

FORT HAYS STATE UNIVERSITY HAYS, KANSAS

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Hays, Kansas 67601



MASTERS OF SOCIAL WORK PROGRAM STUDENT HANDBOOK 2026-2027

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Dear MSW Student,

Welcome to the Master of Social Work (MSW) Program at Fort Hays State University! Whether you are taking your first steps into graduate education or returning to continue your journey, we are thrilled to have you as part of our academic community.

Social work is a dynamic, transformative field dedicated to social justice, advocacy, and service to diverse individuals and communities. As an MSW student at Fort Hays State University, you are taking a pivotal step toward developing the advanced competencies, practical skill sets, and ethical frameworks needed to make a meaningful impact in the profession.

This MSW Student Handbook is designed to be your primary reference throughout your time in the program. It outlines crucial academic and professional guidelines, including:

- Program Policies and Procedures: Academic expectations, degree requirements, student rights, and governance standards.
- Field Practicum Guidelines: Rules, expectations, performance standards, and procedures for your field placement experience.

We strongly encourage every student—both new and returning—to thoroughly read and familiarize themselves with the contents of this handbook. Understanding these policies and procedures early on will help ensure a smooth, successful, and empowering educational journey.

We look forward to supporting your growth as you pursue your degree and prepare for advanced social work practice. Wishing you an inspiring and productive academic year!

Warm regards,

Octavio Ramirez

Octavio Ramirez, PhD., LSCSW
Professor and MSW Program Director

PROFESSIONAL SOCIAL WORK

WHAT WE DO

Clinical social workers are professionals who have many different roles. They assist people who need help coping with complex interpersonal and social problems and in obtaining the resources they need to live with dignity. Clinical social workers provide services to people of any age, income level, race, ethnicity, gender, religion, or 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 Veteran's Administration
- Nursing Homes
- Welfare Agencies
- Business and Industry
- Drug and Alcohol Treatment Centers
- Residential Treatment Services
- Community Organizations

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

HOW WE WORK

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

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 and MSW programs 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, and respond with compassion, using critical thinking skills and evidence-based practice, and respecting 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” for social work education, research, and support for 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, use critical thinking skills and evidence-based practice, and respect 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 for maintaining professional educational programming, the Council on Social Work Education has established a systematic examination of social work educational programs that utilizes the 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 profession's value base and ethical standards, as well as relevant policies, laws, and regulations that may affect 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 and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves, both professionally and personally, recognizing that self-care is paramount to competent and ethical social work practice. Social workers understand and critique the profession's history, mission, roles, and responsibilities, and recognize the historical and current contexts that shape 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 its ethical use in social work practice.

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 Fairness

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 differences that result in partiality within our society. Social workers critically evaluate the distribution of resources in order to promote fairness by reducing inequality and ensuring dignity and respect for all. Social workers advocate for and implement strategies to eliminate barriers, ensuring that social resources, rights, and responsibilities are distributed equally 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 fairness.

Competency 3: Engage in the Fair Treatment and Respect for all Clients in Social Work Practice

Social workers understand how partiality shapes human experiences and influence social work practice at the individual, family, group, organizational, and community levels, as well as in policy and research. Social workers understand how difference and intersectionality shape human experiences and identity development. Social workers understand the societal and historical roots that led to partiality and difference. Social workers recognize the extent to which a group's structures and values may create imbalances in society.

Social workers:

- demonstrate fair, ethical, and impartial social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- apply critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, difference, 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 fair, ethical, and impartial approaches when 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 biases in research and evaluate the design, analysis, and interpretation from a fair, ethical, and impartial 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 of methods for assessing

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 fair, ethical, and impartial strategies that address inherent biases 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, 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 historical and current social policies and services and the role of policy in service delivery. 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 fair and equal policies for all clients.

Social workers:

- advocate for the implementation of fair and equal policies that affect the delivery of and access to social services; and
- apply critical thinking when analyzing, formulating, and advocating for policies for clients from all backgrounds.

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

Social workers understand that engagement is an ongoing component of the dynamic, interactive process of social work practice with and on behalf of all individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage all clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage 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 the 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 to select culturally responsive interventions for 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 context-aware, evidence-informed interventions to achieve client and constituency goals; and
- incorporate context-aware methods of negotiating, mediating, and advocating 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 all individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. 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 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 for maintaining professional educational programming, the Council on Social Work Education has established a systematic examination of social work educational programs that utilizes the 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 profession's value base and 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 the differences between their personal and 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 inter-professional 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 critically applying the standards of the NASW Code of Ethics, agency policies, relevant laws and regulations, and participate in the processes by which these are written and revised
- in conjunction with social work values, pertinent policies, regulations, and statutes, model professional use of self in behavior; appearance; and oral, written, and electronic communication
- develop and sustain professional relationships with colleagues and identify appropriate individuals to provide supervision and consultation to guide professional judgment and behavior
- understand and identify personal and professional strengths, limitations, and challenges.
- develop technological best practices and employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights and wellbeing

Competency 2: Advance Human Rights and Social, Economic, and Environmental Fairness

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 fairness are guaranteed and protected. Clinical social workers:

- analyze and understand social, economic, and environmental injustices to guide the development and implementation of strategies to advocate for human rights with individuals, families, groups, and organizations
- employ clinical social work practice strategies to improve social, economic, and environmental fairness with individuals, families, groups, and organizations
- facilitate clinical social work collaborative practice efforts to develop strategies of empowerment with individuals, families, groups, and organizations to stimulate advocacy for changes to reduce social, economic, and environmental barriers.

Competency 3: Engage in the Fair Treatment and Respect of all Clients in Social Work Practice

Clinical social workers embody fairness and respect for all clients. This includes the impartial and just treatment of all clients regardless of their age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, refugee status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign

status. Clinical social workers constantly scan the environment for evidence of difference, intolerance, and inequality of opportunity. Clinical social workers:

- actively participate in the analysis of pertinent organizational systems that impact the development of disproportionality and inequality in policies and services regarding childhood development, health, mental health, substance use disorders, trauma exposure, and aging
- model for others a keen awareness of the negative impact on the availability of and access to services that enhance childhood development, health, mental health, sobriety, and aging, minimizing the impact of partiality against marginalized groups
- are committed to lifelong learning about the norms, traditions, and rituals of different groups; specifically, how those differences may impact the delivery of services
- utilize interventions that model respect for marginalized groups

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

Clinical social workers understand how quantitative and qualitative research methods provide evidence that informs 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 to acquire evidence-based knowledge. Clinical social workers understand the processes for rendering research findings into effective clinical practice. Clinical social workers:

- demonstrate the ability to engage in critical analysis of research findings, and to evaluate the benefits and limitations of evidence-based intervention models and practices
- apply research findings to clinical practice and clearly communicate those research findings/implications of new knowledge to clients, colleagues, and the profession 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 the multiple factors that influence the policy-making process and how these factors relate to service delivery. 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 policy formulation at the 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 difference 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 that are sensitive to the needs of all clients.
- 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 ongoing 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 ongoing element of clinical social work practice across 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 to improve the efficacy of clinical practice with individuals, families, groups, and organizations. Clinical social workers recognize the significance of and implications for 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 their ability to effectively assess individuals, families, groups, and organizations, and demonstrate an ability to mitigate biases that may occur while assessing. Clinical social workers:

- 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 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 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 clinical skills when implementing 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 of professional growth and advances the profession. Clinical social workers critically evaluate and apply knowledge of human behavior within the environmental context of clients and their systems to select appropriate outcome measures and evaluate them adequately. 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 appropriate methods for evaluation of clinical social work practice interventions individually.
- 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 central to the 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. The development of skills for conducting and using 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-level social work assessment and case summary analysis. A holistic ecological framework will include an examination of factors related to socioeconomic, gender, and cultural differences.

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 be applied to assessing and intervening in 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.

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.

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 (Micro Skills) course in order to enable the students to integrate and apply classroom learning in the field setting. Students are expected to use this course to build from 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. 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 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: Mezzo/Macro Skills course in order to enable the students to integrate and apply classroom learning in the field setting. Students are expected to use this course to build from 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. 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-Revised, 2022 (DSM-5-TR). 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 biopsychosocial risk and resilience framework and evidence-based treatment interventions for persons who meet 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 strengths-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 the stages of change, harm reduction, screening, brief intervention, and referral to treatment (SBIRT), motivational interviewing, cognitive-behavioral therapy, strengths-based, person-centered approaches, and 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 trained to master complex, highly specialized knowledge. The surgeon is then trained to skillfully use specialized surgical and related tools to successfully treat biological or structural dysfunction, such as traumatic injury or invasive cancer. Like a surgeon, a psychotherapist is trained to master complex, highly specialized knowledge. The psychotherapist is likewise trained to develop specialized skills aimed at utilizing this knowledge to treat a variety of human dysfunctions. 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 the individual self, identifying areas for self-development, integrating this development within a professional

social work context, and developing 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 managers of social programs not only be grounded in the ethics, values, and knowledge of social work but also possess the 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 across the life cycle, with particular attention 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 an extent that it is difficult to conceptualize a competent practitioner without a basic understanding of forensic social work. The actions of social workers and their clients are shaped, implicitly and explicitly, by legal mandates and regulations at multiple levels of governance. The course also equips the practitioner with crucial underpinning knowledge and skills in forensic practice necessary to provide clinical social work services to clients in legal settings, such as mediation, forensic interviewing, and expert witness testimony.

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 by policies and the demands of agency functions and funding sources. Students will demonstrate theoretical knowledge and psychotherapeutic skills through coursework, clinical intensive meetings, and practicum. This course has been designed to align

with SOCW 890 Advanced Clinical SW Field Practicum I, and its topics and assignments have been integrated into the practicum.

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 by policies and the demands of agency functions and funding sources. Students are expected to display autonomous ethical practice and to utilize critical thinking and reflection as they expand their awareness of the 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 align with SOCW 895 Advanced Clinical SW Field Practicum II, and its topics and assignments 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 Social Work Practice with Individuals to integrate and apply classroom learning in the field setting. 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.

A minimum of 250 hours of field practicum experience is required (minimum of 16 hours/week), in an agency placement predetermined to the beginning of the practicum course. Students are required to complete at least 250 hours of field practicum experience this semester.

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 Social Work Practice with Groups and Families in order to enable students to integrate and apply classroom learning in the field setting. 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. 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 1-to 3-day clinical intensive on campus in Hays, Kansas. During the intensives, students will be reviewed and evaluated by faculty to determine each student's level of competence. 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 have the opportunity to gain additional skills and wisdom through implicit learning.

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 objectives through the assigned readings, quizzes, tests, and individual and group projects that make up the course, as outlined 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 careers.

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 completing it. 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 anyone embarking on a learning process that stretches them.

As students notice the stretching process created by MSW Program completion, they may experience **stress**. Often, this is due to inaccurate expectations, such as the idea that completing a graduate program will not stretch a student or create demand for them upon completion. Students

are advised to create an explicit schedule that includes specified time blocks for completing academic tasks, and to understand that their schedules may become very hectic or that other preferred activities may need to 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 in incorporating the new learning. Working in a professional social work career, social workers will find themselves experiencing job-related stress, difficulty in some interactions with clients, challenges in establishing and maintaining their work/life balance, and other sources of stress. 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*** among personal, family, work, and academic priorities will be key to FHSU MSW students achieving success. Since a high percentage of MSW students are working full-time when 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 due in more than one course at or near the same time. Students who successfully learn to balance their academic responsibilities with their work and other life responsibilities gain a skill they will apply often throughout their professional lives. Although the FHSU MSW academic program may have been the last thing added to their required responsibilities, that does not mean these deadlines should be more flexible than any other deadline in the student's life.

All the MSW instructors for all the courses in the curriculum aim to provide 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 Zoom meetings (which are 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 they have access to everything they need in a timely fashion, or their stress about 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 expect to earn every possible point on every assignment in every course they complete. 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 less valuable than acquiring foundational knowledge, with the understanding that they will be able to continue improving this skill and

increasing their knowledge over 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 (B) average is required, not an A or 4.0.

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 higher by an instructor or that a particular assignment or test is providing inaccurate results. During the course of completing a course, semester, or program, students are reminded that no one is expected to perform perfectly on 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 B level at the end of the semester, there may be no need for the student to put themselves through another distressing process, which filing a course grade appeal would entail. It is also possible that the potential gain from appealing a course and having additional instructors evaluate the students' work may not be worth the additional stress of completing 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 that 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 FHSU instructors' ability to make sweeping changes that would equally benefit every student. Students who consistently challenge instructors and dig in to their point, insisting that their viewpoint is "right" (and the only thing of value in a conversation) can be identified as argumentative and as demanding that they "get their way." Thus, students may lose their ability to collaborate meaningfully with others.

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: 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: 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

Semester total: 15 hrs

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

Semester total: 6 hrs

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

Semester total: 6 hrs

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

Semester total: 9 hrs

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

Semester total: 9 hrs

Year 3

Advanced year: Summer semester

SOCW 850	Assessment and Treatment of Mental Disorders I	3 hrs
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Semester total: 3 hrs

Advanced year: Fall semester.

SOCW 860	Personal and Professional Development Seminar	3 hrs
SOCW 870	Medical Social Work and Behavioral Health Practice	3 hrs

Semester total: 6 hrs

Advanced year: Spring semester

SOCW 865	Social Work Supervision and Agency Management Practice	3 hrs
SOCW 875	Forensic Social Work Practice	3 hrs

Semester total: 6 hrs

Year 4

Advanced year: Summer semester

SOCW 855	Assessment and Treatment of Mental Disorders II	3 hrs
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Semester total: 3 hrs

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

Semester total: 9 hrs

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
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

Semester total: 6hrs

Advanced year: Spring semester

SOCW 865 Social Work Supervision and Agency Management Practice 3 hrs

SOCW 875 Forensic Social Work Practice 3 hrs

Semester total: 6hrs

Year 2

Advanced year: Summer semester

SOCW 855 Assessment and Treatment of Mental Disorders II 3 hrs

Semester total: 3 hrs

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

Semester total: 9 hrs

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

Semester total: 9hrs

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 who did not attend a US school, must provide an English Proficiency score as an admission requirement. Unless a program specifies which test to use, an applicant only needs to submit one score, and it is their choice which one to submit.

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 of the applicant's preparedness for a graduate social work education program.
 - b. References must be able to make informed statements of 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 experiences 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 comprised of 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 of the applicant's preparedness for a graduate social work education program.
 - b. References must be able to make informed statements of 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 experiences 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.

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 3.50 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 15th priority deadline. "Satisfactorily completed" is defined as the student following all directions in the application process and including all requested information. 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 15th. 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 15th priority deadline. “Satisfactorily completed” is defined as the student following all directions in the application process and providing all requested information.
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 15th. 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 the application is complete. If the application is incomplete, the applicant is notified of the status and the documents that have not been submitted. Once an application is complete, the Graduate School notifies the MSW program staff that it is ready for review.

Applications for the upcoming academic year are reviewed by the admissions committee on a monthly basis, beginning in November and ending in April. For an application to be considered, it must be completed by the 15th day of the month that it is to be reviewed. For example, if the application is to be reviewed in November, it must be completed by November 15th. 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 15th will be notified by November 30th.

The priority deadline for the MSW Program for the upcoming academic year occurs on January 15th. Applicants who wish to be admitted through a guaranteed admission program must submit their applications prior to the January 15th 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 15th 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 15th. Applicants offered admission into the program who do not commit to attending the program by the deadline may forfeit their seat in the program.

Applicants who wish to be considered for the provisional admissions policy must submit their applications prior to the March 15th 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 to the Regular MSW Pathway.
 - The applicant is denied admission.

Applicants offered admission after the priority deadline must commit to attending the program before the 15th 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 cycle in April, the program will create and maintain a waiting list of qualified applicants. Applicants who are on the waiting list will be notified if a position becomes available 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 15th.

- 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, upon admission, must successfully complete the degree by May 30th to advance to 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 lower than a 3.0, may be considered for non-degree seeking graduate admission status.

PROCEDURES

Applicants whose GPA is below the minimum for admission to the MSW Program, and below **2.75 at the time of review** may qualify for admission to the Graduate School as a non-degree-seeking student.

Students who wish to be admitted to graduate status without designating a degree objective and without securing acceptance to a program in a department that offers graduate degree programs shall be designated as ***non-degree graduate students*** on the application for admission to the Graduate School.

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 has 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 nondegree-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 to a new program, the department will determine whether any courses taken in the previous program will apply toward the new program. The student 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.

DEFERRED ADMISSION

Students who have been accepted into the MSW program may defer their admission for up to one year. To be eligible, advanced pathway students must request deferment prior to June 30th, and regular pathway students must request deferment prior to August 31st. The MSW Program Director will reach out to the deferred admit prior to the priority admission deadline of January 15 of the following year to confirm that the candidate will use their seat. If the candidate chooses not to attend at that time or fails to respond to the communication, they lose their status as accepted into the program.

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 over and above the minimum established by the FHSU Graduate School. Students who have been denied admission have an avenue of appeal. Keep in mind that the appeals process is for applicants who have a serious and compelling reason to believe 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 for readmission. 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. Re-apply 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 re-admission 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 reason(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 of 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 towards 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 program about departmental requirements for transfer credit. Candidates may request that graduate credit earned at a regionally accredited institution with an acceptable letter grade be applied toward degree requirements, subject to 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 to the graduate program until the Graduate School has received an official transcript for the course(s). Only graduate courses used toward a degree program will be added to the FHSU transcript; degree courses are transferred once the graduate student has enrolled 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 syllabi for all requested courses to the MSW Program Director. The MSW Program Director will take responsibility for assuring that the transfer student's social work courses meet the evaluative standards of the Council on Social Work Education Educational Policy and Accreditation Standards. The MSW Program does not accept social work courses from non-accredited MSW programs.

EQUIVALENCY

A course cannot be transferred for use on an 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 earned a minimum course grade of B or higher. 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 comply with the time-limit 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 in practicum settings where they are also employed may not count 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 that Disability and the need for accommodations. Assistance from qualified experts may be necessary to determine whether a requested accommodation 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 in completing all admission, onboarding, and enrollment tasks. The MSW Program Director manages student cohorts (part-time and full-time) in both the Regular and Advanced Pathways. The MSW Program Director also assists students in deciding 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 with course enrollment and counsels them on 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 credit earned more than 8 years before the semester or summer term in which the first course in the degree program is taken. 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 completion of the *clinical intensives* as meeting the comprehensive examination requirements for Fort Hays State University. Clinical Intensives are convened at 2 times:

- Online via Zoom in the Fall semester of the academic year that the candidate will graduate. For example, an MSW student on track to graduate in May must also participate in the Fall online portion of Clinical Intensives during finals week in December.
- In person on the FHSU campus during finals week of the Spring semester in which the student will graduate; For example, in May, 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, MSW 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 with professional mentoring, including social work career plans, and other topics upon student request. 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 use appropriate and equitable standards when evaluating students' academic and professional performance. These standards will be visible, transparent, and applied justly. Instructors assess both academic performance, 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 in 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 as 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 the program handbook in perpetuity.

Each Blackboard course site includes a section with FHSU policies and procedures, complete with links to the policies themselves. For clarification on any policies, students are directed to the course instructor 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 students' progress and inform them 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 do so 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 deadlines will not be allowed to advance to the next sequential course until the incompletes have been resolved (e.g., HBSE I to HBSE II).
 - 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. Reason the student sought to be 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 in any semester, the instructor may direct them to contact the MSW Program Director or the Vice President of Student Affairs. Through this office, accommodations may be assigned for a student’s unplanned circumstances. In the event that a student must drop courses after the refund deadline, the Office of Student Affairs can assist the student in appealing for a refund and coordinate with Student Fiscal Services on the student's behalf.

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

Chris Gist
Executive Administrative Specialist
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 students fulfill their obligations before the next semester begins.

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, the 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 their own performance before 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 resulting from a reevaluation of an instructor's professional judgment regarding academic performance and the substantive content of a student's assignments. 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 and by standard mail to the mailing address provided by the student on the appeal form.

If the student wishes to continue with the appeal process, he/she may proceed to 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 and by standard mail to the mailing address provided 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 student, 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 respond to the email to indicate 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.

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 wellbeing 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 which 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 meet admission standards, and its facilities and services are available 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 academic grounds, not on opinions or conduct unrelated 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 in which they are registered.

III. Student Affairs

A. Freedom of Association

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

B. Freedom of Inquiry and Expression

1. Students and student organizations are to examine and discuss all questions of interest to them and to express opinions publicly and privately. They are always free to support causes by orderly means that do not disrupt the regular and essential operation of FHSU. At the same time, it is the responsibility of the students and student 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 institutional policy and matters of general interest to the student body. The student body has clearly defined means of participating in the formulation and application of institutional policies 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 on campus. They are a means of bringing student concerns to the attention of the faculty and administration and of formulating student opinion on various issues on the campus and the world at large.

In delegating editorial responsibility to students, FHSU must provide sufficient editorial freedom and financial autonomy to 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 conduct intellectual study at a high level and to initiate and follow the 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 use appropriate and equitable standards when evaluating students' 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 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 be added to 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 believe 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, the

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 their own performance before 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 resulting from a reevaluation of an instructor's professional judgment regarding academic performance and the substantive content of a student's assignments. 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 and by standard mail to the mailing address provided by the student on the appeal form.

If the student wishes to continue with the appeal process, he/she may proceed to 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 and by standard mail to the mailing address provided by the student on the appeal form.

If the student wishes to continue with the appeal process, he/she may proceed to 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 student, 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, when meeting face-to-face is not possible, communication may occur by 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 or other designated people will select these sanctions, or other measures, 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 reuse 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 who violate this policy must accept the consequences of their actions. Classroom instructors and/or university review/appeals committees and administrators will assess the sanctions for violation of this policy. The seriousness of the violation will dictate the severity of the sanction imposed.

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

- verbal or written warning
- lowering of grade for assignment/activity
- lowering of term grade
- failure of class assignment

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

- suspension from the university
- dismissal from the university

PROCEDURES

The university guarantees students the provision of due process. Students are first expected, however, to avail themselves of the university's established tradition of informal appeal. Steps 1-4 describe the informal process 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 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

AI as a Standard Professional Tool

Just as calculators transformed mathematics by automating basic arithmetic, allowing students to focus on higher-level problem-solving, Generative AI is transforming the social work profession. AI tools are rapidly becoming standard instruments for managing administrative burdens, drafting documentation, and synthesizing information.

The Fort Hays State University Department of Social Work embraces AI as a foundational competency. We encourage students to learn how to use these tools effectively. Our goal is not to police the *use* of AI, but to teach you how to use it ethically, securely, and critically, in accordance with the **NASW Code of Ethics** and the **NASW Standards for Technology in Social Work Practice**.

PROCEEDURES

1. Confidentiality and Data Security (NASW Code 1.07)

While AI use is broadly encouraged, **client and agency privacy is absolute**. Public AI platforms (like ChatGPT, Claude, and Gemini) retain user inputs to train future models. Entering sensitive information into these platforms is equivalent to publishing it online.

- Students may never input real, identifiable, or disguised client data, peer disclosures, or proprietary agency information into any unapproved, public AI platform. Doing so is a severe breach of confidentiality and federal law (e.g., HIPAA) and will result in immediate disciplinary action.

- *Note: In the future, students may use closed, HIPAA-compliant enterprise AI systems during their field practicums. Students must always defer to their specific agency's data security protocols.*

2. Output Ownership and Professional Liability

In the professional world, a social worker is not judged by whether they used a template or an AI assistant to draft a report; they are judged by the accuracy, ethics, and quality of the final document.

- **You are the author of record.** You take 100% professional and academic liability for any work you submit.
- **AI Hallucinations are Not an Excuse:** AI frequently fabricates facts, misinterprets social work theory, and invents fake academic citations. If you submit a paper containing AI-generated falsehoods or fake citations, you will be penalized for **academic negligence and falsification of information** (NASW Code 4.04), regardless of who or what generated the text.

3. Routine vs. Substantive AI Use

Because AI is viewed as a standard assistive tool, mandatory disclosure is no longer required for basic, foundational uses, just as you do not cite a calculator or a spell-checker.

- **Routine Uses (No disclosure required):** You are free to use AI without citation for brainstorming, outlining, overcoming writer's block, checking grammar, formatting APA citations, or summarizing complex readings for your own understanding.
- **Substantive Uses (Transparency required):** If AI was used to generate the core conceptual framework of a major project, synthesize a literature review, or write substantial portions of the final text, you must include a brief "Methodology of Technology Use" statement at the end of the assignment. This is not to penalize you, but to maintain academic transparency.

4. Algorithmic Auditing (NASW Code 1.05)

AI models are trained with existing historical data. This means that in addition to providing incorrect information at times, they may also amplify cultural, religious, and political biases.

- Social workers are ethically obligated to practice in a culturally competent manner. Therefore, your job is to act as an **algorithmic auditor**.
- You must critically evaluate every piece of AI-generated content before adopting it. Submitting work that contains unexamined bias, even if generated by an AI, is a failure of social work competence.

5. The Human Element: What AI Cannot Do

AI can generate the *structure* of a psychosocial assessment, but it cannot sit in a room with a grieving family and build rapport. It can synthesize research, but it cannot demonstrate genuine empathy or personal self-reflection.

- **Prohibited Uses:** Students may not use AI to simulate human experiences. You may not use AI to write field practicum journal entries, personal reflection papers, or responses to peers that require authentic human connection and emotional intelligence.

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 to enter the field practicum placement and must maintain a 3.0 GPA to earn the MSW degree. Students may retake coursework to improve their overall GPA when necessary; 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 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, along with attachments supporting 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 student, 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. Other 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 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 evaluation of academic performance, an 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 a separate, non-refundable application processing fee for each application submitted by 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 pursues a second master's or specialist degree), 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, I, 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
- Practicum travel 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) **or attend an informational meeting** to discuss the criteria of an approved practicum site (also listed in the Field Practicum Setting Policy and Procedure) and the next steps as a student regarding communicating with approved agencies to set up your interviews. This allows the student to have a better understanding of the student-led practicum process, and 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 five different agency interviews, the student will communicate with the Field Director or an approved member of the Field Education team to assist them in connecting with agencies. 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 the Field Practicum Orientation (via ZOOM) and complete the orientation assessment** 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 and the Orientation Assessment.
5. Field Instructors must complete mandatory Field Instructor Orientation and the Orientation Assessment.

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 visit 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 daily 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 midterms 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 their assigned Field Liaison 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 assist in locating another agency if warranted. There is no guarantee a placement can be located mid-semester with another agency.
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 840 in the Generalist Year, and SOCW 890 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 TigerField 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 Practicum Assessment Competency Evaluation (PACE) 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 Clinical Practicum Assessment Competency Evaluation (C/PACE) created by the FHSU Social Work Department to measure proficiency in the 9 CSWE competencies and 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 C/PACE 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 TigerField 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 PACE (Generalist Year) or C/PACE (Specialized Year) at mid-term during the first semester of field education through the TigerField web-based portal. 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 PACE or C/PACE.

Criteria:

The PACE and C/PACE have a Likert scale using ratings of 1-5. Field Instructors are provided with the rating matrix to help them determine the appropriate rating of their student on the practice behaviors. The ratings for both instruments are as follows; 1- Lacking Performance, 2- Inadequate Performance, 3- Competent Performance, 4- Superior Performance, 5- Mastered Performance. The Matrix also includes a description for each rating along with a definition. See 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.	<u>Mastered:</u> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.

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

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 screens 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 or group 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 PACE (Generalist) or C/PACE (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 Liaison, Field Director or an approved member of the Field Education team any time a student's performance falls below 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 Liaison, 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 (15-16 weeks each semester).
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 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 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 Early Request Start Form of the training to the Field Director or an approved member of the Field Education team. If approved, the hours are documented in the TigerField 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 (agency travel) as well as the training itself (indirect hours). 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 to your residence.

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. It is also encouraged to have a back-up field instructor at your agency who could provide you with supervision if your current field instructor is unable to conduct supervision that specific week.

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: **Practicum Assessment Competency Evaluation (PACE)** in the Generalist Year **or the Clinical Practicum Assessment Competency Evaluation (C/PACE)** 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 TigerField 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 documents, below, are assignments for both your collaborating practice course and practicum. The student will locate the Curriculum Assessment, Welcome Survey, and Exit Survey TigerField portal. The PACE or CPACE will be completed through the TigerField portal. 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.

- Curriculum Assessment in the Generalist year (located in TigerField)
- Practicum Assessment Competency Evaluation (PACE) in the Generalist year (Mid-term and Final) (located in TigerField)

OR

- Specialized Curriculum Assessment in the Specialized year (located in TigerField)
- Clinical Practicum Assessment Competency Evaluation (C/PACE) in the Specialized year (Mid-term and Final) (located in TigerField)

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: **Practicum Assessment Competency Evaluation (PACE)** in the Generalist Year **or the: Clinical Practicum Assessment Competency Evaluation (C/PACE)** in the Specialized Year, SLA, Safety Plan, 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:

121-150 points (90% to 100%)

B 107-120 points (80% - 89%)

C 105-119 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: **Practicum Assessment Competency Evaluation (PACE)** in the Generalist Year **or the: Clinical**

Practicum Assessment Competency Evaluation (C/PACE) in the Specialized Year, SLA, Safety Plan, 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:

121-150 points (90% to 100%)

B 107-120 points (80% - 89%)

C 105-119 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

OUTSTANDING STUDENT PRACTICUM AWARD

Nomination Cover Page



SOCIAL WORK

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
Fort Hays State University
Social Work Office
Albertson Hall 168
600 Park Street
Hays, Ks 67601

APPENDIX B
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
Fort Hays State University
Social Work Office
Albertson Hall 168
600 Park Street
Hays, Ks 67601



FORT HAYS STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

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Appendix C
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 D

RESOURCES AND REFERENCES

FHSU SOCIAL WORK HOME PAGE:

www.fhsu.edu/socialwork/

FHSU STUDENT HANDBOOK:

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

NASW CODE OF ETHICS:

English:

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

Spanish:

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

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS:

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

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

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

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

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

KANSAS SOCIAL WORKERS LICENSE APPLICATIONS, FAQs, UNPROFESSIONAL CONDUCT

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

ASSOCIATION OF SOCIAL WORK BOARDS:

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

CLINICAL SOCIAL WORK ASSOCIATION:

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

FHSU CAREER SERVICES

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

BSRB SOCIAL WORK STATUTES AND REGULATIONS:

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