

Student Learning Agreement

2026 - Fall

To promote public confidence and provide a framework for maintaining professional educational programming, the Council on Social Work Education (CSWE) has established a systematic examination of social work educational programs that utilizes the Educational Policy and Accreditation Standards (EPAS). Fort Hays State University BSW Program/MSW Program Generalist Year is organized around the following Educational Policy and Accreditation Standards, in which students must gain competence through participation and new learning in the field practicum. Each practicum agency provides many different learning opportunities and therefore students and Field Instructors must identify activities that reflect the agency's unique mission, goals, diverse client populations, and service provisions. The Student Learning Agreement (SLA) provides structure and clarity for student learning by directing student learning toward competency in skills and knowledge outlined in through the practice behaviors. Student achievement toward competence in the practice behaviors provides an evaluation process for Field Instructors. The development of the SLA must be a collaborative effort between the student and Field Instructor (and Field Supervisor when applicable). Weekly supervision time can be used to review and develop the SLA during the first two or three weeks of the practicum.

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

 **Your changes are NOT auto-saved. Be sure to save your progress using the button at the bottom of the page before navigating away.**

Competency 1: Demonstrate Ethical and Professional Behavior

BEHAVIOR 1

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.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 3

Use technology ethically and appropriately to facilitate practice outcomes.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 4

Use supervision and consultation to guide professional judgment and behavior.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Advocate for human rights at the individual, family, group, organizational, and community system levels.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Engage in practices that advance human rights to promote social, racial, economic, and environmental fairness.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Demonstrate fair, ethical, and impartial social work practice at the individual, family, group, organizational, community, research, and policy levels.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Demonstrate cultural humility by applying 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.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Apply research findings to inform and improve practice, policy, and programs.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Identify fair, ethical, and impartial strategies that address inherent biases in quantitative and qualitative research methods to advance the purposes of social work.

Describe the planned activity...

☐ Mark as completed

Competency 5: Engage in Policy Practice

BEHAVIOR 1

Advocate for the implementation of fair and equal policies that affect the delivery of and access to social services.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Apply critical thinking when analyzing, formulating, and advocating for policies for clients from all backgrounds.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Use empathy, reflection, and interpersonal skills to effectively engage clients and constituencies.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional frameworks, when assessing clients and constituencies.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies to develop a mutually agreed-upon plan.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Engage with clients and constituencies to critically choose and implement context-aware, evidence-informed interventions to achieve client and constituency goals.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Incorporate context-aware methods of negotiating, mediating, and advocating with and on behalf of clients and constituencies.

Describe the planned activity...

☐ Mark as completed

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

BEHAVIOR 1

Select and use responsive methods for evaluation of outcomes.

Describe the planned activity...

☐ Mark as completed

BEHAVIOR 2

Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Describe the planned activity...

☐ Mark as completed

Comments

Fall Semester

Student Comments

Enter your comments...

Field Instructor Comments

No comments

Field Liaison Comments

No comments

 Save Progress