjunction with the Field Instructor or Field Supervisor (if applicable). Students are supported to make decisions which always maintain their safety, and they 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 or Field Supervisor (if applicable). If the situation is not resolved satisfactorily, the student or the Field Instructor should consult their Field Liaison and the MSW Field Director.

## **PROCEDURES**

In the first several weeks of the practicum, students work with their Field Instructor or Field Supervisor (if applicable), to develop a personalized safety plan as a structured assignment for SOCW 830 in the Generalist Year, and SOCW 880 in the Specialized Year. Practicum students are prepared for generalized safety practices in the mandatory student field practicum orientation. Best practices for safety with regards to physical, emotional, and cognitive practices are explored and discussed in-depth during mandatory student field education orientation.

### **SAFETY PLAN ASSIGNMENT**

This assignment utilizes these foundations to help endure personal safety and wellbeing in the practicum.

Create a detailed personal plan for safety and wellbeing during the practicum. This is more than a best practices document, rather it is a personalized plan written to address the specific issues you will likely face in your practicum. You should identify potential safety hazards and personal risks based on the type of work you are doing at your practicum agency, on the client population with whom you will be interacting, and on your own personal experiences and traits. You are required to discuss the development of this plan with your Field Instructor or Field Supervisor (if applicable) during your supervision. Examine your environment for potential external hazards (such as client violence, possible accidents, clients' use of substances which might impact the workers' recovery plan, etc.), and discuss these with regards to their danger and likelihood. Identify any internal hazards that are unique to you (such as poor self-care habits, difficulty saying "no," current life stressors, etc.) and discuss these in detail with your Field Instructor or Field Supervisor (if applicable).

This safety plan draws upon agency policies, previous coursework on safety, Field Instructor knowledge, and evidence-based safety interventions. The plan should be specific and actionable. Include both things that you should be doing as well as things you should not be doing. Think of this not only as a safety plan but also a plan to safeguard your self-care throughout the practicum. Put some time and effort into this assignment.

Your ability to help others is contingent on your ability to manage your own safety and wellbeing.

The plan is submitted for feedback and approval from the Instructor within the first 4 weeks of the Fall semester. If this plan is not completed, and approved by the due date, students will be penalized one letter grade in the practicum course, and suspension of their field experience until the safety plan is completed and approved.

## **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. In addition, training is provided in the FHSU Specialized Field Practicum Placement Assessment Instrument (SFPPAI) created by the FHSU Social Work Department to measure proficiency in the 9 CSWE competencies and 29 professional behaviors developed by the FHSU Social Work Department for the student learning agreement. This instrument will be used with students in the specialized year of education and field practicum. The SFPPAI 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 four times during the practicum placement.

The first formal assessment is completion of the FPPAI (Generalist Year) or SFPPAI (Specialized Year) at mid-term during the first semester of field education 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 each semester and is used for establishing a grade for that Field Education experience. The final assessment in the Fall field education experience allows for identifying levels of competence for students and then is used to develop student specific plans for intentional work on areas where students lack competence. This plan is used in the Spring semester to help students target activities and opportunities that assist them in becoming proficient in those competencies and behaviors where they need further development as identified by the FPPAI or SFPPAI.

### **Criteria:**

The FPPAI and SFPPAI have a Liker 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 matrix:

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.	<b><u>Mastered:</u></b> "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.	<b><u>Superior:</u></b> "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.	<b><u>Competent:</u></b> "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.	<b><u>Inadequate:</u></b> "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.	<b><u>Lacking:</u></b> "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.

## **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. The 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**

Criteria for an agency to serve as a field practicum agency includes, but is 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 existing 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 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 to maintain a listing of agencies that have been approved to offer student practicum experiences.

## **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 includes, but is 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 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 an MSW degree from a CSWE accredited social work program with at least two years post-graduation 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 Fall 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 an MSW 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 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 assure 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 for approving 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 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' resume 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. Assures all paperwork is signed and in order.
12. Provides a FHSU MSW Student Handbook to the Field Instructors.
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 assure that students are meeting assignment requirements and that the assignments are related to practicum experiences.
18. Confers with agency Field Instructor whenever student performances fall below the expectations of a practicum experience or if 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 Student**

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 Liaison 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 or an approved member of the Field Education team regarding any technical or educational problems which 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. Maintain a daily record of time spent in agency including dates and times in the software-based practicum program.
10. Work with the Field Director or an approved member of the Field Education team to evaluate the practicum setting.
11. Participate in the evaluation process by evaluating the Faculty Liaison, Field Director, and the Field Instructor in the software-based practicum program.
12. Do not criticize agency policy, procedures, or personnel without clearly understanding each and make all criticism constructive.
13. 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.
14. Learn to identify with the profession and comply with NASW Code of Ethics and Kansas Behavioral Sciences Regulatory Board's "Unprofessional Conduct" (KAR 102-2-7).
15. Adhere to and comply with the FHSU Student Code of Conduct.

### **Responsibilities of the Field Instructor**

1. Interviews with potential practicum students
2. Provides an orientation for a student regarding:
  - a. Purpose, function, policies, and procedure of the agency
  - b. Source of funds
  - c. Clientele served
  - d. Geographic area covered
  - e. Specific activities carried out
  - f. Agency's personnel policies and regulations
  - g. Worker safety and self-care
  - h. Relation of the agency to community and other agencies
  - i. Expectations of a student as an agency representative and as a field practicum student
3. Responsibilities of the practicum instructor for providing a student guidance, support, and structured activities
4. Integrates a student into the total staff as soon as possible.
5. Assists a student in preparing learning activities and expected outcomes as listed in the

Student Learning Agreement (SLA).

6. Provides a minimum of one hour of weekly supervision and ongoing instruction to enable a student to achieve learning objectives more effectively.
7. Guides a student's personal and professional growth and deals with learning and performance problems the student encounters.
8. Provides a student with opportunities to attend staff meetings, conferences, training, and professional meetings.
9. Assigns cases and other practice experiences designed to enable a student to engage in basic elements of social work practice appropriate for the student's current track (generalist or specialized) through direct involvement in agency services.
10. 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.
11. Assigns a student social work practice types of tasks or cases as soon as possible consistent with the student's current track (generalist or specialized).
12. Assures a variety of ethnic and special population contacts in assignments of direct services.
13. Challenge student through increasing the complexity of a student's assignments as the student develops.
14. Helps a student integrate knowledge, theory and understanding of master level social work practice.
15. Engages a student in self-evaluation through discussion of strengths and challenges evidenced within the learning/performing setting of the agency as an ongoing process and part of the weekly supervision discussion.
16. Completes formal written evaluations of a student's performance utilizing the FPPAI (Generalist) or SFPPAI (Specialized) at mid- semester and near the end of the semester in both the Fall and Spring semesters and discusses each evaluation with the student.
17. Contacts 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.
18. Allocates time for any necessary formal conferences with the Field Director or an approved member of the Field Education team.
19. 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 an MSW 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 evaluation of the student's performance and competence.

**Field Supervisor**

The primary responsibility of the Field Supervisor is to assure the student is complying with agency processes and procedures as well as providing daily supervision and oversight. Usually, the Field Instructor is also serving 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.

**Instructors of the Social Work Practice classes**

The social work practice courses are a companion to the field practicum. In these courses, 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 instructors of the social work practice courses are expected to work closely with students, Field Liaisons, and the Field Director to ensure students are progressing toward competency and are engaged in a robust learning experience. Select assignments from these courses are integrated into the Student Learning Agreement as an activity that must be at least partially completed in the practicum setting.

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

**POLICY**

The Field Director or an approved member of the Field Education team 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 opportunity to practice in 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 or an approved member of the Field Education team 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 or an approved member of the Field Education team have 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. Additionally, students complete assignments related to the competencies and present these in the corresponding practice class. This provides the instructor of the course 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.

## **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 June 1, preceding the practicum experience beginning in that upcoming August. 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 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., 12 hours per week in the generalist year or 16 hours per week in the specialized year for the pre-requisite number of weeks.
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 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 June 1, prior to the practicum beginning in August, it is considered a paid practicum and the student may count most or all 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 (12 hours per week in the generalist year or 16 hours per week in the specialized year), they must nevertheless continue the field placement for the pre-requisite number of weeks (15 weeks each semester).
5. The paid practicum involves an additional written agreement signed by 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 or an approved member of the Field Education team is responsible for getting in place.

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

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

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

All Field Practicum placements require a **Field Practicum Agreement between Fort Hays State University and 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.

## QUICK FACTS ABOUT FIELD PRACTICUM

### Start date and end date of practicum

The Field Practicum is your class, SOCW 840, SOCW 845, SOCW 890, or SOCW 895. You may begin your practicum (accruing hours) on the *first day of class in the Fall semester*. You are expected to finish your practicum *no earlier* than the week 15; however, students can remain in practicum through the final's week (see Academic Calendar and/or syllabus for specific date each semester). Exceptions:

- If there is a compelling reason that causes the student to desire beginning practicum earlier than the semester classes begin or end earlier than semester classes end, submit your request in writing (a formal letter) to the Field Director or an approved member of the Field Education team. Be specific on the reasons and the proposed new dates. It is the discretion of the Field Director to approve or deny the requested modification.
- Your practicum agency may have required trainings or other activity that is necessary to complete prior to beginning your practicum. In order to count those hours toward practicum, the student must submit a letter of request and documentation of the training to the Field Director or an approved member of the Field Education team. If approved, the hours are documented in the web-based Sonia Field Education Portal Timesheet.

### What Counts and Doesn't Count for Practicum Hours

All students must complete the required hours of practicum activity. The schedule can be flexible (days, evenings, weekends) as long as students are able to meet the minimum number of required hours. This means that students should plan to be present at the agency (or working within the community per practicum activity) for a minimum of 12 hours per week for the generalist year practicum for a minimum of 400 hours, and a minimum of 16 hours per week in the specialized year for a minimum of 500 hours. In order to meet the specified number of total hours, students must average more than the minimum number of hours each week over the course of the year.

Any activity that is directly assigned from 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 clients 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 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.

Concurrent Practice Classes (SOCW 830, SOCW 835, SOCW 880, SOCW 890) require a number of assignments that are directly related to your practicum. You may count the time you spend completing these assignments if all the following criteria is met:

- you record the activity in your Weekly Hours Log
- 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 12 hours per week in the generalist year or 16 hours per week in the specialized year at the agency
- you show the work completed each time the Field Instructor is asked to approve this work
- you show the completed assignment to your Field Instructor
- 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 credential and title for you as a FHSU Social Work student is 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. No other titles are acceptable.

### **COMPLETION OF FIELD PRACTICUM**

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 following items: **SWEAP Field Placement Assessment Instrument (FPPAI)** in the Generalist Year **or the Specialized Field Placement Assessment Instrument (SFPPAI)** in the Specialized Year, SLA, two completed site visits in each semester and a grade recommendation from your Field Instructor.

The student has a responsibility to submit all required documentation and concurrent practice class assignments. The concurrent practice class assignments are all assignments required for

SOCW 830, SOCW 835, SOCW 880, or SOCW 885 depending upon which course you are enrolled in during the specific practicum.

**CAUTION:** If ANY documents are missing OR are incomplete, you risk failing the Field Practicum.

### **Required Documentation for completion of SOCW Field Practicum**

#### **1. Student Learning Agreement (SLA):**

- 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.

2. The two documents, below, are assignments for your practicum. The student will locate the Foundation Curriculum Assessment Instrument/Specialized Curriculum Assessment Instrument (FCAI/SCAI) in your blackboard practicum shell. The FPPAI or SFPPAI will be completed through the Sonia portal, except for the last FPPAI or SFPPAI which will be completed through a link that is emailed to Field Instructors the last 2-3 weeks of the practicum in the spring semester. Failure to complete these documents by the due date will result in the loss of at least one letter grade. Failure to complete the document(s) altogether will result in failure of the practicum.

- Foundation Curriculum Assessment Instrument (FCAI) in the Generalist year (located in blackboard)
- Field Practicum Placement Assessment Instrument (FPPAI) in the Generalist year (Mid-term and Final) (located in Sonia)

OR

- Specialized Curriculum Assessment Instrument (SCAI) in the Specialized year (located in blackboard)
- Specialized Field Practicum Placement Assessment Instrument (SFPPAI) in the Specialized year (Mid-term and Final) (located in Sonia)

### **SOCW 840 & SOCW 845 Final Grading Scale**

The Field Liaisons in coordination with the Field Director issues the final grade for SOCW 840 Generalist Social Work Field Practicum I and SOCW 845 Generalist Social Work Field Practicum II. The final grade is influenced by the following items: **SWEAP Field Placement Assessment Instrument (FPPAI)** in the Generalist Year **or the Specialized Field Placement**



**Assessment Instrument (SFPPAI)** in the Specialized Year, SLA, two site visits per semester, and a grade recommendation from your Field Instructor.

*The Field Director and Field Liaisons reserve the authority to consider other factors in addition to the score of the above items in granting the final grade.*

### **Grading Scale:**

**Generalist Year Practicum Letter Grade generally is determined as follows:**

A 90-100 points (90% to 100%)

B 80-89 points (80% - 89%)

C 70-79 points (70% - 79%)

*Below 70% is failure for the Field Practicum class.*

### **SOCW 890 & SOCW 895 Final Grading Scale**

The Field Liaisons in coordination with the Field Director issue the final grade for SOCW 890 Advanced Clinical Social Work Field Practicum I and SOCW 895 Advanced Clinical Social Work Field Practicum II. The final grade is influenced by the following items: **SWEAP Field Placement Assessment Instrument (FPPAI)** in the Generalist Year **or the Specialized Field Placement Assessment Instrument (SFPPAI)** in the Specialized Year, SLA, two site visits per semester and a grade recommendation from your Field Instructor.

*The Field Director and Field Liaisons reserve the authority to consider other factors in addition to the score of the above items in granting the final grade.*

**Specialized Year Practicum Letter Grade generally is determined as follows:**

A 90-100 points (90% to 100%)

B 80-89 points (80% - 89%)

C 70-79 points (70% - 79%)

*Below 70% is failure for the Field Practicum class.*

## **MSW STUDENT ACTIVITIES AND AWARDS**

### **SOCIAL WORK CLUB**

Faculty support and encourage all graduate students in matters concerning academic and student affairs within the program. Pre-social work majors, Bachelor's social work majors, and MSW students 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.

A Graduate 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.
- Student has no pending INCOMPLETE grades in any course at the time of the application.
- Achieved an overall grade point average of 3.50.
- Completed one service project within the community and submitted a written explanation of what you learned completing this service project.
- Attended at minimum, 2 Phi Alpha meetings.
- Has paid membership to the Epsilon Omicron Chapter of Phi Alpha Honor Society

## **MSW PROGRAM**

### **SHARED GOVERNANCE POLICY AND PROCEDURES**

#### **POLICY**

Students are insured participation in the governance of Fort Hays State University, the Graduate School, 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 Graduate School and 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 the MSW Advisory Committee. Typically this committee appointments is made at the beginning of the academic year and is for a one or two-year term.

Social Work faculty welcome one to three graduate students to participate in faculty meetings to assist with decision making and policy development. Students may self-nominate to fill these positions but are often approached by either the MSW Program Director, the Chair or another faculty member and asked to serve. The student participants in the faculty meeting may propose policy/procedural changes, provide input to the faculty as a whole, and assist with information sharing with the student body. Each student who is a member of the bimonthly faculty meetings is sent the same materials and the same invitation to the meeting that faculty members receive. Lastly, student input into the curriculum is also accomplished through continuing evaluations of courses, advisors, and programs.

## **OUTSTANDING GRADUATE STUDENT RESEARCH AND CREATIVE ACTIVITY AWARD**

### **DESCRIPTION**

This award is given to recognize and encourage excellence in research and creative activity by graduate students. Students, faculty, and staff are encouraged to nominate outstanding graduate students for this award.

## **ELIGIBILITY**

Nominees must be FHSU graduate students who were enrolled at the time of their nomination or are currently enrolled in a FHSU graduate program, have a program of study on file with the Graduate School and completed their research or creative work through their FHSU graduate program.

## **NOMINATION PROCESS**

- A letter, signed by the nominator, which includes the nominee's name, unit, college, degree program, and progress toward degree. The nomination letter should describe in detail the quality, significance and extent of the research or creative activity; and the methods by which it was communicated to appropriate audiences in the form of presentations, performances, exhibitions, recitals or publications. The letter should not exceed two pages. Only one nomination letter will be accepted. The nomination letter must be clearly identified as a nomination letter.
- A brief (1 page) personal statement from the nominee outlining their accomplishments while a student at Fort Hays State University.
- A curriculum vita that clearly lists the nominees' publications, patents, performances and/or exhibits, participation in academic and professional organizations, and recognitions and awards etc.
- Reprints, preprints, reviews, or other documentation may be included provided that the information is restricted to the work on which the nomination is based. The nomination packet is limited to a single manuscript or supporting creative work.
- Two additional letters of support which demonstrate how the candidate's research or creative activity will impact their field. The support letters must be clearly marked "letter of support" rather than a nomination letter.

## **SELECTION CRITERIA**

The faculty review committee will consider both the methodological and substantive aspects of the report, including the:

- Importance/impact of the subject;
- Originality/creativity of the work;
- Quality of the scholarship;
- Potential for publishing;
- Organization of the presentation;
- Quality of the writing; and
- Other appropriate factors that denote excellence.

Individuals writing letters of support should be encouraged to keep these criteria in mind.

## 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 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 and MSW students who are currently in 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 April 2026.

## **OUTSTANDING GRADUATE ADVISER AWARD**

The Outstanding Graduate Adviser Award is given to one who has demonstrated qualities associated with outstanding academic advising of graduate students at Fort Hays State University. Graduate advisers provide an invaluable service to the university and its community of students, on-campus and on-line. One award is presented annually. Nominees are not required to have served a minimum number of years, but the selection committee may consider length of term in choosing the award recipient. Nominations are restricted to graduate advisers currently serving.

### **ELIGIBILITY**

Criteria for the award includes the nominee's:

- Availability/accessibility to graduate students and sensitivity to their needs.
- Record of preventing as well as resolving problems.
- Contribution to the professional and academic development of graduate students.
- Ability to work effectively with faculty and other administrators on issues pertaining to graduate education.

### **NOMINATIONS**

Nominations may be initiated by a graduate student in their final semester, department chair or program director.

To complete the online application, collect the following:

- A letter of nomination from the nominator briefly describing why this individual is being nominated.
- A minimum of three letters of support (includes the nomination letter). If nominated by a chair or program director, there must be at least one letter from a current student. Letters of support should focus on the nominee's contributions in his or her role as graduate adviser as

opposed to other administrative or faculty roles. Dates of service as a graduate adviser.

## **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 finalist 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 out the reasons you nominated this student as being outstanding. You may include any student involvement, relevant clinical/work experiences, research presentations, or any other involvements 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.

**APPENDIX A**  
**NON-PAID FIELD PRACTICUM AGREEMENT BETWEEN**  
**FORT HAYS STATE UNIVERSITY**  
**MSW 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 MSW 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 be 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. 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 appropriate uniform with name pin when on the clinical unit;
- d. reporting promptly to the agency on time for clinical experience or any necessary absence when expected on the clinical area;
- e. to provide for the student's 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), Champus or other federally-funded health care program rules and regulations.

6. To initiate telephone and personal conferences between 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 participate ~~in~~ 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 agency representatives believe is

pertinent.

9. The FHSU MSW 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](mailto:swfield@fhsu.edu)

### **Responsibilities of the Agency:**

1. To assign the student to a licensed Master of Social Work who is a graduate of an accredited MSW 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 as 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 later 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 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 outline 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 but this limited purpose.

6. All FHSU students participating in programs under the terms of this are not considered, by either party, as employees of either FHSU and the agency, except as outline further in this paragraph. All FHSU MSW 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 but this limited purpose.
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 MSW Program and the agency's personnel when placing students.
8. This agreement shall become 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.

# APPENDIX F

## GENERALIST STUDENT LEARNING AGREEMENT

### Fort Hays State University



### MSW Generalist 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)

<b>COMPETENCY #1: Demonstrate Ethical and Professional Behavior</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b><i>COMPETENCY #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b><i>Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			



<b><i>Competency #4: Engage in Practice-informed Research and Research-informed Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b><i>COMPETENCY #5: Engage in Policy Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b>COMPETENCY #6: Engage with Individuals, Families, and Groups</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b>COMPETENCY #7: Assess Individuals, Families, and Groups and Communities</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
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.			

<b>COMPETENCY #8: Intervene with Individuals, Families, and Groups</b>	<b>Activities</b>	<b>Com plet ed Fall</b>	<b>Com plet ed Spring</b>
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.			

<b>COMPETENCY #9: Evaluate Practice with Individuals, Families, and Groups</b>	<b>Activities</b>	<b>Com plet ed Fall</b>	<b>Com plet ed Spring</b>
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.			

	<b>Student Comments</b>	<b>Field Instructor Comments</b>	<b>Field Liaison Comments</b>
<b>Fall Midterm Review</b>			
<b>Fall Final Review</b>			
<b>Spring Midterm Review</b>			
<b>Spring Final Review</b>			

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

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

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 \_\_\_\_\_ and continue in effect until the end of

The academic semester \_\_\_\_\_.

### **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.

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Agency Representative

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FHSU Representative

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Date

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Date

*End of Employment-Based practicum Agreement*

## APPENDIX C

### PAID FIELD PRACTICUM AGREEMENT BETWEEN THE FORT HAYS STATE UNIVERISTY MSW PROGRAM

And

\_\_\_\_\_  
Agency

This agreement is executed on \_\_\_\_\_, between the Fort Hays State University's (FHSU) MSW 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 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. 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 MSW 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 MSW PROGRAM**

1. The MSW Program will maintain appropriate accreditation of its academic program.
2. The MSW 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 MSW Program will assign only those students who have satisfactorily completed the portions of curriculum that are a prerequisite to Program completion.
3. The MSW Program will provide relevant background information on students as requested by the Facility to the extent permitted by law.
4. The MSW Program will be responsible for the final grading of the students.
5. The MSW 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. 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 MSW 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 MSW 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  
*End of Paid Practicum Agreement*

\_\_\_\_\_  
Date

**APPENDIX D**  
**INITIAL PRACTICUM CONTACT**  
**FHSU MSW Program**

**Type your information into this document, save as a word document in this format:**  
**(Last Name, First Name, Initial Practicum Contact Form, 2023-2025)**  
**and email it to: Field Office, [swfield@fhsu.edu](mailto:swfield@fhsu.edu)**

**Student Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**MSW Program Track:** ☐ Regular ☐ Advanced

**Preferred Client Population(s):** Please list 3 populations in the order of your preference to work with i.e. child welfare, geriatric, addiction, mental health, etc.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Identify the community where you plan to complete your practicum**

Town/City: \_\_\_\_\_

State: \_\_\_\_\_

**If you have a preferred agencies in mind, please list them here along with contact information if you have the contact information available:**

**Agency Name(s):** List up to 3 agencies so that you have options

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Agency Contact Information (If pertinent and available):**

Primary Contact Name & Position: \_\_\_\_\_

Primary Contact Email: \_\_\_\_\_

Primary Contact Phone: \_\_\_\_\_

**Please share additional information you believe is necessary for me to understand the type of practicum placement you are looking for:**

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**APPENDIX E**  
**MSW STUDENT AGENCY INFORMATION FORM**  
**2025-2026**

Type your information into this document, save as a word document in this format: (Last Name, First Name, 2025-2026) and email it to: Field Office, [swfield@fhsu.edu](mailto:swfield@fhsu.edu)

**Student Name:** \_\_\_\_\_  
**Student Email:** \_\_\_\_\_  
**Student Phone:** \_\_\_\_\_

**MSW Year (mark by clicking in the box):**    ☐ Regular   ☐ Advanced

**Practicum Type (Mark One with an X):**

**Employment-Based:**            ☐ Yes

**Paid:**                            ☐ Yes

**Regular:**                        ☐ Yes

**Agency offered a practicum:**    ☐ Yes            ☐ No

**Student Accepted practicum:**    ☐ Yes            ☐ No

**Field Practicum Agency Name:** \_\_\_\_\_

**Primary contact Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Field Practicum Instructor Name:** \_\_\_\_\_

**Credentials:**    ☐ MSW            ☐ LMSW            ☐ LSCSW / LCSW

**Agency Position:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Field Practicum Supervisor Name:** \_\_\_\_\_

(Typically, only different when Field Instructor is Off-Site)

**Credentials:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Other important information for Practicum Director to know:**

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## APPENDIX G

### ADVANCED STUDENT LEARNING AGREEMENT

#### Fort Hays State University



#### MSW Advanced 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)

<b>COMPETENCY #1: Demonstrate Ethical and Professional Behavior</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical 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.			
Clinical social worker will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
Clinical social worker will demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.			
Clinical social worker will use technology ethically and appropriately to facilitate practice outcomes.			
Clinical social worker will use supervision and consultation to guide professional judgment and behavior.			

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

<b><i>Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical social worker will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.			
Clinical 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.			

<b><i>Competency #4: Engage in Practice-informed Research and Research-informed Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical social worker will apply research findings to inform and improve practice, policy, and programs.			
Clinical 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.			

<b><i>COMPETENCY #5: Engage in Policy Practice</i></b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical 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.			
Clinical social worker will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			

<b>COMPETENCY #6: Engage with Individuals, Families, and Groups</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical 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.			
Clinical social worker will use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			

<b>COMPETENCY #7: Assess Individuals, Families, and Groups and Communities</b>	<b>Activities</b>	<b>Completed Fall</b>	<b>Completed Spring</b>
Clinical 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			
Clinical 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.			



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

<b>COMPETENCY #9: Evaluate Practice with Individuals, Families, and Groups</b>	<b>Activities</b>	<b>Com plet ed Fall</b>	<b>Com pleted Spring</b>
Clinical social worker will select and use culturally responsive methods for evaluation of outcomes.			
Clinical social worker will critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			

### Comment Section

	<b>Student Comments</b>	<b>Field Instructor Comments</b>	<b>Field Liaison Comments</b>
<b>Fall Midterm Review</b>			
<b>Fall Final Review</b>			
<b>Spring Midterm Review</b>			
<b>Spring Final Review</b>			

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

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

**APPENDIX H**  
**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.

Field Office  
[swfield@fhsu.edu](mailto:swfield@fhsu.edu)  
Fort Hays State University  
Social Work Office  
Albertson Hall 168  
600 Park Street  
Hays, Ks 67601

**APPENDIX I**  
**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.

Field Office  
[swfield@fhsu.edu](mailto:swfield@fhsu.edu)  
Fort Hays State University  
Social Work Office  
Albertson Hall 168  
600 Park Street  
Hays, Ks 67601



**FORT HAYS STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**

*Forward thinking. World ready.*

**Appendix J**  
**Contract for Incomplete**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Course No. and Title: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Semester: \_\_\_\_\_

Reason student is unable to complete the course: \_\_\_\_\_

\_\_\_\_\_

Student must complete the assignments below by \_\_\_\_\_

(Due date)

Assignments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

# APPENDIX K

## Generalist Student

### Field Practicum Placement Assessment Instrument (FPPAI)



## SOCIAL WORK

### 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><b>Field Instructor:</b> Rate your intern in comparison to a beginning-level generalist social worker.</p> <p><b>Mid-term Rating:</b> Record your rating in the <b>blue</b> column in each table. Please also provide comments in the <b>blue</b> 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 <b><u>Save Draft</u></b> button at the bottom of the form under the <b>purple heading</b> "FPPAI Student Assessment Submit" periodically to save your work.</p> <p>Click the <b><u>Field Instructor Submit</u></b> button at the bottom of the form to forward the form to your student.</p>
<p><b>Student:</b> Review your evaluation, and click the <b><u>Student Mid-term Submit</u></b> button at the bottom of the form.</p>

Rating Scale

Scale	Rating Description		
5	<b>Mastered Performance</b>	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	<b>Superior Performance</b>	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "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	<b>Competent Performance</b>	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "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	<b>Inadequate Performance</b>	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "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	<b>Lacking Performance</b>	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "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></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 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></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 #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><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></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><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></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><div>4</div><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><div>2</div><div><div><div></div><div></div><div></div><div></div><div></div></div><div>1</div></div></div></div></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><div>4</div><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><div>2</div><div><div><div></div><div></div><div></div><div></div><div></div></div><div>1</div></div></div></div></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></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 uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<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 #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.	5    4 3    2 1
Social worker critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	5    4 3    2 1

**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
Fall Midterm Review			
Fall Final Review			
Spring Midterm Review			
Spring Final Review			

Has not been actioned

Has not been actioned

Has not been actioned



## APPENDIX L

### MSW Advanced Student Specialized Field Practicum Placement Assessment Instrument (SFPPAI)



## SOCIAL WORK

### Placement Information

Student Name	Agency Name	Field Instructor Name	Field Liaison Name

Fort Hays State University Social Work Program uses the Specialized Field Practicum Placement Assessment Instrument (SFPPAI) 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 SFPPAI 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 SFPPAI 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 "SFPPAI Student Assessment Save & Submit Buttons" and clicking "save draft." Once all

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

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><b>Field Instructor:</b> Rate your intern in comparison to a beginning-level generalist social worker.</p> <p><b>Mid-term Rating:</b> Record your rating in the <b>blue</b> column in each table. Please also provide comments in the <b>blue</b> 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 <b><u>Save Draft</u></b> button at the bottom of the form under the <b>purple heading</b> "SFPPAI Student Assessment Submit" periodically to save your work.</p> <p>Click the <b><u>Field Instructor Submit</u></b> button at the bottom of the form to forward the form to your student.</p>
<p><b>Student:</b> Review your evaluation, and click the <b><u>Student Mid-term Submit</u></b> button at the bottom of the form.</p>

Rating Scale

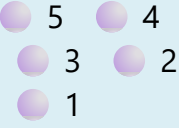
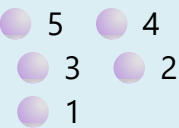
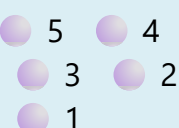
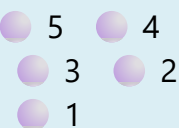
Scale	Rating Description		
5	<b>Mastered Performance</b>	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	<b>Superior Performance</b>	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "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	<b>Competent Performance</b>	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "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	<b>Inadequate Performance</b>	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "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	<b>Lacking Performance</b>	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "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

Clinical 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. Clinical 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. Clinical 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. Clinical social workers understand how their evolving worldview, personal experience, and affective reactions influence their professional judgment and behavior. Clinical social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Clinical 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. Clinical social workers understand the role of other professionals when engaged in interprofessional practice. Clinical social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Clinical 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
Clinical 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.	
Clinical social worker demonstrates professional behavior; appearance; and oral, written, and electronic communication.	
Clinical social worker uses technology ethically and appropriately to facilitate practice outcomes.	
Clinical social worker uses supervision and consultation to guide professional judgment and behavior.	

### 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

Clinical social workers understand that every person regardless of position in society has fundamental human rights. Clinical 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. Clinical 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. Clinical 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
Clinical 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>
Clinical 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

Clinical 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. Clinical social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Clinical 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. Clinical 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. Clinical social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical 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
Clinical 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></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>
Clinical 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></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 #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

Clinical social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Clinical social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Clinical social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Clinical social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Clinical social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Clinical social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Clinical social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Clinical social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Clinical 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
Clinical social worker applies research findings to inform and improve practice, policy, and programs.	<div><div><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></div></div>
Clinical 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><div>● 5</div><div>● 3</div><div>● 1</div></div><div><div>● 4</div><div>● 2</div></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

Clinical 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. Clinical social workers recognize the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Clinical 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. Clinical social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Clinical 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
Clinical 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>
Clinical 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

Clinical 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. Clinical social workers value the importance of human relationships. Clinical 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. Clinical 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. Clinical 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
Clinical 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></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>
Clinical social worker uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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>

**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**

Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Clinical 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. Clinical social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical 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
Clinical 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>
Clinical 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**

Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Clinical 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. Clinical social workers understand methods of identifying, analyzing and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Clinical 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
Clinical 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
Clinical 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

Clinical 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. Clinical social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Clinical 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. Clinical 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
Clinical social worker selects and uses culturally responsive methods for evaluation of outcomes.	5    4 3    2 1
Clinical social worker critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	5    4 3    2 1

**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.**

SFPPAI Assessment Save & Submit Buttons

Has not been actioned

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

Has not been actioned

Has not been actioned

Has not been actioned

## **APPENDIX M**

### **RESOURCES AND REFERENCES**

FHSU SOCIAL WORK HOME PAGE:

[www.fhsu.edu/socialwork/](http://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>