



ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
DEPARTMENT of SOCIAL WORK

MASTERS of SOCIAL WORK PROGRAM
STUDENT HANDBOOK

2024-2025

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CONTENTS

<u>WELCOME FROM THE DIRECTOR OF THE MSW PROGRAM</u>	4
<u>ARKANSAS STATE UNIVERSITY</u>	5
<u>MISSION STATEMENT OF ARKANSAS STATE UNIVERSITY</u>	5
<u>ACCREDITATION</u>	5
<u>NON-DISCRIMINATION POLICY</u>	5
<u>MSW PROGRAM MISSION STATEMENT</u>	5
<u>MSW PROGRAM GOALS:</u>	5
<u>COUNCIL ON SOCIAL WORK EDUCATION (CSWE)</u>	6
<u>2022 SOCIAL WORK COMPETENCIES</u>	6
<u>THEORETICAL FRAMEWORK OF THE MSW PROGRAM</u>	10
<u>DIVERSITY IN THE SOCIAL WORK DEPARTMENT</u>	10
<u>MSW STUDENT ORGANIZATION</u>	11
<u>MSW CURRICULUM OVERVIEW</u>	11
<u>COURSES:</u>	12
<u>ADDICTIONS CERTIFICATE</u>	13
<u>SOCIAL WORK FIELD EDUCATION</u>	13
<u>MASTERS IN SOCIAL WORK ADMISSION REQUIREMENTS</u>	14
<u>APPLICATION REQUIREMENTS</u>	14
<u>CRIMINAL BACKGROUND AND CENTRAL REGISTRY CHECK</u>	14
<u>LIFE WORK/EXPERIENCE POLICY</u>	14
<u>ADMISSION OF INTERNATIONAL STUDENTS</u>	14
<u>ACADEMIC ADVISING</u>	15
<u>REQUEST FOR CHANGE OF STATUS</u>	15
<u>APPLICATION TIMELINES</u>	15
<u>STANDARDS FOR ACADEMIC RETENTION IN THE PROGRAM</u>	15
<u>ELIGIBILITY FOR DEGREE</u>	15
<u>PROBATION</u>	16
<u>SUSPENSION</u>	16
<u>READMISSION OF SUSPENDED STUDENTS</u>	16
<u>DROPPING INDIVIDUAL COURSES (OTHER THAN ONLY ENROLLED COURSE)</u>	16
<u>WITHDRAWAL FROM THE UNIVERSITY (INCLUDING DROPPING ONLY ENROLLED COURSE)</u>	16
<u>ONLINE STUDENTS WITHDRAWAL FOR NON-ATTENDANCE:</u>	17
<u>WITHDRAWAL STUDENT RESPONSIBILITIES:</u>	17
<u>REINSTATEMENT:</u>	17
<u>STUDENTS RIGHTS AND RESPONSIBILITIES</u>	17
<u>STUDENTS IN THE MSW PROGRAM HAVE THE FOLLOWING RIGHTS</u>	17
<u>STUDENTS RIGHTS AND GRIEVANCES</u>	18
<u>SOCIAL MEDIA GUIDELINES</u>	18
<u>STANDARDS AND PROCEDURES RELATED TO EVALUATION OF STUDENT</u> <u>ACADEMIC AND PROFESSIONAL PERFORMANCE</u>	19
<u>STANDARDS FOR STUDENT ACADEMIC PERFORMANCE</u>	19
<u>ACADEMIC MISCONDUCT</u>	19
<u>DISMISSAL OR REMOVAL FROM FIELD</u>	26
<u>DEPARTMENTAL PROCEDURES FOR STUDENT GRIEVANCE INVOLVING FACULTY</u>	26
<u>STUDENT RESOURCES</u>	28
<u>STUDENT FINANCIAL AID AND SCHOLARSHIPS</u>	28
<u>OFFICE OF ACCESS AND ACCOMMODATIONS</u>	28
<u>TITLE IX</u>	28
<u>HOUSING</u>	28
<u>COUNSELING CENTER</u>	28

<u>WRITING CENTER</u>	28
<u>PROFESSIONAL SOCIAL WORK RESOURCES</u>	29
<u>NASW</u>	29
<u>NASW CODE OF ETHICS</u>	29
<u>ARKANSAS SOCIAL WORK LICENSING BOARD</u>	29
<u>HTTP://WWW.ARKANSAS.GOV/SWLB</u>	29
<u>COUNCIL ON SOCIAL WORK EDUCATION</u>	29

WELCOME FROM THE DIRECTOR OF THE MSW PROGRAM

Congratulations on your decision to pursue a graduate degree in social work! You are joining a profession that is dedicated to helping people build more functional and fulfilling lives. Historically, social workers have been active in many important social efforts. For example, Jane Addams, who established Hull House in Chicago (1889), advocated for peace and social justice, and was the first woman to win the Nobel Peace Prize. Currently, social workers are making a difference in the lives of people in the halls of Congress and state legislatures, hospitals, substance abuse programs, schools, nursing homes, homeless shelters, family agencies, health clinics, hospice programs, behavioral health organizations, and a variety of other settings.

Social Work graduate education at Arkansas State University will help prepare you to be a competent and ethical social work professional. You will gain knowledge and skills required for rural-based clinical practice; however, you also will be prepared to practice in other areas as well. You will find your work here challenging but the faculty believes you are up to the challenge and we are ready to help you succeed. You will find yourself asking new questions and discovering that complex answers are required to address social issues. Expect to be changed as a professional and as a person.

You are about to become an essential part of a learning community where knowledge, experience, feelings, and skills are shared in a safe environment. A learning community requires commitment of both faculty and students alike to each other and to the learning process. We are all learners, teachers, and doers. During your time in the Master of Social Work (MSW) program, I hope you will take advantage of the faculty expertise and utilize field settings to maximize your learning opportunities. Engage with your fellow students and faculty members as you make this journey together.

Again, welcome to A-STATE Master of Social Work Program.

Dr. Melanie Fulton, DSW, LCSW

MSW Program Director

ARKANSAS STATE UNIVERSITY

MISSION STATEMENT OF ARKANSAS STATE UNIVERSITY

The mission of Arkansas State University is to educate leaders, enhance intellectual growth and enrich lives.

ACCREDITATION

Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. A-STATE was first accredited in 1928 and has had continuous accreditation since that time. The MSW Program at A-STATE is accredited by the Council on Social Work Education (CSWE) effective beginning in the academic year 2008-2009.

NON-DISCRIMINATION POLICY

The Arkansas State University Master of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation.

<https://www.astate.edu/a/affirmative-action/>

MSW PROGRAM MISSION STATEMENT

The mission of the MSW Program at A-State is to provide a transformative educational experience that emphasizes respect for diversity and prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups, and communities. Graduates understand the importance of connectedness and work to improve the quality of life for all persons from the local to the global level. Graduates utilize contemporary, evidence-based theories and approaches to intervene and bring about positive changes including economic, environmental, racial, and social justice. MSW courses are developed and delivered with an emphasis on rural social work, trauma-informed care, the importance of human relationships, dignity and worth of person, human rights, and service. The MSW program graduates competent individuals who exemplify and uphold the CSWE and NASW Code of Ethics.

MSW PROGRAM GOALS:

1. Education for Clinical Practice: Building on a foundation of generalist social work practice, the MSW prepares graduates for competency-based, clinical practice with an emphasis on rural context.
2. Knowledge Development: The MSW program contributes to the knowledge base of the profession through the faculty's leadership in scholarship and community collaborations. Students develop critical thinking and research skills to address the problems and needs of diverse, multilevel client systems and further contribute to the profession's knowledge

base. Graduates of the MSW program will engage in career-long learning to continually develop their professional knowledge base and practice skills.

3. Service: The MSW program at A-STATE creates an environment that promotes in students and faculty a desire to serve others by contributing time, effort, and other resources to address the needs of the community in which we live, learn and beyond.
4. Education for culturally sensitive practice: Graduates of the MSW program at A-STATE will demonstrate a commitment to social and economic justice by changing conditions which oppress and marginalize people, particularly in rural environments.

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. The CSWE core competencies serve as the program goals for the Arkansas State University MSW program and are as follows:

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

2022 SOCIAL WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its 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 professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a) 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, additional codes of ethics within the profession as

appropriate to the context, and The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards.

- b) demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c) use technology ethically and appropriately to facilitate practice outcomes.
- d) use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies
- b. 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 inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in inter-professional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

- a. Social workers:
 - a. select and use culturally responsive methods for evaluation of outcomes.
 - b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

THEORETICAL FRAMEWORK OF THE MSW PROGRAM

Building upon generalist practice, which includes strengths-based and client-centered perspectives, the clinical concentration is grounded in trauma informed cognitive behavioral therapy, stages of change, and family systems theory.

DIVERSITY IN THE SOCIAL WORK DEPARTMENT

As a Department, we value and respect differences among the students with regard to national origin, family structure, gender, age, religion, sexual orientation, physical ability, race, and other characteristics. We work closely with the Office of Access and Accommodations in providing support for students. Graduate students also vary in terms of their undergraduate backgrounds. Students come to the Department with degrees in Social Work, Psychology, Sociology, Business, Interdisciplinary Studies, English and many other major concentrations.

Student Involvement

Our MSW Program provides equitable and inclusive opportunities for students to provide input and be engaged in the development, revision, and implementation of policies and procedures that impact the implicit curriculum. The Policy Committee meets regularly and includes members of our faculty, student body and administration. Policies related to all components of the implicit curriculum are considered by the Policy Committee, including policies related to anti-racism, diversity, equity, and inclusion (ADEI); admissions; advisement, retention, and termination; student participation; faculty; administration and governance structure; and resources.

Furthermore our MSW Program provides equitable and inclusive opportunities for students to provide input and be engaged in the development, revision, and implementation of policies and procedures that impact the explicit curriculum. Our students have the opportunity to serve on committees that are instrumental in the policymaking and implementation process, particularly the Curriculum Committee. Our Curriculum Committee meets regularly and includes members of our faculty, student body and administration. This committee is responsible for reviewing all components of the program's explicit curriculum, including both the classroom and field education components of the generalist practice curriculum and advanced clinical practice curriculum, and making periodic updates and revisions to the explicit curriculum.

Student Committee Membership Opportunities

In addition to MSW Program committees, our students are invited to apply to serve on university-wide committees that allow for students to have a voice in the development, implementation, and modification of policies that influence the learning environment and implicit curriculum of the larger university. Committees on which MSW students may serve include a Student Affairs Committee and Student Senate. These committees work with committees of faculty and staff inform policies related to student life.

MSW STUDENT ORGANIZATION

The Social Work Student Organization provides a forum for undergraduate and graduate students to organize, develop supportive relationships, communicate with each other and faculty, and promote the collective interests of the social work program and profession. The Social Work Student Organization is open to all social work students and meets quarterly during the academic year.

MSW CURRICULUM OVERVIEW

The MSW Program offers both full-time and part-time study for post-baccalaureate students and offers two pathways for degree completion:

1. Advanced Standing Program:
 - This program is only available to applicants who have received a BSW degree from a social work program that is accredited by CSWE. Advanced Standing Students can complete the 36-credit hour program in 12 months.

2. Standard Program:

- This 63-credit hour program is designed for students with a baccalaureate degree in any discipline and any student who does not meet requirements for the Advanced Standing option. Students in this program complete the Foundation curriculum consisting of 27 credit hours and then complete the 36-credit hour Advanced curriculum. Students can complete this program in 25 months.

COURSES:

Standard

SW 5003 HBSE I

SW 5333 HBSE II

SW 5023 Foundation of SW Practice I

SW 5043 Foundation of SW Practice II

SW 5053 Social Welfare Policies /Services

SW 5063 Social Justice & Diversity

SW 5702 Foundation Field I (140 hours)

SW 5712 Foundation Field II (140 hours)

SW 5722 Foundation Field III (140 hours)

Elective

Advanced

SW 6003 Psychopathology

SW 6013 Social Work Ethics

SW 6083 Trauma-Focused Practice

SW 6063 Social Work Rural Policy Analysis

SW 6023 SW Evaluation and Research

SW 6093 Service and Leadership in SW

SW 6033 Practice w/ Individuals

SW 6053 Practice w/ Groups & Families

SW 6702 Advanced Field I (168 hours)

SW 6712 Advanced Field II (168 hours)

SW 6722 Advanced Field III (168 hours)

Elective

Elective

ADDICTIONS CERTIFICATE

Students enrolled in the MSW Program may elect to complete a certificate in Addictions Studies.

Students must request permission to enroll in the Certificate Program by contacting the Coordinator of the Addictions Certificate Program, Dr. Melanie Fulton, DSW, LCSW at 870-972-3984 or mfulton@astate.edu. Students take two courses (which also count toward required elective hours) in addictions studies: SW 5323: Substance Abuse and Dependence Interventions and SW 6323: Clinical Interventions in Substance Abuse & Dependence. Students must complete their internship in an approved agency that offers them the opportunity to work with clients with substance abuse disorders.

SOCIAL WORK FIELD EDUCATION

We are pleased that you are interested in the Arkansas State University Department of Social Work. We would like to introduce you to our field education program. Field education is a central component of the MSW curriculum. Field education provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has an MSW degree from an accredited university. The A-State MSW Program offers a 420 hour generalist field practicum and a 504 hour advanced clinical field practicum.

Students in the online MSW program are responsible for locating a field placement within their geographic location that meets the field agency criteria, and provide this contact information to the Director of Field Education through the field application process. Field site agencies are approved based on their ability to provide students with the educational experience needed to meet CSWE requirements, appropriate supervision of an LMSW or a LCSW, completion of the university's affiliate agreement, and willingness to participate in needed orientations and meetings with faculty throughout the student's internship. Field agencies can represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children and adolescents, older adults, individuals with disabilities, victims of domestic violence, veterans, and the mentally ill, to name a few.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities. Throughout the field placement, the student is required to receive a minimum of one-hour weekly supervision by the Field Supervisor. The student will also participate in online weekly discussion boards and other weekly assignments in which they will have the opportunity to process their experiences with other students, and identify how they can apply theory and skills in their practice. The online field course is led by a faculty liaison that is available for

ongoing consultation to the field agency, and will make at least one virtual site visit during each semester to meet with the student and the Field Supervisor to evaluate and monitor the student's progress in demonstrating the social work competencies.

Students often find their field education to be the most exciting and rewarding aspects of their professional social work education. If you would like more specific information about field education, please feel free to contact the Director of Field Education, Donna Parker, at (870) 972-2527 or dparker@astate.edu. You may also view the Field Education Manual on the Social Work website.

MASTERS IN SOCIAL WORK ADMISSION REQUIREMENTS

APPLICATION REQUIREMENTS

1. Completed 100% Online Application <https://admissions.astate.edu/apply/?sr=b3ce1088-adda-448d-9709-31eb1a903b43>
2. For admission to the Standard Program, students must have a cumulative grade point average of 3.0 or better on a 4.0 scale for the last 60 hours of degree work. In addition, the following pre-requisites must be completed with a grade of "C" or better, before admission: American Government, General Biology and Lab, Introduction to Psychology, Introduction to Sociology, Statistics, and Introduction to Social Work.
3. For admission to the Advanced Program, students must have a 3.2 or better on a 4.0 scale in the last 60 credit hours of the BSW degree from a CSWE accredited program, demonstrating achievement of baccalaureate learning. There is no conditional admission to the Advanced Program.

CRIMINAL BACKGROUND AND CENTRAL REGISTRY CHECK

The MSW Program does require criminal background checks for all entering MSW students. The MSW applicant will be given directions for the background check after the application to the program is made. The MSW program reserves the right to deny admission based on background check findings.

LIFE WORK/EXPERIENCE POLICY

Life or previous work experience will not be accepted in lieu of social work courses or course credit.

ADMISSION OF INTERNATIONAL STUDENTS

Requirements and admission processes for International Students are posted on the Arkansas State University website. Currently, the MSW Program is not accepting International Students due to rapidly increasing admission numbers.

ACADEMIC ADVISING

At Arkansas State University, advising is a shared responsibility between the student, faculty advisor and college community designed to help students grow individually, succeed academically, and to develop an appropriate educational plan leading to graduation with a focus on their life beyond the university. The university acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments, colleges, and other units devoted to specific student populations. Advisors serve as professional mentors as well as experts regarding the academic program for students. Students are encouraged to meet regularly with their advisors to discuss general career planning in social work. Students work out a plan of study with their advisors, and must contact their advisor each semester in order to be cleared to register for courses in the next semester. Students need to contact their advisor if they plan to change their plan of study (for example, change from part time to full time study). Students should also notify their advisor of any plans to withdraw from a course, the University or the MSW program prior to taking such actions.

DEFERRED ADMISSION

Students who have been admitted to the MSW program may have their start date deferred to the following academic term/year by submitting a request in writing/email to the MSW Program Director. As a condition of deferred status, the student must submit a letter of intention to enroll by the application deadline for that term/year. In addition, the applicant bears the responsibility for contacting the Director of Field Education.

REQUEST FOR CHANGE OF STATUS

Students enrolled in full time or part time degree options may request a change of status. Prior to initiating a request, this decision should be discussed with the advisor. Requests must then be made in writing to the MSW Director. Requests will be granted based on availability of space. The sooner the request is submitted, the greater the likelihood that it can be accommodated.

APPLICATION TIMELINES

Rolling admissions for both the Advanced and Standard Programs- Advanced admits 3 times per year and Standard admits 6 times per year.

STANDARDS FOR ACADEMIC RETENTION IN THE PROGRAM

ELIGIBILITY FOR DEGREE

A cumulative graduate GPA of 3.00 or higher on all coursework used toward the graduate degree is required and a cumulative graduate GPA of 3.00 or higher on all coursework taken from the academic college of the graduate degree sought is required before a graduate degree can be awarded.

PROBATION

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 at the end of a semester will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better at the end of a semester. Failure to make a grade of “B” or better in each course taken while on probation will result in suspension from further graduate work. A graduate student on probation is not eligible for graduation.

SUSPENSION

Any graduate student who receives a grade of “F” in any graduate-level course will be suspended from the University and program.

READMISSION OF SUSPENDED STUDENTS

Upon recommendation of their advisor and department chair with the approval of the Office of the Provost, a student may apply for readmission to the University on probation, after a minimum two 7-week semesters.

Readmission to the University does not imply readmission to a particular degree program. A student must reapply to the program and will only be readmitted upon recommendation of their advisor and department chair. A student suspended a second time is ineligible for readmission to the same program. If a student is suspended from more than one program they are ineligible for readmission to the University.

DROPPING INDIVIDUAL COURSES (OTHER THAN ONLY ENROLLED COURSE)

The final date for dropping individual courses is identified by Academic Affairs for each semester.

The Academic Calendar is also published on the Office of Admissions, Records and Registration web page (<http://registrar.astate.edu>) for each semester.

Students who drop individual courses will receive a grade of W in the courses. Students enrolled in only one course cannot drop that course, instead they must withdraw from the university.

WITHDRAWAL FROM THE UNIVERSITY (INCLUDING DROPPING ONLY ENROLLED COURSE)

Students may withdraw from the university using Self-Service. Deadlines can be found on the Academic Calendar.

Students receiving Financial Aid should discuss this with the Office of Financial Aid before making a final decision.

Grades earned in courses completed prior to official withdrawal from the university (i.e., short courses) will not be affected by that withdrawal. Classes that have been withdrawn will remain

on the student's transcript with a "W" grade for withdrawal. Once the withdrawal process is complete, the classes withdrawn will not affect the student's GPA.

ONLINE STUDENTS WITHDRAWAL FOR NON-ATTENDANCE:

Withdrawal Non-Attendance (WN) can only be assigned for students who have never logged into Canvas for online classes. Students who have logged into Canvas at any time once the term has begun are NOT eligible for a WN even if they have not completed any assignments. These students must complete the normal drop or withdrawal process.

WITHDRAWAL STUDENT RESPONSIBILITIES:

Students are responsible for dropping/withdrawing from all classes they are not attending. Student should not depend on the University to assign a grade of WN. Students should review their schedule of classes using Self Service to make sure their enrollment is accurate. They should check their midterm grades as soon as they are available to confirm their enrollment is still accurate. Students should check their transcript at the end of final grading each semester to be sure it accurately reflects their enrollment and grades. Failure to do so could result in unnecessary financial obligations and inappropriate grades (usually F's).

Students who find a mistake need to contact the Registrar's Office for proper procedures immediately upon discovery. It is the student's responsibility to make sure their transcript is an accurate reflection of the student's registration and participation in the course(s) at A-State.

REINSTATEMENT:

To get reinstated to a class after being dropped for non-attendance. Not to be used if student accidentally drops a class online. A memo from the instructor on department letterhead must be submitted stating the student has been attending.

STUDENTS RIGHTS AND RESPONSIBILITIES

STUDENTS IN THE MSW PROGRAM HAVE THE FOLLOWING RIGHTS

1. The right to ethical treatment from others.
2. The right to be informed of expectations of them in classes and in the field.
3. The right to engage in free inquiry.
4. The right to express unpopular or different views.
5. The right to learn in an environment free from discrimination and harassment.
6. The right to exercise the grievance and appeals procedures, or report instances of discrimination or sexual harassment or violations of the NASW Code of Ethics without fear of reprisal.
7. The right to have meaningful input into their educational experience.
8. The right to participate in a feedback process that keeps them informed of their progress and performance throughout their educational experience.

9. The right of persons with disabilities to reasonable accommodations.
10. The right to involvement in formulating and modifying policies affecting academic and student affairs in their interest.

STUDENTS RIGHTS AND GRIEVANCES

See A-STATE Student Handbook for Students Rights Grievance Procedure.

<https://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

STUDENTS IN THE MSW PROGRAM HAVE THE FOLLOWING RESPONSIBILITIES

1. The responsibility to stay informed of policies and procedures of the MSW Program and the University as a whole.
2. The responsibility to maintain ethical and legal behavior.
3. The responsibility to maintain high standards of academic integrity (e.g. plagiarism and cheating).
4. The responsibility to inform faculty or register with Access and Accommodations if they need special accommodations to successfully complete course work or field work.
5. The responsibility to know and meet the requirements of their particular A-State graduate Bulletin.
6. The responsibility to treat members of the academic community as well as those associated with their field experience, especially clients, with dignity and respect.
7. The responsibility to comply with the A-State Student Conduct Code, the Code of Honor and Substance Abuse Contract of the College of Nursing and Health Professions

SOCIAL MEDIA GUIDELINES

Social media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities. Social media includes all means of communicating or posting information or content of any sort via the internet or other electronic communication method. Social media includes both your personal or someone else's personal web log/blog, journal, website, or chat room, and group interchanges such as Facebook, Twitter, Instagram, Snap Chat, or YouTube and social media anonymous sites. These applications are subject to having content transmitted to others, with or without consent from the original author. Additionally, per the Health 18 Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/deidentification/index.html> , no information, pictures, videos or descriptions of clients/families can be posted on social media sites. You are solely responsible for what you post online. Inappropriate postings specific to patients, classmates, or faculty that include discriminatory remarks, harassment or threats, or violations of professional codes of conduct are subject to disciplinary action. Your actions could adversely affect your standing in your health professions program which could include program dismissal. You should be aware that future employers may view potential candidate's websites. Students are advised to review their site(s) for any unprofessional images or language which could adversely affect successful employment upon graduation. Please make responsible decisions about your use of social media.

Media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities.

STANDARDS AND PROCEDURES RELATED TO EVALUATION OF STUDENT ACADEMIC AND PROFESSIONAL PERFORMANCE

Students are expected to conduct themselves with respect for self and others and to adhere to ethical conduct requirements of social workers in course work as well as in the field placement.

Students may be dismissed from the Program for failing to meet the standards for academic retention in the program. Students may also be dismissed from the program for failing to demonstrate academic integrity and or professional conduct and behavior.

STANDARDS FOR STUDENT ACADEMIC PERFORMANCE

ACADEMIC MISCONDUCT

Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University. A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University. Students that participate in the Honors College and/or Athletics program(s) are subject to dismissal from those programs in addition to the penalties set forth below. The respective program(s) will be notified of any offense. Colleges and Departments may add to these prohibitions and standards applicable to all students in order to enforce academic integrity and professional ethics to meet their special needs for a specific degree program.

For the purposes of these definitions, an assignment includes any task assigned as a course requirement or program requirement. Assignments include but are not limited to papers, projects, homework, and exams.

A. PLAGIARISM

Plagiarism is the act of taking, using, and/or presenting the idea(s), work(s), and/or writing(s) of another as one's own. Plagiarism includes, but is not limited to:

1. Submitting as one's own any theme, paper, report, computer program, presentation, creative work, or scholarly work of any nature belonging to, or written or created by another.
 - a) To avoid plagiarism, give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
 - b) If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
 - c) Research for an assignment, as well as the complete assignment, must be the

work of the person seeking academic credit for the course.

B. CHEATING/UNAPPROVED COLLABORATION

Cheating is an act of dishonesty with the intent of obtaining and/or using information in a fraudulent or unauthorized manner. Examples of cheating include, but are not limited to:

- a) Observing and/or copying from another student's assignment.
- b) Giving or receiving assistance during an examination period. This includes providing specific answers to subsequent examinees and/or dispensing or receiving information that would allow the student to have an unfair advantage in the examination over students who did not possess such information.
- c) Using class notes, outlines, and/or other unauthorized information during an examination.
- d) Using, buying, selling, stealing, transporting, or soliciting, in part or in whole, the contents of an assignment when such action is not authorized by the instructor of the class.
- e) Using for credit in a subsequent class an assignment written for credit in a previous class without the knowledge and permission of the instructor of the subsequent class. This includes when a student is repeating a course for credit.
- f) Impersonating or attempting to impersonate another person, or permitting or requesting another person to impersonate you for the purpose of taking an examination or completing other assignments.
- g) Unauthorized collaborating during an examination, lab, or any course requirement with any other person by giving or receiving information without specific permission of the instructor.
- h) Altering grades or official records.
- i) Falsifying or signing another person's name on any academically-related University form or document.
- j) Sabotaging or interfering with the academic progress of others.
- k) Submitting altered, fraudulent, or falsified data, course, degree program requirements, including but not limited to honor's thesis; doctoral dissertation; qualifying exam; dissertation defense, and University records/forms.

PROCEDURE FOR HANDLING ACADEMIC MISCONDUCT CHARGES

1. **Step One:** Any faculty member or University official who suspects an act of academic misconduct occurred for which they deem sanction appropriate, must report this information, along with a recommended sanction, directly to the Office of Academic Affairs via the Academic Misconduct Report Form within five (5) business days of becoming aware of the act. Academic Affairs will consult with the student's academic department, and review any prior academic misconduct the student was found responsible for, to determine in consultation with the academic department if administrative-level sanctions should be added and which sanction is appropriate. No sanction will go into effect until a finding of responsibility is made.
2. **Step Two:** Within five (5) business days of receipt of the academic misconduct

referral, Academic Affairs will notify the student through official University channels of the alleged offense and related sanction(s). This notification will include instructions for preparing for a hearing, should the student disagree with the allegation. The notification will also include educational materials about avoiding future academic misconduct (For example, University-level citation and documentation expectations). Additionally, an academic misconduct meeting between the student and an Academic Affairs representative will be arranged to apprise the student of the allegation and related sanction(s). The student will accept or deny responsibility at this time. Students who do not respond to the notification will be deemed to have waived their denial of the alleged act and any objection to the related sanction(s). A student who accepts responsibility will be found responsible and the related sanctions will be imposed.

3. **Step Three:** Within five (5) business days of receipt of the meeting with Academic Affairs, a student disagreeing with the allegation must submit their request, in writing to Academic Affairs, for an academic misconduct hearing before the University Academic Integrity Committee (UAIC), along with any written material the student would like the Committee to consider. The UAIC is a shared governance committee which will consist of three faculty members, two undergraduates, and one graduate student from each academic college. The Associate Vice Chancellor for Academic Services and the Graduate Dean will serve as Ex Officio members. The convening committee for academic misconduct hearings is three faculty members and one student. For cases involving academic misconduct of a graduate student, the student representative will be a graduate student. The UAIC only determines whether the student is responsible and does not determine the sanction. The sanction imposed upon a finding of responsibility is determined in Step One and presented to the student in Step Two.
4. **Step Four:** Within five (5) business days of receipt of the written request for Committee hearing, the case goes to the University Academic Integrity Committee for determination of responsibility.
5. **Step Five:** Within three (3) business days of receipt of the Committee's determination, a student disagreeing with the hearing outcome may appeal in writing to the Provost. If the student does not appeal within the applicable timeframe, the Office of Academic Affairs will notify the involved parties, and the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party.
6. **Step Six:** Within three (3) business days of the Provost's receipt of the written appeal, the Provost will make a final determination based upon the written appeal and all documents related to the allegation and hearing. The Office of Academic Affairs will notify all involved parties of the determination. If the finding of responsibility stands, the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party. All cases of academic misconduct will be housed within Academic Affairs. Prior offenses will be considered when determining the sanction(s).

Sanctions for Academic Misconduct

No sanction, including removal from class, may be imposed prior to a finding of responsibility. Acts of behavioral misconduct are not covered by this section and should be reported to the Office of Student Conduct.

Academic Misconduct that occurs in clinical, field, and internship sites is subject to sanctions established by the respective program. These sanctions may or may not be included in the list below.

Course-level sanctions for Academic Misconduct can be imposed by the faculty member or instructor who discovered the Academic Misconduct upon a finding of responsibility (see Procedure for Handling Academic Misconduct Charges).

The following course-level sanctions may be imposed by the instructor for academic misconduct:

- An alternative assignment;
- A failing grade on the assignment;
- Rewriting or repeat performance of assignment; and, or
- A failing grade for the class;
- Completion of educational module;
- A reduction of grade for assignment.

In addition, the following administrative-level sanctions may be imposed for Academic Misconduct upon a finding of responsibility based on the seriousness and/or prior acts of academic misconduct of the respective student. Administrative-level sanctions are determined by the student's academic department in consultation with Academic Affairs:

- Completion of education modules;
- Removal from the course;
- Dismissal from a particular program;
- Suspension from a particular program for one semester or more;
- Suspension from the University for one semester;
- A failing grade for the course
- Expulsion from the University; and/or
- Other appropriate sanctions as warranted by the specific acts of the student.

STANDARDS FOR PROFESSIONAL PERFORMANCE

The Social Work Program requires that students demonstrate the highest level of professional and ethical conduct. Failure to demonstrate appropriate interpersonal and ethical behaviors including but not limited to the following is grounds for dismissal:

1. Behavior judged to be in violation of the current NASW Code of Ethics
2. Threatening, intimidating, discriminatory or harassing behaviors
3. Inability to form adequate relationships with others
4. Inability to accept and integrate feedback, particularly from faculty and field supervisors
5. Disruptive behaviors that undermine the teaching, learning and morale of others
6. Inability to perform due to personal problems such as substance abuse
7. Inadequate work skills such as absences and tardiness
8. Inability to recognize and respect personal/professional boundaries
9. Non-compliance with agency policies and procedures
10. Inability to engage in social work practice.

PROCEDURES FOR REVIEWING ACADEMIC & PROFESSIONAL

CONDUCT IN THE MSW PROGRAM

The Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan and suspending or dismissing an individual who fails to meet the academic and professional performance standards of the Program. There are three levels of performance review. Please be aware that at any point in the process the instructor can complete an academic misconduct form and submit to Academic Affairs.

Level 1 Performance Review

A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic or professional performance standards, that faculty member will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- Appraise the advisor and appropriate Program Director of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings with the student (signed by both).

If a problem arises in field, the agency-based field supervisor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Field Director of the concerns.

In many instances, meetings between faculty and students result in resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section. However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

Level 2 Performance Review –

A Level 2 Performance Review, convened by the Program Director (MSW, Field), usually occurs when concerns regarding performance issues raised at Level 1 have not been resolved satisfactorily. Level 2 Performance Review may also occur when student conduct requires a documented corrective action plan. A level 2 involves the student, their advisor, the appropriate Program Director (MSW, Field) and faculty members as indicated. If a problem arises in field, the agency-based field supervisor, faculty liaison, and Field Director will meet for the review.

In this information gathering process, the MSW Director or Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The MSW or Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student in dealing with identified concerns that negatively impact their performance. The MSW Director or Field Director will assess the concerns with appropriate faculty, consult with the

Department Chair and maintain documentation. The Level II Performance Review Committee may decide to:

1. Retain the student in the program on probationary status
2. Specify requirements and conditions for remaining in the program.
3. Suspend the student from the program (can reapply in one year)
4. Request a Level 3 review be convened by the Department Chair.

The Performance Review Committee will document the discussion and their decision and inform the student in writing. The student may appeal the decision to the Department Chair.

Level 3 Performance Review

A Level 3 review is convened and facilitated by the Department Chair/MSW Program Director and generally includes the student, their advisor, the Field Director and field supervisor if indicated, and relevant members of the faculty. This level of review is indicated when problematic patterns are identified with a student, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A Level 3 Review may be initiated when lower review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair/MSW Director will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of his/her choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair/MSW Program Director will consult with the Professional Review Committee members to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

1. Continue the student in the program with no conditions
2. Establish formal conditions for the student to continue in the program
3. Consult with the University's Academic Affairs and Research
4. Counsel the student to change majors/degree programs
5. Suspend the student with conditions for return

6. Dismiss the student.

In any Level 3 Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair/MSW Program Director to communicate the decision to the student. At this time, the student must be informed of her/his right to appeal under University policy.

DISMISSAL OR REMOVAL FROM FIELD

Field agencies who request that a student be dismissed or removed from field must discuss the situation with the student and contact the Field Director and provide written documentation of their concerns. The Field Director in consultation with the field supervisor, field faculty liaison and the appropriate Program Director will evaluate the situation and determine whether or not the student should be placed in an alternative site. The Field Director may elect to convene a Professional Review Committee of the appropriate level. If retained in the program and placed in another agency, the field faculty liaison and/or faculty advisor will work with the student to produce a plan of action for the student to correct the behavior that led to dismissal. By the end of the semester, the student must demonstrate improvement or correction of the behavior that led to the dismissal from the first field site. If the student fails to improve or demonstrate correction of the behavior that led to dismissal from the field site, the student will have failed to meet the Program requirements and will be dismissed.

DEPARTMENTAL PROCEDURES FOR STUDENT GRIEVANCE INVOLVING FACULTY

The MSW Program follows the University's Grievance Process:

Step 1: Since the faculty has the primary responsibility for course development, course delivery, the assessment of student achievement, and the sanction for academic misconduct, any student who has a complaint related to an academic issue should first consult with the course instructor within ten (10) working days of the incident and try to resolve the complaint. If the grievance involves a faculty member who is no longer employed at the university, or with whom the student does not feel comfortable approaching the student should move to step two of this process. If the complaint is resolved, the grievance process ends.

Step 2: If the complaint is not resolved in step one, and if the student wishes to pursue the complaint further, the student shall consult with the department chair/unit supervisor within fifteen (15) working days of the academic incident. The appropriate chair/unit supervisor shall consult informally with the student and the individual against whom the complaint has been made to attempt to resolve the complaint. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been made in writing of the resolution or lack

thereof within ten (10) working days of the student's first consultation with the chair/unit supervisor. If the complaint is resolved, the grievance process ends.

Step 3: If the complaint is not resolved in step two, and if the student wishes to pursue the complaint further, the student shall file a formal written complaint with the department chair/supervisor within thirty-five (35) working days from the academic incident. The written complaint must specify the academic right(s) the student alleges has (have) been violated and must include:

- Date and details of the alleged violation;
- Any available evidence of the alleged violation;
- Names, addresses, and phone numbers of witnesses to the violation;
- The requested remedy to the alleged violation.

The chair/unit supervisor shall investigate the complaint using whatever processes are appropriate including, but not being limited to, written responses from or interviews with faculty members, other students, and other parties. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been filed in writing of the chair/unit supervisor's finding and recommendation within ten (10) working days of receipt of the written complaint. If both parties in the complaint accept the recommendation, they will sign a statement to that effect and the grievance process ends. The chair/unit supervisor shall retain the written records of the process for five calendar years. Upon request, the chair/unit supervisor shall provide either or both parties with copies of all information gathered during the investigation.

Step 4: If the complaint is not resolved in step three, either party may request that the dean appoint a college hearing committee. The request for a college hearing committee review must be made in writing to the dean within ten (10) working days of completion of the process listed in step three.

A-State Online Students and Those Residing Out-of-State

Students, including A-State Online students and those residing Out-of-State, must follow Arkansas State University's published grievance policy. If any student must report an unresolved grievance, the student may complete the student complaint form for the Arkansas Department of Higher Education (ADHE) found at: <http://www.adhe.edu/students/parents/colleges-universities/student-grievance-form/> Resolution by ADHE are final. Students must submit a written grievance to ADHE using the form. The grievant must also provide written documentation from Arkansas State University verifying that the A-State appeal process has been followed. Grievances regarding student grades or conduct violations are governed entirely by institutional policy and Arkansas law and will not be considered by ADHE

STUDENT RESOURCES

STUDENT FINANCIAL AID AND SCHOLARSHIPS

For further information please contact Financial Aid/ Scholarships Office:

P.O. Box 1620

State University, AR 72467-1620, (870) 972-2310

Website: <http://finaid.astate.edu>

OFFICE OF ACCESS AND ACCOMMODATIONS

Students who require academic adjustments in the classroom due to a disability must first register with A-STATE Access and Accommodations. Following registration and within the first two weeks of class, please contact Dominique White at 972-3694 to discuss appropriate accommodations. Appropriate arrangements can be made to ensure equal access a course. Students are encouraged to contact the Office of Access and Accommodations if they need assistance. <https://www.astate.edu/disability>

TITLE IX

The Office of Title IX & Institutional Equity is charged with the responsibility to oversee the University's compliance efforts with state and federal laws surrounding Title IX, Affirmative Action, Non-Discrimination, Equal Opportunity, and campus-wide initiatives aimed at creating a diverse, welcoming and equitable campus. <https://www.astate.edu/a/affirmative-action/>

HOUSING

<https://www.astate.edu/a/university-housing/housing-options/>

COUNSELING CENTER

The Wilson Counseling Center is committed to helping you benefit as much as possible from your experience at A-State. This support may include helping you to perform better academically, to cope with your emotions, or to be more effective in your relationships with others. <https://www.astate.edu/a/counseling-services/>

WRITING CENTER

The Online Writing Center offers writing services to A-State Online students so they may develop habits that lead to successful written communication. Our staff consists of tutors from various writing backgrounds that understand the struggles and joys of writing. We provide tutoring for all writing stages, from understanding the prompt and outlining to grammar and finalizing the paper. Successful writing comes from developing a network of interrelated skills and strategies, and we look forward to working with you to aid in this process!

<https://www.astate.edu/a/global-initiatives/online/a-state-online-services/online-writing-center/>

PROFESSIONAL SOCIAL WORK RESOURCES

NASW

The National Association of Social Workers (NASW) is “a membership organization that promotes, develops, and protects the practice of social work and social workers” (Arkansas, NASW, 2003). The national NASW organization may be accessed, via the World Wide Web, at www.nasw.org. The Arkansas State Chapter of the NASW can be contacted at: <http://www.naswar.org>. Students receive a special membership rate and have access to practice insurance while in school. All students are encouraged to join the NASW.

NASW CODE OF ETHICS

The NASW Code of Ethics guides all social workers in ethical practice. The code can be accessed at: <http://www.socialworkers.org/pubs/Code/code.asp>.

ARKANSAS SOCIAL WORK LICENSING BOARD

Licensing information and continuing education requirements are listed on this site.

Social Work Licensing Board

P. O. Box 250381

Little Rock, AR 72225

(501) 372-5071

[HTTP://WWW.ARKANSAS.GOV/SWLB](http://www.arkansas.gov/swlb)

COUNCIL ON SOCIAL WORK EDUCATION

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



Master of Social Work Program Field Education Manual
Department of Social Work
College of Nursing & Health Professions Arkansas State University
Jonesboro, Arkansas

A-STATE Master of Social Work Program
Field Education Manual

Contents

<u>INTRODUCTION</u>	33
<u>MASTER OF SOCIAL WORK PROGRAM AT A-STATE</u>	33
<u>MSW PROGRAM MISSION STATEMENT</u>	33
<u>Accreditation</u>	33
<u>NON-DISCRIMINATION POLICY</u>	33
<u>MSW PROGRAM GOALS</u>	34
<u>MSW COMPETENCIES AND PRACTICE BEHAVIORS</u>	35
<u>OVERVIEW OF THE FIELD EXPERIENCE PROGRAM</u>	38
<u>GENERAL DESCRIPTION OF FIELD EXPERIENCE</u>	38
<u>Key Terms – Roles and responsibilities of each are described in detail on page 15.</u>	38
<u>PREPARATION AND ELIGIBILITY FOR FIELD</u>	39
<u>THE INTERNSHIP PLACEMENT PROCESS</u>	39
<u>TEVERA</u>	39
<u>PROFESSIONAL LIABILITY INSURANCE</u>	40
<u>FIELD APPLICATION</u>	40
<u>STUDENT/FIELD SUPERVISOR INTERVIEW</u>	41
<u>PLACEMENT CONFIRMATION</u>	41
<u>ENROLLMENT IN FIELD COURSE</u>	41
<u>FIELD ORIENTATION</u>	42
<u>STANDARD/FOUNDATION FIELD EXPECTATIONS</u>	42
<u>ADVANCED FIELD EXPECTATIONS</u>	42
<u>LIFE EXPERIENCE AND TRANSFER WORK</u>	43
<u>FIELD PRACTICE SETTINGS</u>	43
<u>CRITERIA FOR FIELD PLACEMENT AGENCIES</u>	43
<u>AFFILIATE AGREEMENTS</u>	44
<u>SELECTING FIELD SUPERVISORS</u>	44
<u>AGENCIES THAT DO NOT HAVE AN MSW ON STAFF</u>	44
<u>FIELD SUPERVISOR ORIENTATION</u>	45
<u>ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM</u>	45

<u>DIRECTOR OF FIELD EDUCATION</u>	45
<u>FACULTY LIAISON</u>	46
<u>FIELD SUPERVISOR</u>	46
<u>TASK INSTRUCTOR</u>	47
<u>STUDENT INTERN</u>	47
<u>THE LEARNING AGREEMENT & ASSESSMENT OF STUDENT PERFORMANCE</u>	48
<u>STUDENT LEARNING AGREEMENT</u>	48
<u>FINAL ASSESSMENT OF STUDENT PERFORMANCE</u>	49
<u>FIELD PROGRAM ASSESSMENT</u>	49
<u>STUDENT EVALUATION OF FIELD SUPERVISOR AND AGENCY</u>	49
<u>FIELD SUPERVISOR EVALUATION OF FIELD PROGRAM</u>	49
<u>FACULTY LIAISON EVALUATION OF FIELD SUPERVISOR AND AGENCY</u>	49
<u>PERFORMANCE REVIEW PROCESS</u>	49
<u>FIELD EXPERIENCE POLICIES AND PROCEDURES</u>	51
<u>HEALTH AND SAFETY OF THE STUDENT</u>	51
<u>INCIDENT REPORT</u>	52
<u>USE OF PERSONAL AUTOMOBILES BY STUDENTS</u>	52
<u>PLACEMENT IN EMPLOYEE SETTINGS</u>	52
<u>ACCESS AND ACCOMODATIONS</u>	53
<u>REQUIRED INTERNSHIP HOURS</u>	53
<u>PROFESSIONAL CONDUCT</u>	54
<u>PROBLEM-RESOLUTION PROCESS</u>	54
<u>TRANFERRING A STUDENT TO A NEW AGENCY OR FIELD SUPERVISOR</u>	54
<u>TERMINATION POLICY AND PROCEEDURE</u>	55
<u>TERMINATION INITIATED BY AN AGENCY</u>	55
<u>TERMINATION INITIATED BY THE MASTER OF SOCIAL WORK PROGRAM</u>	56
<u>GRADE AND GRADE APPEAL</u>	57
<u>AGENCY SPECIFIC POLICY, STANDARDS AND ACCREDITATION</u>	57

INTRODUCTION

Welcome to the Field Program of the Department of Social Work at Arkansas State University. This manual is designed to provide students, Field Supervisors and faculty with essential information regarding the actual field experience, including the objectives, requirements, and policies used throughout the internship. Field experience is a critical component of the A-STATE Social Work Program and is required of all students. The Council on Social Work Education (CSWE) has defined field experience as the “signature pedagogy” of social work education. It is through the internship process that students have the opportunity to integrate classroom knowledge with hands-on experience in professional situations. Students work side by side with professional social workers, who provide ongoing mentoring and supervision, to promote the development of the social work competencies and practice behaviors set forth by CSWE. Students are required to read the field manual and use it as a reference throughout their time in their internship.

MASTER OF SOCIAL WORK PROGRAM AT A-STATE

MSW PROGRAM MISSION STATEMENT

The mission of the MSW Program at A-State is to provide a transformative educational experience that emphasizes respect for diversity and prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups, and communities. Graduates understand the importance of connectedness and work to improve the quality of life for all persons from the local to the global level. Graduates utilize contemporary, evidence-based theories and approaches to intervene and bring about positive changes including economic, environmental, racial, and social justice. MSW courses are developed and delivered with an emphasis on rural social work, trauma-informed care, the importance of human relationships, dignity and worth of person, human rights, and service. The MSW program graduates competent individuals who exemplify and uphold the CSWE and NASW Code of Ethics.

Accreditation

Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. A-STATE was first accredited in 1928 and has had continuous accreditation since that time. The MSW Program at A-STATE was granted Initial Accreditation by the Council on Social Work Education effective in the academic year 2008-2009.

NON-DISCRIMINATION POLICY

The Arkansas State University Master of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation. Arkansas State University’s diversity policy (as stated in the Student Handbook, 2022-2023) <https://www.astate.edu/a/student-conduct/student-standards/sh2223final.pdf>

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all

racess, ethnicities, colors, genders, religions, sexual orientation, and socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people, group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity.

A-State will be known for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a diverse faculty, staff and student body. A-State will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves in their program.

Diversity at A-State is a process embracing the ideal of inclusion. Through continuous education, the A-State community constantly moves towards that ideal by accepting each person as an equal and valued member of the campus community.

Students can learn more about grants, mentoring, success programs and other diversity initiatives at <https://www.astate.edu/diversity>

Contact info: (870)972-3081 or diverstiy@astate.edu

MSW PROGRAM GOALS

1. **Education for Clinical Practice:** Building on a foundation of generalist social work practice, the MSW prepares graduates for competency-based, clinical practice with an emphasis trauma informed care within a rural context.
2. **Knowledge Development:** The MSW program contributes to the knowledge base of the profession through the faculty's leadership in scholarship and community collaborations. Students develop critical thinking and research skills to address the problems and needs of diverse, multilevel client systems and further contribute to the profession's knowledge base. Graduates of the MSW program will engage in career-long learning to continually develop their professional knowledge base and practice skills.
3. **Service:** The MSW program at A-STATE creates an environment that promotes in students and faculty a desire to serve others by contributing time, effort, and other resources to address the needs of the community in which we live and learn and beyond.
4. **Education for culturally sensitive practice:** Graduates of the MSW program at A-STATE will demonstrate a commitment to social and economic justice by changing conditions which oppress and marginalize people, particularly in rural environments.

MSW COMPETENCIES AND PRACTICE BEHAVIORS

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. For social workers who practice at the advanced (MSW) level, each program articulates advanced practice behaviors consistent with its mission. The core competencies and foundation and advanced practice behaviors serve as the program objectives for the Arkansas State University MSW program and are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

Foundation practice behaviors: Social workers

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics and relevant laws.
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. Use technology ethically and appropriately.
- d. Use supervision and consultation to guide professional judgment and behavior.

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Recognize and resolve ethical issues common to clinical social work practice in the rural environment.
- b. Analyze and respond to relationship dynamics including power differentials.

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

Foundation practice behaviors: Social workers

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Use knowledge of the historical effects of oppression, discrimination, and historical trauma on client's systems, particularly those from rural communities to guide assessment, treatment planning and interventions.
- b. Recognize strengths, limitations and barriers of rural communities and develop strategies for enhancing social justice and equality of services.

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

Foundation practice behaviors: Social workers

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Identify and understand diversity, populations at risk and oppression.
- b. Differently adapt and apply clinical practice skills to respond to the characteristics of diversity, populations at risk, and oppression within the rural context of practice.

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

Foundation practice behaviors: Social workers

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Critically evaluate research to determine generalizability and relevance for clinical practice with diverse populations and client systems in rural environments.
- b. Integrate evidence-based practice and best practice model research into clinical practice.

Competency 5: Engage in Policy Practice

Foundation practice behaviors: Social workers

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Analyze intended and unintended effects of policies on client systems in rural environments.
- b. Design intervention strategies that engage constituents from rural environments to advocate for policies that promote social justice, reduce disparities and promote quality of life.

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

Foundation practice behaviors: Social workers

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients.

- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Collaborate with formal and informal resources in rural communities to enhance service and to effect positive change.
- b. Demonstrate capacity to engage and build clinical relationships with clients, including those who have experienced trauma.

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

Foundation practice behaviors: Social workers

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Synthesize bio-psycho-social-spiritual theories and diagnostic systems in the formulation of comprehensive assessments.
- b. Assess the impact of loss and trauma on clients and client systems physical, social, and emotional well-being.

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

Foundation practice behaviors: Social workers

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Use appropriate clinical techniques including cognitive behavioral therapy and crisis intervention to respond to concerns identified through on-going assessment.
- b. Develop prevention strategies focused on at risk individuals, groups, and communities in order to prevent trauma and ameliorate its potential impact.

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

Foundation practice behaviors: Social workers

- a. Select and use culturally responsive methods for evaluation of outcomes.

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

Advanced practice behaviors: Advanced practitioners in clinical social work

- a. Contribute to the theoretical knowledge base of social work through practice-based research that explores trauma and loss and enhances the professions understanding and appreciation of rural communities.
- b. Implement practice evaluation strategies to assess the effectiveness of clinical practice.

OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

GENERAL DESCRIPTION OF FIELD EXPERIENCE

Field education is a central component of the MSW curriculum. Field education provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has an MSW degree from an accredited university. The A-STATE MSW Program offers a 420-hour generalist field experience and a 504-hour advanced clinical field experience.

Field site agencies are approved based on their ability to provide students with the educational experience needed to meet CSWE requirements, appropriate supervision of an LMSW or a LCSW, completion of the university's affiliate agreement, and willingness to participate in needed orientations and meetings with faculty throughout the student's internship. Field agencies can represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children and adolescents, older adults, individuals with disabilities, victims of domestic violence, veterans, and the mentally ill, to name a few.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities.

Throughout the field placement, the student is required to receive a minimum of one-hour weekly supervision by the Field Supervisor. The student will also participate in online weekly discussion boards and other weekly assignments in which they will have the opportunity to process their experiences with other students, and identify how they can apply theory and skills in their practice. The online field course is led by a faculty liaison that is available for ongoing consultation to the field agency, and will make at least one virtual site visit during each semester to meet with the student and the Field Supervisor to evaluate and monitor the student's progress in demonstrating the social work competencies.

Key Terms – Roles and responsibilities of each are described in detail on page 15.

Field Supervisor - The agency professional who supervises an A-STATE student directly.

Student - Social work students enrolled in field course.

Faculty Liaison - The A-STATE faculty member assigned to work with the Field Supervisor and student in planning and evaluating the students learning experience.

Director of Field Education - The A-STATE faculty member charged with developing placements and overall supervision and management of this part of the social work program.

Task Instructor - An agency staff member who is assigned to supervise the social work Student in specific learning experiences.

PREPARATION AND ELIGIBILITY FOR FIELD

Prior to being admitted to the MSW program, students are required to complete certain prerequisites. Please refer to the individual degree plans for specific prerequisites and co-requisites. While completing field, students take co-requisites courses based on their foundation or advanced plans of study. To enter the field, students must meet several criteria to include:

1. Admission to the MSW Program with a minimum overall G.P.A of 3.0 for the Standard Program and 3.2 G.P.A. for the advanced program.
2. The student must complete the specified prerequisite courses as outlined in their plan of study with a “C” or better and maintain an overall G.P.A of 3.0.
3. The student must be enrolled in the appropriate co-requisite courses as outlined in their course of study.
4. The student must be making progress as outlined in their plan of study toward graduation.

The Director of Field Education will provide all newly admitted students with an online Field Orientation that discusses the field placement process, expectations of professional behaviors and tips for a positive internship. Students must be prepared to adjust their schedules for internship hours. The majority of agencies only offer internships during the normal working hours of Monday-Friday. If the student is enrolled in one of the Full-Time programs, the Department strongly recommends that students do not work more than 20 hours a week or preferably is not employed. Students maintaining part or full-time employment must have schedules to allow internship hours to occur during the normal workday of 8:00am-5:00pm.

THE INTERNSHIP PLACEMENT PROCESS

Matching the student with their site placement is a team effort involving the student, Director of Field Education and the potential agencies. After being admitted to the MSW program, the Director of Field Education will provide the student with detailed instructions in applying for their field placement that will include the steps below.

TEVERA

The Tevera software program is needed before students can begin any step towards securing their internship, and the availability of field sites can be limited and competitive, so students are urged to begin this process as soon as they are admitted. Students having graduated from Arkansas State University’s BSW program, will not need to purchase Tevera again as it is a one-time purchase. After students are admitted, they will receive an invite to purchase and/or create their MSW student account on Tevera. This software program can be purchased from the bookstore or from the company directly. Students will find the field application on Tevera with

detailed instructions on other items they must complete to be approved for the internship placement process. This software program will be used throughout the student's internship to complete course assignments and document internship hours.

PROFESSIONAL LIABILITY INSURANCE

Students must maintain professional liability insurance coverage throughout their internship. Student coverage will cost approximately \$40 for one calendar year. Two options to purchase insurance include NASW (National Association of Social Workers <https://naswassurance.org/professional-liability-insurance/>) and HPSO (Healthcare Providers Service Organization <http://www.hpsso.com>). Other options may be considered as long as the coverage includes \$1,000,000 per claim and up to \$3,000,000 for aggregate professional liability coverage. Students must upload a copy of their policy into Tevera along with the field application.

FIELD APPLICATION

Students in the online MSW program are responsible for locating a field placement within their geographic location that meets the field agency criteria, and provide this contact information to the Director of Field Education through the field application process. Upon acceptance into the MSW online program option, students will receive detailed instructions from the Director of Field Education on how to secure an internship. These instructions will include the following:

1. Read the MSW Field Manual on the ASTATE website.
2. Register their account with the field tracking software program, Tevera.
3. Contact the Field Director to discuss their internship area of interests, identify various agencies that could serve as their possible internship and identify any special conditions that could impact their internship.
4. After the meeting with the Field Director, the student will complete the MSW Field Application through Tevera that includes:
 - a. Identifying a minimum of two field placement agencies that have already expressed a potential willingness to accept the student for internship.
 - b. Providing the field agencies legal name, mailing address, and phone number.
 - c. Providing the name of a potential field supervisor or other agency representative's email address and phone number.
 - d. Verifying professional liability insurance
 - e. Providing a resume that reflects any related volunteer or service work.
5. Director of Field Education will contact the agency representative to determine if the agency is eligible to serve as a field site.

6. After a potential agency is identified, the Field Director will advise the student to contact the agency representative for an official interview.
7. If the placement is agreed upon, the field director will request that the Field Agency and Field Supervisor Applications be completed.
8. The Field Director will initiate the development of the University Affiliation Agreement and schedule the Field Supervisor for orientation.

STUDENT/FIELD SUPERVISOR INTERVIEW

The student is responsible for scheduling this interview through the site placement process to determine if all parties agree that the site will be a good fit for the student and agency. These interviews are typically conducted three to six months before the student begins their field placement experience, so if a second interview is needed, one can be arranged before the internship begins.

The student should treat this interview as a professional interview in dress, behavior, and overall preparation. The student should research the agency by visiting their website before this interview to have a clear understanding of services provided and the populations served. The student should provide a copy of their resume and be prepared to discuss why they want to intern at this agency as well as their overall professional goals. Students should be aware that agencies often use the internship process to screen and prepare their future employees. The Field Supervisor and student will agree upon a weekly work schedule that will allow the student to pace their required hours out appropriately.

PLACEMENT CONFIRMATION

If the Field Supervisor and student agree that the match is a good one, the Director of Field Education will send the Field Supervisor and the student a confirmation letter. The field agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. A copy of this agreement is kept on file in the College of Nursing and Health Profession.

The Field Supervisor/agency will inform the student of any pre-placement requirements that must occur before the student can begin the internship. Some agencies require these steps to be completed before the semester begins. These requirements may include a new worker orientation, a drug test, driving record, central registry child maltreatment application or a criminal background check. Some agencies may require the student to pay for their personal background checks. Interviews and orientation hours will not count towards the required number of field hours the student will complete when the field course begins. If any of these steps or requirements presents a problem for the student, it is the student's responsibility to contact the Director of Field Education at once.

ENROLLMENT IN FIELD COURSE

Students will enroll in the online field course as described in their degree plan. The course syllabi will detail specific requirements and expectations. This course will serve as the primary mechanism to demonstrate the student's ability to integrate classroom knowledge with their work in the field. The online structure will provide a supportive environment in which students can process their experiences in becoming professional social workers through discussion boards,

voice threads and other activities. The Field course serves as a professional model of future treatment teams as students provide emotional support and share knowledge and resources they have obtained. Because the primary focus is a peer learning model, students are expected to participate fully and follow the weekly schedule. Students will not be able to enroll in the field course until their field application and other required documents are completed in Tevera.

FIELD ORIENTATION

Students will complete the mandatory field orientation online. The orientation agenda will typically include reviewing the features of Tevera, course syllabus, learning agreement, time sheets, field evaluation process, expectations of professional behavior, a review of social work values and ethics, an introduction to basic social work skills and safety precautions.

STANDARD/FOUNDATION FIELD EXPECTATIONS

Foundation Field Experience is guided and evaluated by the exposure to learning activities within the agency setting that will allow the student the opportunity to demonstrate mastery of the competencies and practice behaviors set forth by the Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). Students in the Standard/Foundation program will complete three-seven-week semesters as reflected in their degree plan. Students will complete 20 hours a week/140 hours per semester which will total 420 hours for the Foundation year.

During the Foundation Field placement, students will have opportunities to observe social work professionals and work directly under their supervision taking an active role in all phases of generalist practice with them. Students will begin their internship in a shadowing/observational role with independent tasks being assigned as the field supervisor, student and faculty liaison determine appropriate. Students must be able to demonstrate competency of all 20 practice behaviors before the conclusion of the third semester. Although the focus of learning activities is on establishing relationships and working with individuals and families; work with groups, organizations, and communities is also expected. Students should learn about the agency and the system of community resources of which it is a part. To do this, students should become familiar with services the agency frequently makes and receives referrals. The student should learn how to link agency clients with needed community resources. Student awareness of the impact of policies on practice is important to develop during the Foundation Field placement. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency.

The students also learn to use supervision and work cooperatively with other professionals, volunteers and para-professionals as appropriate to the agency setting. This requires developing the ability to communicate clearly both verbally and in writing. Foundation Field experiences help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics.

ADVANCED FIELD EXPECTATIONS

Advanced field education is designed to prepare graduates for clinical practice with an emphasis in trauma informed care. Advanced field education meets the mission of the MSW Program by providing an avenue for students to master the knowledge, values, and skills necessary for rural-

based clinical practice, apply evidence-based practices consistent with social work values and ethics, promote social justice in their practice, apply critical thinking skills to diverse client populations, and to use communication skills differentially across client populations. Through field education, graduates also learn the value of identifying with professional social work and the importance of lifelong learning. Students in the Advanced program will complete three-seven-week semesters as reflected in their degree plan. Students will complete 24 hours a week/168 hours per semester which will total 504 hours for the Advanced year.

Advanced field experience is guided and evaluated by the exposure to learning activities within the agency setting that will allow the student the opportunity to demonstrate mastery of the eighteen advanced level practice behaviors that represent competent clinical practice. Advanced Field students will begin their internship roles in an observational role of clinical practice. Independent clinical tasks will be assigned as the Field Supervisor, Faculty Liaison and student feel appropriate. Independent practice under the close supervision of the Field Supervisor will be expected by the conclusion of the final semester of advanced field.

LIFE EXPERIENCE AND TRANSFER WORK

No credit is given for life experiences in the field or other areas of the curriculum.

FIELD PRACTICE SETTINGS

The MSW Program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of generalist and clinical field practice settings. The Director of Field Education consults with the agency staff and receives feedback from the faculty and agency staff regarding the suitability of the agency as a field placement. Agencies must demonstrate an environment of service and mentoring that is compatible with the values and ethics of the social work profession. Agencies must be able to offer learning experiences that will allow the student to demonstrate the required practice behaviors stipulated by CSWE and outlined earlier in this manual. Field practice settings are continuously re-evaluated as new information appears from faculty, agency staff, and/or students.

CRITERIA FOR FIELD PLACEMENT AGENCIES

Agencies are selected as field placement sites based on the following criteria.

1. The agency views participation in the education of graduate social work students as a worthwhile activity and agrees to support the goals and objectives of the A-STATE Social Work program.
2. The agency demonstrates competence and stability in providing professional social work services and offers a climate conducive to learning and professional development.
3. The agency can provide generalist practice learning opportunities compatible with the requirements of the A-STATE Social Work program.
4. To be approved for the advanced field internship, an agency must be able to provide clinical learning opportunities compatible for the requirements of the advanced MSW program and specialized practice behaviors.
5. The agency agrees to provide a field supervisor with a minimum of an MSW and enable that field supervisor to provide regular supervision including weekly meetings with the

student to plan and monitor progress, to participate in evaluation conferences with faculty, and to participate in orientation and training sessions.

6. The agency agrees to provide suitable workspace for the student.
7. The agency agrees to reimburse the student for work related travel in accordance with agency policy.
8. The agency agrees to appraise the student of any and all health and safety risks associated with practice in the setting, and to instruct the student in measures to minimize these risks.
9. The agency agrees to notify the program in a timely manner when the student's performance may be at risk for successful completion of the placement.

AFFILIATE AGREEMENTS

Formal affiliate agreements are used with all field placement agencies to delineate the roles and responsibilities of the program, the field agency and the student. Essentially, the agreement indicates the program, the agency and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the College of Nursing and Health Professions.

SELECTING FIELD SUPERVISORS

To be a Field Supervisor with the A-STATE MSW Program, agency professionals must meet the following criteria:

1. The person holds an MSW with a minimum of two years of experience and can serve as a professional role model especially with respect to genuineness, warmth, empathy and can demonstrate adherence to social work ethics and values.
2. The person sees educating social work students as both a professional and a meaningful activity.
3. The person is willing to invest time in development and implementation of the students learning plan, minimum one hour weekly supervisory sessions, virtual site visit evaluations with the Faculty Liaison and of the student. Participation in these conferences requires a high level of professional skill including the ability to give and receive feedback in a constructive manner.
4. The person agrees to orient the student to the agency and community of practitioners in the agency's referral network.
5. The person agrees to follow the problem-solving process as outlined in this manual.
6. The person completes the field orientation process online.

AGENCIES THAT DO NOT HAVE AN MSW ON STAFF

The MSW Program requires that the Field Supervisors will have a Master of Social Work (MSW) degree from a CSWE-accredited MSW Program. When an agency does not employ an MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold an MSW degree may supervise the student at the agency on a day-to-day basis. However, an MSW from another site must be assigned as the Field Supervisor of record and meet the same

requirements as listed above. The Field Supervisor must provide a minimum of one - hour weekly field supervision for the student and be available to meet with the task instructor and faculty liaison as needed.

FIELD SUPERVISOR ORIENTATION

Field Supervisor Orientation is designed to enhance the quality of student supervision as field supervisors identify with their roles as educators. The Field Supervisor will be provided with a link to complete the orientation online, prior to the student starting their internship. Educational contact hours are offered for the program to help support our field supervisor licensing obligations. Orientation topics will typically include key field experience terms; overall field process and time sheets; competency-based field instruction; CSWE EPAS, developing learning activities; student evaluation; and the role of process recordings and field journals. Field Supervisors are also provided a copy of their student's syllabus to better enable them to assist in the integration of theory. The Director of Field Education is available throughout the year for any consultation needs of the Field Supervisor.

ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM

In order to achieve high quality in the field, it is imperative that all involved understand their roles and responsibilities.

DIRECTOR OF FIELD EDUCATION

The Director of Field Education is administratively responsible for the oversight of the field practice and manages the field program. The Director of Field Education screens agency placements and field supervisors to ensure that they meet the program's standards, coordinates the placement process, and monitors the field program. The Director of Field Education is available throughout the year to solve problems or address issues of concern to the Field Supervisors, Faculty Liaisons, and students. The Director of Field Education's responsibilities are to:

1. Approve, develop and maintain field placements.
2. Assign students to field placements.
3. Maintain efficient reporting systems and records of field practice activities.
4. Maintain, revise, or modify the field manual.
5. Provide the orientation of field students.
6. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
7. Plan and implement training for field supervisors.
8. Provide consultation training for field supervisors.
9. Conduct systematic evaluations of practice methodology and outcomes and initiate appropriate changes.

10. Assist the liaisons in the development and coordination of seminar content and in the implementation of liaison activities.

FACULTY LIAISON

The Faculty Liaison representing A-STATE is expected to do the following:

1. Assist the Field Supervisor and student in developing the Learning Agreement, and signing to indicate that the agreement is acceptable.
2. Maintain close contact with the Field Supervisor and student to monitor progress. The Faculty Liaison is available for telephone or Zoom consultation throughout the semester at the request of the Field Supervisor. The Faculty Liaison will schedule at least one site visit per the seven-week semester to meet with the student and Field Supervisor. Students keep the liaison abreast of ongoing progress through journals or process recordings, discussion boards, and private conferences, as requested by the student or liaison.
3. Model professionalism especially with respect to genuineness, warmth and empathy, social work values and ethics, and feedback skills.
4. Identify areas that require additional faculty involvement to ensure that a social work focus and identification are sustained.
5. Team with the Field Supervisor and student in the learning experience.
6. Communicate suggestions from the field concerning ways of improving the field experience program to the Director of Field Education.
7. Report to the Director of Field Education each semester on the progress of the student in placement and any problems encountered.
8. Complete the Faculty Liaison Evaluation of Field Supervisor/Agency at the conclusion of the third semester.
9. Be available to the Field Supervisor and student for immediate consultation.

FIELD SUPERVISOR

Field Supervisors are expected to:

1. Provide the program with a current resume, complete the Field Supervisor Application and Field Agency Application form if one has not already been submitted.
2. Orient the student to the agency.
3. Assist the student in developing a learning agreement.
4. Meet at least one hour each week with the student to provide supervision.
5. Assess the student's progress on a regular basis and complete all evaluation instruments.
6. Monitor student's record of field hours and attendance.
7. Complete the Field Supervisor Orientation

8. Be available to meet with the student and Faculty Liaison for a virtual site visit at least one time per semester.
9. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include absenteeism, illness, agency-related changes, tardiness, etc.)
10. Complete the Field Supervisor Evaluation of Field Program at the conclusion of the student's final semester.

TASK INSTRUCTOR

The term "Task Instructor" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the field supervisor. The Task Instructor does not replace the field supervisor but does need to be well informed of the program's educational objectives and understand their role in the student's learning. Therefore, the field supervisor should be involved in all student evaluations. The Field Supervisor and the Social Work program will provide the Task Instructor with the necessary resources to accomplish the educational task including an invitation to complete the Field Supervisors Orientation. The Field Supervisor helps the student integrate the Task Instructor's contribution into the overall educational experience.

STUDENT INTERN

As part of a learning team, the student as an adult learner is expected to:

1. Take the initiative in examining the educational objectives and the learning assignments in the field practice.
2. The student will comply with the intern work schedule developed between the student and field supervisor.
3. Present professional behavior in all settings to include:
 - arriving and leaving according to schedule or notifying the field supervisor of unforeseen circumstances,
 - following agency policies and procedures,
 - completing required agency forms and course assignments fully and on time,
 - dress in accordance with agency standards and professional attire.
4. Seek and request supervision as appropriate and take action as needed.
5. Inform the field supervisor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.

6. Refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics.
7. Use supervision well, (e.g., seek feedback on performance and prepare agenda items for meetings with the faculty liaison).
8. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the formal evaluation.
9. Prepare for weekly conferences with the field supervisor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
10. Keep track of field hours in the time tracking software program, Tevera, and seek Field Supervisor's approval of hours.
11. Participate actively in all field discussion forums and complete weekly assignments.
12. Complete the Student Evaluation of Field Supervisor and Agency at the conclusion of the third field semester

THE LEARNING AGREEMENT & ASSESSMENT OF STUDENT PERFORMANCE

STUDENT LEARNING AGREEMENT

The student will develop the Learning Agreement in Tevera within the first few weeks of the internship through consultation with their Field Supervisor. The learning agreement provides a plan for internship activities that will support competency attainment set forth by the Council on Social Work Education and serves as a guide to assess the student's academic, and professional performance throughout the internship process. The Learning Agreement will guide weekly supervision between the student and their field supervisor. This document will also be reviewed at the virtual site visit between the field supervisor, faculty liaison and student. Tips in preparing the Learning Agreement include:

- Learning activities should be identified that will provide the opportunity for the student to demonstrate the CSWE competencies.
- Learning activities should reflect practice behaviors of the specified level (Foundation or Advanced) and should be individualized to meet the needs of the student.
- Learning activities should be specific, measurable and relevant to the competencies.

FINAL ASSESSMENT OF STUDENT PERFORMANCE

The student's learning agreement serves as the final assessment instrument as it was designed to correlate directly with CSWE's core competencies, which are operationally defined through the practice behaviors for both the foundation and advanced programs. Prior to the final assessment, the Field Supervisor will complete the Final Assessment of Student Competencies/Practice Behaviors by assigning a ranking for each practice behavior. The Field Supervisor, Faculty Liaison and student will meet by zoom to review this assessment, provide feedback that will enable the student's further professional development and celebrate the student's accomplishments.

FIELD PROGRAM ASSESSMENT

Assessment is a critical component of the overall field process at the program level. In order for the Field Department to best respond to student needs and strengthen program outcomes, the Department relies on feedback from Field Supervisors, students and Faculty Liaisons through formal surveys that are described below.

STUDENT EVALUATION OF FIELD SUPERVISOR AND AGENCY

Prior to the conclusion of the foundation and/or advanced field sequence, the student will complete the Student Evaluation of Field Supervisor and Agency through Tevera. Although the Field Supervisor will not have direct access to this evaluation, the student will be encouraged to provide feedback of their experience to the field supervisor at the final evaluation. This information can be very helpful to the Field Supervisor in providing supervision to future students.

FIELD SUPERVISOR EVALUATION OF FIELD PROGRAM

Prior to the conclusion of foundation and/or advanced field sequence, the Field Supervisor will be asked to complete the Field Supervisor Evaluation of Field Program through Tevera.

FACULTY LIAISON EVALUATION OF FIELD SUPERVISOR AND AGENCY

Prior to the conclusion of the foundation and/or advanced field sequence, the Faculty Liaison will complete an Evaluation of the Field Supervisor and Agency through Tevera.

PERFORMANCE REVIEW PROCESS

The Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan, and suspending or dismissing a student who fails to meet the academic and professional performance standards of the Program. This policy is followed within the field program as a proactive approach to problem solving that can provide the student with a corrective action plan to complete their field experience successfully. There are three levels of performance.

A Level I Performance Review involves a faculty member and a student. When a faculty member has concerns about a student not meeting any of the professional or academic standards required of field experience, that faculty member will:

- Discuss the concerns directly with the student in zoom, phone and/or email and seek to work with the student to resolve the difficulties.

- Appraise the Field Director and/or MSW Program Director and possibly the advisor of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings in the student file.

In many instances, this early meeting and/or conversation between faculty and students results in a resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section. However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

A Level II Performance Review is convened by the Director of Field Education or MSW Program Director, usually occurs when concerns regarding performance issues raised at Level I have not been resolved satisfactorily. However, some issues of concern can warrant the need for a level II without a level I. A level II involves the student, faculty liaison, Field Supervisor and Field Director. In this information gathering process, the Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student with identified concerns that negatively impact their performance. The Field Director will assess the concerns with appropriate faculty, consult with the Department Chair and/or MSW Director, and maintain documentation. The Level II Performance Review Committee may decide to:

1. Retain the student in the current internship and Social Work Program on probationary status.
2. Specify requirements and conditions for remaining in the internship and Social Work Program.
3. Suspending the student from the internship and Social Work Program (can reapply in one year).
4. Request a Level III review be convened by the Chair of the Department.

The Performance Review Committee will document the discussion and their decision and inform the student in writing. The student may appeal the decision to the Departmental Chair.

A Level III review is convened and facilitated by the Department Chair and generally includes the student, MSW Program Director, student advisor, Field Director and field supervisor if indicated, and any other relevant members of the faculty. This level of review is indicated when problematic patterns are identified with students, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A level III Review may be initiated when lower review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of their choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair will consult with the Professional Review Committee members to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

1. Continue the student in the program and/or internship with no conditions.
2. Establish formal conditions for the student to continue in the program and/or internship.
3. Consult with the University's Vice Chancellor for Student Affairs.
4. Counsel the student to change majors/degree programs.
5. Suspend the student with conditions for return.
6. Dismiss the student from the Social Work Program.

In any Level III Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair to communicate the decision to the student. At this time, the student must be informed of their right to appeal under university policy.

FIELD EXPERIENCE POLICIES AND PROCEDURES

HEALTH AND SAFETY OF THE STUDENT

The A-State Social Work Department is committed to making student safety a priority. Students are required to attend a zoom field orientation at which time safety precautions in the field will be addressed. This information includes safety with clients and overall self-care. Field agencies are required to appraise the students of any and all health and safety risks, and to ensure that students receive appropriate training to minimize these risks. Students are advised to review the MSW Field Manual and the MSW Student Handbook. In the event that an incident of safety or potential threat occurs, the student should discuss the incident with their faculty liaison and complete an Incident Report in Tevera. Other additional resources that are provided to student include the following links.

Safety When Working with Clients

Link to NASW Social Work Safety Guide:

<https://www.socialworkers.org/linkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

Title IX: Sexual Harassment and Discrimination

Link to A-State Office of Title IX and Institutional Equity

<https://www.astate.edu/a/affirmative-action/title-ix/>

COVID-19 Resources, Updates and Reporting

Link to A-State Novel Coronavirus

<https://www.astate.edu/safety/novel-coronavirus/>

INCIDENT REPORT

In the event that an incident occurs in the student's field placement, the student should complete the incident report form on Tevera and submit to their Faculty Liaison who will in turn advise the Director of Field Education of the situation. Examples of an incident include but are not limited to client striking the student worker, any hostile or threatening incidents experienced by intern, and unprofessional behavior on the part of the supervisor towards the student or clients. If the student is unsure about a particular event, the student needs to discuss the event with their Faculty Liaison.

USE OF PERSONAL AUTOMOBILES BY STUDENTS

Students are expected to arrange their own transportation to and from their field placement site. Agencies which expect students to use their personal automobiles for agency business should make this expectation clear to the student during the pre-placement interview. If students use their own automobiles for agency purposes, they should be reimbursed for mileage. Students who use their own automobiles to transport clients are liable in case of an accident. Students will sign the Statement of Understanding that is included with the Field Application. Please refer to your personal insurance policy for coverage information.

PLACEMENT IN EMPLOYEE SETTINGS

The Director of Field Education may approve a student's request to complete their field placement at their place of employment if specific criteria are met. To maintain the integrity of the program, and to ensure that students receive a high-quality education, this request may be approved with the following guidelines:

- The agency and field supervisor at the place of employment must meet the same qualifications as other field supervisors and agencies where students are placed.
- The Field Supervisor for the educational experience must be someone other than the student's work supervisor.
- Precautionary steps must be taken to assure that the student will not be working with the same client group in two different roles. Example: Student cannot be in the role

of an intern therapist for a client while also serving as the client's case manager through their employer.

- The student's activities in the agency must provide new learning, and not merely a continuation of their current work tasks. Example: A student that has been a case manager for several years at the agency cannot utilize this position for a foundation internship without a plan that identifies how they will expand their knowledge and skills, because this would not be a new learning experience for the student.
- Student's must complete additional hours outside of their employment to meet those competencies and practice behaviors not represented in the employment-based position. Example: Student must complete additional hours related to research and macro practice when their employment-based position does not include these tasks.
- Students employed in a case management or bachelor level position cannot use their employment hours toward the advanced clinical field placement, and the employment position should not be elevated in an attempt to meet the clinical needs of the advanced internship as this presents an ethical violation of working within one's competency. Student stipends and scholarships are allowed as they are academic assistance as opposed to employment.
- The learning agreement for the student must list how the learning activities will support program's competencies and specific practice behaviors. (Generalist for the Foundation Field Experience and clinical practice for advanced field Experience Program).
- The A-STATE field faculty liaison will monitor student learning and adherence to these criteria.
- Any paid or stipend internship must meet all of the above criteria.

ACCESS AND ACCOMODATIONS

Students who need adjustments or accommodations in the field must first register with A-STATE Access and Accommodations at (870) 972-3964. AAS will notify each instructor, including the Director of Field Education, of the student's specific needs. More information can be found on their website: <https://www.astate.edu/a/disability/>

REQUIRED INTERNSHIP HOURS

Students graduating from this MSW Program will complete 924 hours of field. Students that experience difficulties meeting their learning agreements or experience some form of disruption to the normal process may be required to complete more field hours which will be defined in their individual plan. Eligible students graduating from A-STATE's BSW program, and eligible students who graduated from other accredited BSW programs, will be given credit for the 420

hours of field completed prior to entering the advanced standing program at A-STATE. All students entering the advanced standing program will be required to complete 504 hours of field along with their course work for the three semesters of advanced field experience which will calculate to be 24 hours a week for three seven-week semesters.

Students admitted to the Regular Standing Full-Time Program complete 420 hours of field along with their course work of the foundation year which will calculate to be 20 hours a week for three seven-week semesters. After Regular Standing Full-Time Program students complete their foundation year of study, they follow the Advance Standing Program curriculum.

PROFESSIONAL CONDUCT

Students must conduct themselves in a professional and ethical manner toward clients, fellow students, agency staff and the faculty. As membership in a profession implies an encompassing set of values, professional conduct is expected at all times. The program subscribes to the NASW Code of Ethics which is discussed throughout the curriculum. Any act which would constitute unethical practice, violation of the law, whether on-campus or off-campus, is grounds for disciplinary action and may include dismissal from the field.

Students are expected to follow the reasonable instructions of the Field Supervisor. A student may refuse to follow an instruction if they feel it involves activities that are illegal or run counter to the NASW Code of Ethics. When refusing a request, the student should explain their reasons if at all possible. The student should then immediately report the incident to the Faculty Liaison.

In the event that the student violates the NASW Code of Ethics in the placement, the Field Supervisor will make a report to the Faculty Liaison and the Director of Field Education will be informed. A performance review will be scheduled with the appropriate level dependent upon the alleged incident.

PROBLEM-RESOLUTION PROCESS

Problems associated with social work students placed in agency settings occur, and are usually satisfactorily resolved by the student and Field Supervisor. Common problems have included student reliability and performance, student feeling that they are not getting sufficient learning assignments at the agency, or that the Field Supervisor is not accessible for regular supervision. The Faculty Liaison is available to assist in finding solutions to problems that cannot be handled by the Field Supervisor and student. If a problem cannot be resolved by this group, then the Director of Field Education may be called for help. This is the normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. Some problems if not resolved may present threat of internship disruption and therefore the Performance Review Process will be followed in hopes to find the best resolution for student success.

TRANFERRING A STUDENT TO A NEW AGENCY OR FIELD SUPERVISOR

Students are expected to complete their internships under the specified program (Foundation or Advanced) for three semesters at the same agency to allow the student to achieve competency attainment. However, there are occasionally reasons that a transfer to a new agency or Field

Supervisor is necessary. A request for a student transfer may originate from the student, the Field Supervisor, or the Faculty Liaison for the following reasons:

- a. A student may request a transfer to another Field Supervisor or agency if either fails to meet the terms set forth in the Learning Agreement, this manual or the Affiliate Agreement. If a within-agency transfer is feasible, the student can continue without interruption. A between-agency transfer may necessitate the student's investment of additional hours for the student to complete the course performance requirements. The Director of Field Education handles all transfers.
- b. The Field Supervisor may request a student's within-agency transfer if the Supervisor is no longer willing or able to meet the expectations of the position, or if he or she feels the match with a particular student is no longer productive. If the transfer is agreeable to the student and a suitable substitute can be found within the agency, the move can be made. If no suitable substitute is available within the agency, then a between-agency transfer will have to be made in the current semester provided a suitable site is available. The student may be required to spend additional hours in the new placement to complete course requirements.
- c. The Faculty Liaison may initiate a transfer of a student if he or she concludes that a Field Supervisor or agency is not fulfilling the expectations set forth in this manual. In this case, reasonable efforts will be made to locate a suitable alternative with as little disruption to the student as possible. However, additional hours of agency work may be required as noted above.

TERMINATION POLICY AND PROCEEDURE

Students are rarely terminated from an internship; however, it does occur. The following procedure addresses termination of a student initiated by his or her field placement agency or by a faculty member in the Master of Social Work Program. The Performance Review Process will be activated by the Field Director in attempts to promote the best outcome for student success.

TERMINATION INITIATED BY AN AGENCY

After problem-solving efforts have been exhausted or the agency staff believes the behavior of a student presents a risk to the safety or well-being of the agency's clients or staff, the agency may terminate a student from the placement. The agency will be requested to provide a written explanation for the termination and if at all possible, notify the program prior to the termination. It is then the responsibility of the Director of Field Education to prepare a report assessing the behavior of the student in the particular agency setting. Where indicated, the report should include a statement of standards of conduct which have been violated, and describe a course of action which the student must take in order to be reassigned to another agency. Remedies may include counseling or training and require documentation of participation and completion of a prescribed treatment. Based on these findings, the Director of Field Education in consultation with the Master of Social Work Program Director may pursue one of the following options:

- a. The student may be reassigned in the current semester, if time permits for the student to complete the course requirements and if the circumstances surrounding the termination are such that the student may be placed in another setting without jeopardizing the safety and well-being of clients and staff.
- b. If time does not permit for the student to complete the course requirements in a new agency, and the student does not present a threat to staff or clients of other agencies, and if no remedial action is required or the remedial action taken by the student has produced acceptable behavior, then he or she may be permitted to enroll in the field course in the next semester in which that course is offered. In this case, the student would be given an incomplete “I” grade for the course with a documented date in which the requirements must be completed. It is important to note that an incomplete that is not completed by the required date will convert to an “F” at the time grades are due. If the student is re-assigned, the Director of Field Education may credit all or a portion of the student’s hours in placement to a second placement depending on the circumstances surrounding the termination and the length of time that has elapsed between termination and re-assignment.
- c. If the student’s actions are such that the safety and well-being of other agency staff or clients might be reasonably expected to be in jeopardy, if corrective action required of the student is not pursued, or if the corrective action taken does not produce acceptable behavior, the student may not be reassigned. In this instance, the student would be given a grade of “F” for the course and would not be permitted to re-enroll. The student would then be removed from the Master of Social Work Program.

TERMINATION INITIATED BY THE MASTER OF SOCIAL WORK PROGRAM

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student’s conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may remove that student from the Field. In such cases, a Level III Performance Review will be scheduled with the possible outcomes: (1) dismisses the student from the program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct and; (2) offer a reasonable opportunity to modify the behavior which would involve corrective action on the part of the student which may include counseling (but not limited to) so that the student can comply with the standards of conduct; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the Master of Social Work Program.

If a student is dismissed from an agency due to behavior which may include but not limited to insubordination, incompetence, attendance, failure to adhere to the NASW Code of Ethics, or inappropriate professional conduct, the Director of Field Education may opt for a plan of corrective action. In some situations, the option of a corrective action, a plan will be developed. Upon completion of corrective action, a student may be placed in another agency setting. If the

second agency dismisses the student from Field due to the student's behavior, the student will be considered to have failed Field and a failing grade will be given. Along with being dismissed from Field, the student will be dismissed from the Master of Social Work Program.

If the student fails to follow through with corrective action or corrective action is not successful, the student may be dismissed from the Master of Social Work Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

GRADE AND GRADE APPEAL

A grade of "C" or better is required to successfully pass field. A field grade below a "C" results in suspension from the MSW Program. In the event that a grade below a "C" is received, the student may reapply to the Field Program if they are still in good standing with the MSW Program and complete any required corrective actions that have been specified for the student. Please refer to the MSW Handbook for details regarding program suspensions and/or program dismissals.

A student who wishes to appeal his or her grade must follow the Student Grievance Procedure outlined in the A-STATE Student Handbook. Only one grade appeal is allowed for the total Field experience.

AGENCY SPECIFIC POLICY, STANDARDS AND ACCREDITATION

Students are expected to familiarize themselves with agency specific standards which include but are not limited to JCOHA, HIPAA, FERPA, and CWLOA. Some agencies may require students to be certified in CPR, provide proof of vaccinations, submit to drug screens, complete criminal and/or child welfare background checks.