



**School of Social Work
BSW Practicum Handbook
2021-2022**

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FOREWORD

The manual is prepared as a guide for social work field practicum. The objectives of the manual are to:

1. Orient students and field instructors to the structure and mechanics of field practicums
2. Outline the policies and procedures which govern field practicums and the role of the field instructor, field coordinator, practicum instructor and student
3. Explain the responsibilities and expectations designed to provide an educationally oriented field experience for social work students.

Throughout this manual, numerous forms are referenced. For your convenience practicum-related forms can be downloaded from Social Work website under either Agency Resources for Practicum Supervisors or Student Resources for Students at <https://hpu.edu/chs/social-work/index.html>

PROGRAM MISSION, GOALS, COMPETENCIES AND PRACTICE BEHAVIORS

MISSION

The mission of HPU's BSW Program is to prepare undergraduate students in the art and science of social work through competent, effective generalist practice to achieve social justice and honor the dignity of all peoples. HPU's social work students should unashamedly want to "make the world a better place" through caring, professional practice aimed at helping all people to meet their needs and secure their rights in the ever-changing local, national, and global environment.

BSW Program Goals, Core Competencies (CC) and Practice Behaviors (PBs)

The Social Work Generalist Intervention Model is the basic approach for the BSW degree and it embodies content central to a common knowledge base, values, and skills of social work practice. Students develop entry-level skills to understand, assess, and intervene effectively at the individual, family, group, organizational, and community levels. It implies an understanding of self and one's impact on client systems. It requires openness, understanding, and skills in working with diverse groups of people. Generalist practice is built on a liberal arts foundation.

BSW Program Goals

1. To develop students' competence in use of the generalist problem-solving model with client systems of all sizes.
2. To prepare graduates who practice competently with diverse populations.
3. To prepare graduates who understand the social and policy contexts of social work practice at micro, mezzo and macro levels, including the changing nature of those contexts.
4. To promote the values and ethics of professional social work, social and economic justice and human rights in the program and in students' practice.
5. To develop in students an appropriate foundation for and valuing of lifelong learning which is built on research informed practice and practice informed research.

Organization of Practicum

The Council on Social Work Education (CSWE) refers to field education as the "signature pedagogy" in social work education (Educational Policy 2.3). The practicum provides students the opportunity to draw upon the theories and practice skills they learn in the classroom and apply them to the practice setting. By demonstrating specific practice behaviors (PBs), students are challenged to master the 10 core competencies (CC) outlined by the CSWE in achieving the BSW programmatic goals.

BSW Competencies and Practice Behaviors

Competency 1: Student demonstrates ethical and professional behavior.

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

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

Competency 2: Student engages diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.
- Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Student advances human rights, social, economic, & environmental justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Student engages in practices that advance social, economic, and environmental justice.

Competency 4: Student engages in practice-informed research & research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Student uses practice experience and theory to inform scientific inquiry and research.
- Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Student uses and translates research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Student engages in policy practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Student assesses how social welfare and economic policies impact the delivery of and access to social services.
- Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Student engages 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

- Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Student uses empathy, reflection, and interpersonal skills to engage effectively with diverse clients and constituencies.

Competency 7: Student assesses 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies.
- Student applies knowledge of human behavior and the social environment, person-in-environment, and other

multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

- Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Student intervenes 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

- Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Student applies knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Student negotiates, mediates, advocates with and on behalf of diverse clients/constituencies.
- Student facilitates effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Student evaluates practice with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Student selects and uses appropriate methods for evaluation of outcomes.
- Students applies knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.
- Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW Curriculum Description

The BSW Program at Hawai'i Pacific University defines generalist practice as

The application of social work knowledge, skills, and values to a variety of settings, population groups, and problem areas. Generalist practitioners can be flexible, eclectic, and pragmatic in their approach to situations needing social work intervention. They recognize the inter-relatedness of individual problems, life conditions, social institutions, and social problems.

Because of this understanding, generalist practitioners are able to analyze situations, recognize the potential for change, and apply the generalist problem-solving method appropriately at the micro- mezzo-, and macro-levels.

SWRK 1010: Social Sustainability, Social Entrepreneurship, and Social Work

This course serves as an introduction to the profession of social work through the lens of social sustainability and entrepreneurship. Socially sustainable communities have systems, structures, and relationships that are equitable, diverse, connected and democratic, providing quality of life to current and future generations. Social entrepreneurs are leaders seeking to find innovative solutions to social problems. Social work is one of many professions that function as social entrepreneurs in their work with systems of all sizes. Students demonstrate the characteristics of social entrepreneurship by developing innovative strategies to sustainably meet social problems.

SWRK 3000: Generalist Social Work Practice

An orientation to the principles and overview of the problem-solving process of generalist social work practice (intake, engagement, data collection, assessment, planning, contracting, intervention, evaluation, termination, follow-up).

SWRK 3003: Human Behavior in the Social Environment I

This course employs theories models and perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and well-being, stress, coping and adaption. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

SWRK 3005: Human Behavior in the Social Environment II

This course examines theory and research knowledge about political, economic, and societal structures and process related to communities, groups, and organizations within contemporary society. Consideration is given to ways in which these social systems have significant social, political, economic, and psychological impacts on the functioning of individuals, families, and social groups. The course provides a framework for understanding the influences of medium to large social systems on individuals, families, and groups with whom social workers practice. There is a focus on oppression, discrimination, prejudice and privilege and their relationship to social and economic justice for populations served by social workers.

SWRK 3010: Social Work with Individuals

A closer examination of the social work skills and methods with individuals including diverse/special populations.

SWRK 3300: Writing and Research in Social Work

This course focuses attention on two essential skills of social work: (1) clear, correct and professionally/legally sound documentation, and (2) integrating the results of social science research into professional practice/practice evaluation.

SWRK 3570: American Social Welfare Policy

This course involves an exploration of the development of social welfare programs. It includes content about the history of social work, the history and current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual and social well-being. Students will understand and demonstrate social policy skills in regard to economic, political, and organizational systems.

SWRK 3700: Special Topics in Social Work

This is a special topics seminar in social work in which students participate in class discussions and give oral presentations on contemporary social work issues. Course content will vary as set forth in the syllabus.

SWRK 3900: Practice in the Profession

This course focuses on the development and integration of the knowledge, values, and skills needed for successful fourth year practicum experience in social work.

SWRK 4000: Social Work Practice with Groups and Families

A closer examination of the social work skills and methods with families and groups, including diverse/ special populations.

SWRK 4010: Social Work Practice with Organizations and Communities

A closer examination of the social work skills and methods with organizations and communities, with special attention to evaluation.

SWRK 4900: Social Work Practicum I

Students apply and integrate classroom theory in social agencies under close supervision.

SWRK 4910: Social Work Practicum II

Students apply and integrate classroom theory in social agencies under close supervision.

SWRK 4960: Social Work Capstone

The social work capstone is intended to provide senior social work students with an opportunity to integrate and apply previous learning (academic and field) through the creation and implementation of a project at their practicum agency in order to demonstrate mastery of the knowledge, skills, ethics, and values necessary for evidence-based generalist social work practice.

Field Education

As defined by the Council on Social Work Education: Field education is an integral component of social work education anchored in the mission, goals and educational levels of the program. It occurs in settings that reinforce student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical goal and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated and evaluated on the basis of criteria by which students demonstrate the achievement of competencies and practice behaviors.

Field practicum provides an opportunity for the student to apply the general knowledge of theories and principles presented in the classroom to problems and challenges in the field. The field experience allows the student to try on and develop the role of professional social worker. The field instructor serves as a mentor, role model and a source of feedback to the student regarding the student's performance and professional growth. Therefore the purpose of the field practicum is summed up in three words - integration, application and socialization. The student integrates what has been learned, applies that knowledge in specific practice

situations and in the process, develops an identity as an emerging, professional social worker.

Field practicum gives students the opportunity to connect theory with practice (integration of empirical and practice-based knowledge), experience situations that focus attention on the use of social work values and ethics, and encourages identification with the purposes and functions of the profession. Taken together, the field practicum experiences provide a rich basis for enhancement of our program educational goals and for helping students to develop a sense of competency and fulfillment as social work professionals. However, it is the full integration of the field experiences and the rest the curriculum that completes the educational process. One without the other is not sufficient to achieve program goals or to develop full professional competencies.

Field practicum settings in the first semester offer a shadowing experience with individuals and families, groups, and communities. During the second year, students remain in the same setting and will learn to apply generalist approach to their assessment and interventions. Field practicum over the three semesters will be expected to support the goals articulated by the program.

Practicum Seminar Class

Practicum instruction provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, and then apply the general social work skills, knowledge and values learned in the classroom. The practicum courses SWRK 3900, 4900 and 4910 allow students to observe and practice the generalist perspective they learned in the classroom with systems of all sizes. The practicum unites and reinforces their learning. The practicum courses also include regular on-campus practice seminars. These are an integral part of student learning and HPU's supervision of the learning environment in which the students are placed.

Collaboration between the agency and the BSW program is necessary to ensure integration of learning in concurrent field and class. Administrators, field instructors, practicum instructors, students need to share in those activities to enhance the quality of the total education program.

ADMINISTRATIVE REQUIREMENTS OF THE BSW PRACTICUM PROGRAM

Each student completes and submits the Field Practicum Student Information form to the School of Social Work Field Coordinator, to ensure adequate time to secure a practicum placement for the academic year. The link is available on the HPU BSW Program web page.

Prior to placement, students need to be aware that a student who does not accept placement at two field agencies, which, in the judgment of the Field Coordinator, would be appropriate and who does not withdraw from the course, will be deemed to have failed the Practicum course.

Credit for Life Experience

The Hawaii Pacific University School of Social Work does not grant credit for either life experience or work experience in lieu of social work practicum.

Hours

The BSW practicum consists of 12 semester credits of field practicum divided into three semesters of study for students in their junior –spring semester and senior- fall and spring -years. Their senior year consists of 225 hours in the fall and 225 hours in the spring semester, for a total of 550 hours over three semesters. Hours are reported on Monthly Hours Reporting Form (Appendix C).

In order for the student to get as much from their practicum experience, they will remain in the same agency throughout the three semesters unless there are special circumstances which prohibit this from occurring.

Learning Agreement

The learning agreement serves several purposes for social work students:

- Provide the school, the student and the agency with a clear, concise, written statement of the learning and performance expectations and obligation for the semester's practicum experience. These expectations and obligations are major component of the student's evaluation and grade.
- The learning contract provides accountability and minimizes misunderstanding and miscommunication between the student the practicum instructor and field instructor.
- It protects the student by ensuring the educational focus of the practicum experience. Furthermore it protects the agency by clarifying the work expectations for the student.
- The development and use of the learning agreement provides the student with experience in the use and evaluation of contracts.

The learning agreement reflects an operational version of the HPU Social Work BSW's overall competencies and practice behaviors. The next step is to formalize activities timelines and strategies to achieve the agreed upon competencies and practice behaviors. The final step is to show in concrete terms, outcomes and products for the competencies and practice behaviors.

The formal supervision sessions provide the opportunity to monitor and evaluate progress with the learning agreement. The learning agreement may need to be renegotiated or altered during the two semesters. It should be considered a dynamic and living document.

The student, agency field instructor and practicum instructor sign the completed learning agreement. The learning agreement needs to be signed by all involved parties whenever important changes are made. The learning agreement should be completed and copies provided to each of the three involved parties within the first four weeks of the semester.

Review of Steps to Completion of Learning Agreement:

1. Student learns how to complete the learning agreement in SWRK 3900/4900/4910.
2. Student, in consultation with agency field instructor, drafts a learning agreement.
3. The SWRK 4900/4910 practicum instructor reviews the learning agreement and necessary suggestions for revisions are made. Once revisions are complete, the student, the field instructor and their SWRK 4900/4910 practicum instructor sign the learning agreement.
4. Copies of the learning agreement are distributed to the student and field instructor. The original remains in the student practicum file.
5. The BSW student will coordinate with their field instructor and practicum instructor a mid-term and final site visits meeting.
6. Timesheets (signed by the student and field instructor) and a completed Student Evaluation of Field Experience are submitted to the practicum instructor.

Supervision

Individual practicum supervision will be provided for minimum of one hour per week to each student. Agencies with two or more students may utilize group supervision to meet the supervisor requirements.

Student Evaluation

The purposes of both the midterm on site verbal evaluation and the final semester evaluation are as follows:

- To afford an opportunity for the student and field instructor to explore and assess the student's achievement of specific practice behaviors as articulated in the learning agreement.
- To afford the student and field instructor an opportunity to identify practice behaviors which should be the focus for future learning.
- To provide a verbal and written assessment as part of the students record.

As with any performance evaluation, comments should be supported by reference to specific situations. Issues presented in this conference should have been discussed during the student's weekly supervision. There should be no surprises. It is the field instructor's responsibility to write and draft the final evaluation. The student will be given some time to review the content. The evaluation conference then follows. Changes may be made in the evaluation of the student if the field instructor agrees. Students will complete the evaluation in its final form before it is returned to the Practicum Instructor. Both the student and the field instructor sign the evaluation. Signing the evaluation indicates that the student has read the evaluation. If the student does not agree with evaluation, in whole or in part the student may write comments explaining areas of disagreement.

At the beginning of each semester the field coordinator sends a packet of information to the field instructor including the format for the on-site verbal assessment and the final evaluation form. These are also available in the appendices section of this handbook.

Agency Field Instructor Grade

The field instructor will grade the student pass or fail for the practicum. In conjunction with the field practicum, students will be taking the practicum seminar. The grade from the field instructor is added into the other grades achieved in the practicum seminar, and the student receives a final letter grade, assigned by the practicum instructor, for the combination of the seminar and the practicum.

The grade of Incomplete ("I") may be given to students who have not completed the requisite hours in their practicum in spite of making a good-faith effort and/or for reasons beyond their control; e.g., illness, family emergency, or other reasons **as approved by the seminar instructor in coordination with the field coordinator**. The student is expected to develop a written plan for completion of the requisite hours and a timeline to accomplish the remaining hours. This is handled cooperatively in close consultation with the student's practicum instructor. By University policy, grades of Incomplete may be extended no more than six months. Students who have not completed the requisite hours to convert an Incomplete to a grade will receive a grade of failure ("F") and will not be permitted to progress to the next practicum.

The student is expected to advise the practicum seminar instructor and Field Coordinator at the beginning of the semester if their work schedule will interfere with their ability to complete the requisite 225 hours by the ending date of the semester as articulated by the HPU calendar. Additionally the student must complete a "Request to Extend Practicum Hours" (which can be found on the Social Work website under "Resources for Students") and submit this to both the practicum seminar instructor and Field Coordinator for approval."

Termination from Practicum At times termination from practicum occurs. The BSW Program makes every effort to insure the success of students in the field and strongly encourages students to seek help from faculty members, their advisor, seminar practicum instructor, field instructor and any other available support services from the university. However, if none of these efforts prove successful termination may be initiated.

Following are the three circumstances that may lead to termination and the procedures regarding each:

Voluntary termination

A student may withdraw from the practicum for personal reasons such as illness, family emergency, relocation or other reasons as approved by the field coordinator. Social work ethics require that the process of termination be conducted in a way that clients who need services are not abandoned. In accordance with these ethics, as much notice as possible should be given to the field instructor, clients and the field coordinator. Students planning to voluntarily terminate the practicum must complete the Terminate Practicum form. The student is not officially released from the practicum site until this is done in writing by the field coordinator.

Dissatisfaction with practicum site

A student who questions whether the practicum site offers opportunities or a climate appropriate for their learning should bring these concerns to the attention of the field instructor and practicum instructor. All parties involved should make a good-faith effort to develop a remediation plan to improve the situation. If this fails and the student still wishes to leave the agency a request to terminate practicum form should be submitted to the practicum seminar instructor and field coordinator as soon as possible. The policy of the social work program is the student should work out any unmet needs, concerns or problems at the practicum site whenever possible as this will often build problem-solving skills. The student remains responsible for any client assignments and may not terminate with practicum until given permission in writing by the field coordinator.

Involuntary termination

The BSW practicum coordinator may remove a student from a practicum placement if, after adequate corrective efforts, the student's performance in the practicum demonstrates little likelihood of successful completion. This may be a matter of lack of appropriate knowledge, skills, behavior and/or values consistent with the social work profession e.g.:

- The student's attitudes or values are incompatible with the practice of professional social work such as a strong prejudice.
- The student's conduct while in practicum endangers clients, the agency, university or other students or themselves such as unsafe practice.
- The student commits a serious violation of the National Association of Social Workers Code of Ethics (whether or not the student is an NASW member) or a violation of the HPU social work performance standards.
- The student is consistently unable to form productive relationships with clients, field instructor and/or other students

- The student's personal problems (e.g. relationship, substance abuse, mental health issues) are so serious or recent as to preclude effective work in the practicum.

Removal of a student from practicum follows the procedures for and is generally discussed in terms of violations of performance standards in the BSW Social Work Handbook.

PROCEDURES FOR FIELD PRACTICUM

Criteria for selection of students

In order to begin field practicum, students are required to meet the following criteria;

1. Students must be in good academic standing. Faculty and faculty advisors review students for good academic standing and or professional standards prior to the beginning of field practicum. (Check Student Handbook for grade policy).
2. Students must demonstrate behaviors that are consistent with the profession's values. Faculty review students for professional conduct prior to the beginning of field practicum. Students who are in the process of a remedial plan or action may be prohibited from beginning field practicum.
3. Student must complete the Practicum Information Form (see Student Resources on the BSW program website) and submit their resume to the Field Coordinator by the deadline prior to initiating the field practicum process.
4. It should be noted that additional requirements may be specified by agencies, such as, but not limited to, specific criminal background checks, testing, training and documentation.
5. The Practicum Coordinator matches student with practicum agency and notifies student via students' hpu.edu email.
6. Student contacts approved agencies, interviews and secures practicum. At the initial meeting, both the student and the field instructor explore the possibility/desirability of participation in the practicum at the agency. Either the student or agency can decide against the placement, however student will be limited to **two** placement refusals only.
7. Student notifies field coordinator of results of interviews and placement preferences. At the same time the potential field instructor at the agency will be notifying the field coordinator whether they believe the student and agency are a good match. If agreement is reached, the field coordinator will notify the student of the match. If not, the field coordinator will process with the student the interview in order to better understand needs for another interview. Again, students may be limited to refuse more than **two** practicum opportunities.

Hourly Field Practicum Requirements

The field practicum is designed to give students the fullest possible understanding of the agency experience and the opportunity to apply the general knowledge of theories and principles presented in the classroom and dealing with problems in the field. The field experience allows students to try on and develop the role of professional social worker. In order accomplish these goals, the number of required sequence field practicum hours established will be **225 hours for both 4900 and 4910.**

Students are not required to be in the field practicum during breaks or identified vacation or holidays, but they may request to put in hours during those days or weeks in order to meet the requisite hours for each semester.

Exceptions to practicum scheduling and hour requirements can be made only with the written permission by the Field Coordinator in consultation with the field instructor at the agency.

The following section explains how the field practicum processes are designed and criteria used to select agencies and field instructors:

Criteria for Selection of Agencies

The selection of agencies that are appropriate for practicum is of vital importance to the program. Therefore, the following procedures have been developed to ensure a quality educational experience:

1. Practicum settings are selected to provide students the opportunity to practice from the base of advanced generalist perspective consistent with content from the practice sequence.
2. Field instructors must be familiar with the mission, goals, competencies and practice behaviors of the HPU Social Work Program.
3. Agency's practices must be consistent with the social work values and ethics concerning professional social work practice as articulated the National Association of Social Workers Code of Ethics (see appendix F).
4. All involved must view the field practicum as an individualized integrative learning experience. Practice opportunities need to be provided by the agency to the student consistent with the learning needs of the student, as identified by the field instructor and student.
5. Field practicum performance must be evaluated on the basis of criteria consistent with the generalist perspective definition of practice and program competencies, as conceptualized by the program. This is found in the semester-ending assessment to be completed by both the student and the field instructor. A student should not be evaluated solely on the ability to deliver particular agency services.
6. The availability and activity level of the agency must ensure sufficient quality opportunities to allow for the required number of hours of practicum experience.
7. The agency must ensure the provision of field instructors in terms of availability to work consistently with the student for integration of educational objectives. This is not an agency supervision function, but rather a teaching and mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, and conferences with students and seminar practicum instructors.
8. The policy-setting body, administration, and staff of the agency should have respect for and support professional education. This would be demonstrated by the provision of: field instructors, authorized activities for students, adequate workspace, telephones, computers, supplies and an orientation process.
9. The agency must be willing to participate in a mutual evaluation process involving agency, student and program to monitor the quality and effectiveness of the experience for the student as well as the compatibility of the experience with program objectives.
10. The student can initiate selection of an agency as a potential agency for practicum but the BSW Field Coordinator must approve it.

11. The Field Coordinator will meet with the agency representative and/or the field instructor to determine the appropriateness and compatibility of the agency as a practicum site. It is the responsibility of the Field Coordinator to approve or not approve an agency for a practicum opportunity.
12. Once an agency is approved, it will be asked to sign a formal Memorandum of Understanding (MOU). These MOUs are maintained by the School of Social Work administrative assistant.
13. The agency has the prerogative to discontinue its participation for an interim period or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept the student for practicum.

Criteria for Selection of Field Instructors

The availability of qualified field instructors is an essential component to practice integration. Field instructors' approaches must be congruent with the advanced generalist mission of the program and they must support and understand the concept of practice integration.

1. The field instructor must have time available separate from normal job functions that allows for access to the student to focus on learning objectives for the practicum. It is expected that instructor may adjust time availability to the individualized learning needs of the student within reason, but should be available to the student for supervision at a prescribed time each week.
2. Assessment of the field instructor's qualifications takes into account professional education and experience. The Council of Social Work Education specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies: *Field instructors for Bachelors students must hold a Bachelor's or Masters degree in social work from a CSWE accredited program. For cases in which a field instructor does not hold a CSWE accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is to be accomplished. The field instructor should have a commitment to the values of social work profession, competence and practice, interest and competence in teaching, and a willingness to participate in training seminars given by the program.*
3. The field instructor must have the recognition and the support of the agency and the program as the field instructor, to assure the clarity of role and function in relation to the student's learning.
4. The field instructor must complete an end of the semester written assessment of the student and involve the student directly in the evaluation process.
5. The field instructor is required to attend training seminars given by the program to ensure his or her familiarity with the generalist model of practice, the program mission, curriculum and educational competencies for the students.
6. Field instructors will complete the Field Instructor Application, attaching their resumes. This will be forwarded to the Field Coordinator for review and approval, to ensure each field instructor's qualifications are appropriate.

Use of Practicum at Student's Place of Employment

Students who wish to develop a practicum at their place of employment must also follow the regular procedure for securing a field practicum. However, before the student meets with the Field Coordinator, the student should have a preliminary discussion with their employer, including their immediate supervisor and appropriate administrators, in order to gauge the employer's willingness to work with the HPU BSW program and the

student to create an employee practicum opportunity. Proposals for practicum in a student's place of employment will be considered when specific educational opportunities are present.

If the student wishes to request a practicum in an agency in which she/he is or will be simultaneously employed, the following minimal conditions must be met:

1. The agency employs full-time BSW/MSW social work staff.
2. An individual with a BSW/MSW must be available as the field instructor.
3. The field instructor may not have supervised the student in the past.
4. Proposed field practicum assignment must differ significantly from previous employment or field practicum experience in the agency.
5. Proposed field practicum assignments must meet curriculum requirements.
6. Students must be able to devote the required hours a week to practicum, in addition to their employment hours.
7. Agency administrators must commit to relieve the employed student of their normal duties to fulfill the required hours per week, so the student can complete their field practicum.

A proposal for an employed practicum is initiated by completion of the BSW Employment Based Practicum Proposal and Agreement form, after consultation with the Field Coordinator (see appendix B for form).

Problem Resolution Process

Field instructors and students may find at times that they are unable to satisfactorily resolve concerns. The first step is to contact and meet with the seminar practicum instructor. If the concern is still not able to be resolved or if the concern involves the seminar practicum instructor, the student and/or the field instructor may bring the concern to the Field Coordinator. If the concern is not resolved, the next step is for the student, field instructor or field coordinator is to contact the BSW Program Director.

Method of Evaluation

A midterm on site evaluation discussion between the student, field instructor and seminar practicum instructor is to occur halfway through the semester, with prompt notification to the student and the student's advisor if the student is at risk of failure. A final written assessment at the end of the semester is required. The student will receive a grade of "Pass" or "Fail" as assigned by the field instructor, based on their assessment and the evaluative conference with the student.

Minimum behaviors that contribute toward a grade of "Pass" are the following:

Students are expected to treat the faculty, other students, field instructor, agency colleagues and themselves with respect at all times. Respect for these parties in this context is demonstrated by the following:

- Student accomplishes learning objectives.
- Student receives satisfactory evaluation from field instructor.
- Student consistently applied social work knowledge base to their field experience.
- Student practices in conformance with the NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>).

- Student maintains professional relationships with clients, supervisors and field instructor.
- Student is at practicum site during working hours without unjustified tardiness or absences.
- Student uses agency time and resources appropriately.
- Student engages in culturally appropriate practice.
- Student demonstrates the use of critical thinking skills.
- Student demonstrates effective verbal and written communication skills.
- Student attends all practicum seminar sessions.
- Student accomplishes practicum seminar learning objectives.

Behaviors that contribute toward a grade of “Fail”

- Student does not accomplish these despite support from the field instructor and seminar practicum instructor.

Should concerns emerge in the field practicum, the practicum seminar instructor is available to assist toward a resolution of the concerns. Should further intervention be necessary, the BSW Field Coordinator will be consulted. In instances where there is serious concern about a student’s “fit” with professional social work, or with the student’s performance in their field practicum, the student may be required to extend their field practicum, or to complete another field practicum in another agency setting. Extensions of the field practicum are not guaranteed as options for any student.

While reasonable efforts will be made to obtain a field practicum for each student, the HPU School of Social Work cannot guarantee a practicum site if the student doesn’t meet deadlines.

Learning Resources

The major resources in the field practicum are the student’s practicum experiences, the BSW field instructor, and the seminar practicum instructor and student colleagues. The seminar practicum instructor will meet with the student and field instructor at the practicum site at least once a semester and will be available more as needed. Students and field instructor are encouraged to utilize the bibliographic materials attached to the syllabus for the seminar classes and any other readings suggested by participants in this field practicum.

FIELD PRACTICUM ROLES

Responsibilities of Field Director

The Field Director is a member of the HPU School of Social Work faculty and is primarily responsible for the overall organization of the School's field practicum program.

1. Maintain compliance with CSWE standards and quality of practicum experience.
2. Screen, review and approve agencies for practicum according to established standards and criteria for agency selection.
 - Receive and process agency requests for student practicum.
 - Explore new agencies to identify and develop new practicum experiences.
 - Develop and maintain professional working relationships with agencies.
 - Screen, review and approve the field instructors designated by approved agencies.
3. Mediate the student selection of an agency for practicum.
 - Mediate the choice of the student by considering interests and assessing needs of the student and the resources of the available agencies.
 - Direct student to agencies for interviews; if a choice is not approved, direct student to other agencies within program guidelines.
 - Act as mediator to resolve any initial concerns or questions between the agency and student.
 - Confirm final arrangements between the student and the agency.
 - Ensure completion of MOUs.
4. Administrative responsibility for structuring and organizing meetings and seminars for the training of field instructors.
5. Coordination of all field responsibilities, policies and procedures for the HPU School of Social Work.

Responsibilities of the Student *Success in the field is most dependent on the student!*

1. Participate responsibly in the selection of the field practicum site.
 - Complete all required forms for field practicum selection, including any documentation for clearances.
 - Meet with field coordinator to discuss learning needs and choice of practicum site.
 - Make appointment with approved agencies and attend interviews to determine feasibility to clarify working agreements, and report back after interviews.
 - If employed in agency, follow procedures to request practicum at the employing agency.
 - Attend all orientation and preparation sessions at practicum agency.
 - Complete learning agreement in collaboration with the field instructor and in consultation with the seminar instructor.
2. Fulfill time requirements for the practicum.
 - The specific days and hours will be determined by the agency service structure and agreed upon by the program, agency and the student.
 - The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If required hours are not achieved during any

week, a plan for compensatory time should be arranged. The student is required to negotiate with the agency whether and when academic vacation time will be taken.

3. Comply with agency standards and requirements.
 - Identify and conform with agency dress code.
 - Fulfill all commitments made and complete all assigned tasks.
 - Keep the agency informed of relevant events and transactions.
 - Show due respect for agency property, agency rules and regulations, agency staff and agency clients.

4. Actively engage in field practicum experience to advance own learning.
 - Use the experience consciously to develop knowledge values and skills.
 - Make appropriate use of supervision and structure conferences.
 - Be responsible for developing initiative, independence and responsibility.
 - Develop openness and sharing of feelings, opinions and ideas.
 - Develop critical professional self-assessment and system assessment.
 - Develop a strong commitment to the quality of client service delivery
 - Apply professional values and ethics as the code of conduct.
 - Develop abilities for practice integration.
 - Attend all practicum seminars.
 - Participate fully in midterm on site evaluation conference with field instructor and practicum seminar instructor
 - Complete end of the semester assessment and participate fully in evaluation conference with field instructor

Responsibilities of the Field Instructor The field instructor is the social worker who has been approved by the HPU School of Social Work to provide supervision to the student in their field practicum. This person has agreed to the time and training commitment.

In many instances, the most important learning tool available to the practicum student is the practicum field instructor. The field instructor fills multiple roles; he or she is a “teacher in the field,” a superior, a mentor and a professional role model. Students are to be provided with opportunities to engage with individuals, groups, families, organizations and communities. Every agency practices at different levels and may concentrate on one area more than another such as the macro level versus the micro level. In those agencies where not all levels of intervention are readily available, the student will still be given an opportunity to engage at each level. For example at an agency that practices primarily micro level social work, each individual client’s circumstances can nonetheless be assessed and understood within the larger context of various other system levels interventions.

The following are the minimum tasks expected from the field instructors who have been approved by the HPU School of Social Work and who have agreed to supervise a field practicum student placed in their agency:

1. Administrative tasks
 - Interview each student and reach an agreement with the BSW field coordinator regarding acceptance.
 - Attend the field instructors training and any other ongoing professional development sessions.
 - Provide adequate space and physical facilities for the student.
 - Develop a plan for student learning including:
 - Structure work load of reasonable volume and complexity with a focus on individual learning

needs of the student.

- Provide a variety of assignments that permit depth and breadth.
- Provide the student with opportunities in practice as early as possible.
- Negotiate with the student mutually agreed upon learning agreement regarding the student's learning needs and the agency's expectations.
- Structure a regular supervisory learning conference with a mutual agenda from both the field instructor and student.
- Include the student in ongoing operations of the agency, beginning with agency orientation and including such activities the staff meetings, workshops, agency conferences and board meetings.

2. Orientation

- Provide an orientation to the agency and respective functions of its components.
- Provide the student with opportunities to visit community resources used by the agency and the clients
- Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
- Recommend readings that are appropriate for the student and the particular agency

3. Instructional format

The field instructor will provide a teaching/learning environment that encourages the student to conceptualize practice around the knowledge, values and skills used or required in specific situations. Client situations will be analyzed with particular emphasis upon gender, ethnicity/race, class, sexual orientation, religion, spirituality, age, developmental issues and other human diversity issues.

4. Planning

A learning agreement will be completed by each student and his or her field instructor by the end of the third week of the practicum. The original copy of the learning agreement should be signed and given to the assigned seminar practicum instructor. The learning agreement will be signed by the field instructor, student and practicum seminar instructor. The original of the learning agreement will be retained by the practicum seminar instructor, and copies will be provided to the student and field instructor. The learning agreement is the foundation for the tasks and activities the student will be engaged in while in the field practicum. The learning agreement is a dynamic document which can be revised to reflect new assignments and new opportunities and as an aid in completion of the final evaluation.

5. Discuss the student's progress at the midterm onsite evaluation and complete a written assessment at the end of the semester. Each of these is to be discussed with the student and the practicum seminar instructor.

Responsibilities of the Seminar Practicum Instructor This is the faculty member who is teaching the seminar which accompanies the student's practicum. This social work faculty member is the link between the student and the agency during a given semester.

1. Coordinate relationships among the program, field agency and student.
2. Facilitate practicum seminar.
3. Meet with agency field instructor to coordinate program/agency efforts for practice integration for the student.
4. Provide field instructor with pertinent information on student's learning performance.

5. Consult with field instructor in identifying individualized learning needs of the student and any obstacles in meeting them.
6. Clarify and mediate between field instructors, student and/or program when there are indications of a student not meeting expectations.
7. Meet with field instructor and student in mid-term for on-site evaluation to review and evaluate learning agreement, goals, progress and problems. This will entail a minimum of one visit per semester.
8. Meet separately with the student as necessary.
9. Determine the final grade for the student, using both assignments from the practicum seminar, input and the assessment from the agency field instructor, as well as the student. Submit such grades according to University procedures established for all faculty.
10. Participate and share in the responsibility for structuring and presenting the training seminars for field instructors.
11. Arrange for student evaluation of the agency, in which the student completes a survey of the practicum site, which is returned to the BSW Field Coordinator.
12. Supplement supervision when there is not a BSW agency supervisor/field instructor available.
13. Provide evaluative feedback to BSW Field Coordinator about practicum sites, such as appropriateness of the agency and field instructors, the need for orientation or training.

HAWAII PACIFIC UNIVERSITY AND SCHOOL OF SOCIAL WORK POLICIES

Hawai'i Pacific University Comprehensive Nondiscrimination Notice

<https://www.hpu.edu/about-us/information/student-right-to-know.html>

Hawai'i Pacific University is an equal opportunity/affirmative action institution and prohibits discrimination against and harassment of any person on the basis of race, color, national origin, religion, gender, sexual orientation, age, ancestry, marital status, disability, arrest and court record, or veteran status.

This policy is intended to be consistent with the provisions of applicable Local, State and Federal laws and covers admission and access to, as well as participation and treatment in, the University's programs, activities, and services. With regard to employment, the University is committed to equal opportunity in all personnel actions, policies, procedures, and practices.

Students with Disabilities

<https://www.hpu.edu/cas/accessibility/index.html>

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), Title III (Public Accommodations), Hawai'i Pacific University does not discriminate against individuals with disabilities.

Hawai'i Pacific University will make reasonable accommodations in its policies, practices, and procedures in order to: (1) allow students with disabilities to benefit from the services and facilities offered by the University, and (2) employ otherwise qualified individuals with disabilities who are able to do the essential tasks of the specific jobs. HPU will accommodate known disabilities, unless to do so would impose an undue hardship. This is interpreted to mean significant difficulty (fundamentally altering the nature of the services and facilities provided by the University) or expense.

Eligibility:

Students: Students who seek support services are required to submit documentation to verify their eligibility. The documentation must be signed by a certified physician or psychologist and include the following: (1) diagnosis of a specific physical or mental (including learning) disability and the precise accommodations that are necessary, and (2) reference to evaluation reports that are based upon the guidelines for certification. **Please read the link on the website** <https://www.hpu.edu/cas/accessibility/getting-started.html>

Sexual Harassment and Sexual Assault

<https://www.hpu.edu/about-us/information/title-ix.html>

Professional Liability

Hawai'i Pacific University maintains a self-insured professional liability policy by covering social work students for events that may occur while performing duties in their field practicum. The policy provides in minimum amounts not less than \$1,000,000 per occurrence on an occurrence basis, \$3,000,000 annual aggregate. Students wishing to obtain additional coverage at their own expense may contact the National Association of Social Workers Insurance Trust.

The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Safety and Security of Students in the Field

Safety of students in field is a priority for Hawai'i Pacific University. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering services to clients. This topic is addressed in more detail in the field practicum seminar courses. Students are also encouraged to take advantage of university or agency sponsored workshops focused on personal safety. Students have the right and are encouraged to raise issues of potential risk and safety with agency field instructors during placement interviews and at any time thereafter.

Student Safety Policies:

Social workers work with diverse populations that are often complex in a social environment that is ever changing. "Within the past decade, The United States experienced a severe recession and related social changes that have led to increases in the number of people unable to meet their basic needs without assistance from public and private agencies..." (NASW, 2013). These changes have created significant pressure in social work practice to keep up with the increased demands for service with often inadequate resources. Such challenges in addition to the often unpredictable nature of the client base and social environment put social workers at an increased risk of exposure to violence. Social workers have experienced aspects of violence from threats, assaults, serious injury and even death in some instances (NASW, 2013). It is imperative to address safety in the workplace and in Practicum as students will be shadowing their Field Instructors and assuming more responsibility as they progress in their role as a social work student.

Supporting student safety is a critical component of the BSW and MSW programs; a responsibility shared by the Field Director and all program faculty. Any issues or concerns for safety is immediately addressed by the Field Director, program Chairs, and faculty. The NASW Guidelines for Social Worker Safety in the Workplace (NASW, 2013) is discussed and emphasized during programs and field orientations for both students and field agency supervisors.

Student Safety Procedures:

Students are advised of potential issues that could arise and are encouraged to reach out to their Field Liaison, Field Seminar instructor, and/or Field Director as soon as a problematic or concerning issue may arise. Discussions and reminders about safety are reinforced in the field seminars and at the practicum site. The Director of Field Education will document any field site incidents of which involve a social work student and the steps taken to address an incident. Field Director will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the BSW/MSW Program Chair as well as the CHS Dean about incidents and concerns on an as-needed basis.

Field Practicum Students Shall

- Know and adhere to the field agencies safety guidelines and policies;
- Seek out any additional training such as a course in self-defense or on how to utilize nonviolent

restraining techniques as necessary;

- Constantly assess the environment; be aware of surroundings, people, exits, and lighting.
- Remaining alert can warn of potential risks;
- Listen to internal feelings that indicate danger. If a student does not feel safe or senses something is amiss they should seek assistance or remove themselves from that situation; and
- Remain professional and maintain one's composure. Often if someone is trying to manipulate another or make a threat and they sense it is working their behavior will escalate. By maintaining composure one can possibly deescalate the situation and
- Remove themselves from a potentially volatile situation and then debrief with the Field Instructor afterwards.

Transporting Clients/Use of Vehicle

Due to safety and liability concerns students cannot use his/her private vehicle to transport clients. The University does not provide automobile insurance for students or provide University owned vehicles for agency related business. In addition, the University does not require that students be licensed drivers and/or insured.

Students may transport clients or conduct Agency business in Agency-owned vehicles if the Agency's insurance covers the student driver. An agency staff member must accompany the student if transporting a client. The Agency shall be responsible for determining if students are appropriate for driving Agency vehicles. It is the student's responsibility to understand and follow the Agency's procedures and safety guidelines while transporting a client in an agency vehicle.

Incident Reporting

The Agency shall notify the University of any accident or other exposure which in the Agency's judgment might affect the health of the student, including exposure to a communicable disease, chemical substance, radiation, or active biochemical agent. This information will also be relayed by the Agency to the student.

In the event of an unusual event or emergency that would require medical or legal interaction students must immediately report the incident to the Field Seminar Instructor and Field Education Director. Students will be expected to follow field agency policy. If a student seeks medical treatment for an injury or significant medical illness sustained while in practicum a statement signed by a medical provider must be signed prior to the student returning to practicum.

Liability Insurance

The agreed upon liability coverage is outlined in the MOU between the university and the field practicum agency.

Criminal Background History, Criminal Background and Child Abuse/Neglect & Personal Health Screening

Students should immediately inform the BSW Field Coordinator of any information regarding previous felony convictions, DUI/DWI and or any other criminal offense, or have such charges currently pending that may impact the student's ability to secure a practicum.

Students are required to complete The Criminal Background Information section in the Practicum Information

form. This information will not be disclosed to practicum sites without the student's written permission. Students are advised to disclose this information during the interview process.

Many field education placement sites will require students to obtain a child abuse and neglect background check and/or criminal records background check. Health care settings may also require students to provide verification of immunizations or other medical information and/or require a physical examination. The School of Social Work does not conduct child abuse and neglect or criminal background checks, and it does not secure or maintain medical information on its students. It is the responsibility of the student to work in conjunction with the placement agency to obtain the required checks. Students may be asked by the agency to cover the cost of these screenings.

APPENDIX A
HAWAI'I PACIFIC UNIVERSITY
HONOLULU, HAWAI'I
Field Practicum Placement Student Information Sheet

All information is confidential. Please send this completed form with your resume to FIELD COORDINATOR.

Today's date: _____

I. Personal Information:

Print Legibly

Your Full Name: _____

Your HPU ID# _____ Email _____

Mailing Address: _____ City _____ Zip _____

Home Phone# _____ Cell # _____

Birthdate: _____

Do you have a valid driver's license: YES NO

Do you have access to a car: YES NO

Do you carry No Fault insurance: YES NO

Are you proficient in another language: If yes, specify: _____

Are you currently employed: If yes, name of employer _____

Will you be working during practicum/field placement? YES NO

Total # hrs/week _____

Evening and Weekend Practicums: The agencies in which students can complete practicum hours only during evenings and weekends are limited. Students need to be prepared to do their field practicum in an agency during normal business hours and during the time the field instructor is present and available to the student.

Indicate the start and end times of your work schedule below (e.g. 8am-3pm)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Is this your 1st or 2nd practicum (circle one)

Expected graduation date: _____

<i>Emergency Contact:</i>	
<i>Name:</i> _____	<i>Relationship:</i> _____
<i>Address:</i> _____	<i>City</i> _____ <i>State</i> _____
<i>Phone #:</i> <i>home</i> _____	
<i>cell</i> _____	<i>work</i> _____

II. Work Experience: (Please elaborate on attached resume)

Briefly list any volunteer experiences, including name of organization, date of involvement, and your responsibilities: _____

Beginning with the most current, briefly write about any paid work experience including name of company, dates of your employment, position title and work responsibilities:

III. Practicum Interest:

Many students have a particular population or setting or agency in which they are interested in gaining experience. Each student will need to complete 225 hrs per semester. Please number your top three areas of interest below. With #1 being your top interest, #2 your next and so on. All attempts will be made to take your choices into consideration however; site and your availability will need to be taken into consideration.

If there is a specific agency that you would like for your field practicum, please list it with the name of a contact person if that is available.

Specific Agency: _____

Contact Person: _____ Telephone #: _____

<input type="checkbox"/> Gerontology/Aged	<input type="checkbox"/> Alcohol/Substance Abuse	<input type="checkbox"/> Case Management
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Research	<input type="checkbox"/> Family Services
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Women Services	<input type="checkbox"/> Foster Care/Adoption
<input type="checkbox"/> Homelessness	<input type="checkbox"/> Disabilities	<input type="checkbox"/> Schools
<input type="checkbox"/> Hospice	<input type="checkbox"/> Health Care/Hospitals	<input type="checkbox"/> Mental Health
<input type="checkbox"/> Military	<input type="checkbox"/> Veterans	<input type="checkbox"/> Criminal Justice

Probation/Parole Juvenile Justice Prisons
 Communities/Community Organization Organizations/Program Planning
 Other, specify: _____

Upon graduation what area of social work would you like to practice? _____

Preference for location of practicum e.g. Honolulu, Windward, Leeward, no preference?

Special Conditions: Please provide any additional information that would be helpful in making your practicum assignment (e.g. night or evening placements, special accommodations etc.)

IV. Criminal Background Check

Please answer the following questions openly and honestly. Your response is essential in the practicum office locating your practicum placement, making decisions for future practicum placements and for discussing your strengths and weaknesses in this profession.

a. Have you ever been a party to a civil lawsuit: _____ Yes _____ No
 If yes, please explain in detail:

b. Have you ever been arrested or convicted of a misdemeanor or felony?
 ___ No ___ Yes If yes, please explain in detail:

Are there such charges pending against you? YES NO

c. Have you ever had an allegation of either child or adult maltreatment (abuse, neglect, abandonment, exploitation, and/or child pornography) made against you that was substantiated or is pending against you?
____No ____Yes If yes, please explain in detail:

If you answered "Yes" to any of the above questions, you will need to meet with the Director of the School of Social Work, MSW Program Director or BSW Program Director to clarify any questions. Additionally, you may be asked to provide documentation on the nature of the offense/allegation and its disposition and a statement containing proof of rehabilitation, if applicable.

V. Practicum Requirement and Student Commitment:

Please read and initial each statement indicating you meet the stated requirements:

_____ I attest that all information provided in this application is true and accurate.

_____ I am aware that a criminal background check will be performed, and given the results may impact my practicum placement and/or professional social work degree.

_____ I understand that my application will be reviewed and discussed by HPU faculty to determine my readiness for practicum.

_____ I understand what I may be required to show proof that I am TB negative.

_____ I have read and agree to follow the NASW Code of Ethics and HPU Practicum Manual.

_____ I agree to comply with all the requirements of the practicum and at my site and,

_____ I understand that my application may be released to potential field instructors, and I hereby agree to release all information contained herein.

I understand that any violation of the above stated requirements may result in my inability to attain a practicum, suspension, or removal from the practicum experience.

Print Name

Date

Signature

Appendix B

Hawai'i Pacific University

Proposal to Complete Field Instruction at Student Place of Employment

Please Print & Attach Additional Documentation

Contact Information

Student's name: _____ Today's date: _____
Last First

Agency: _____
Name Department

Street Address City Zip Code

Length of time employed: _____ Full time Part time Days/times of work: _____

Responsible Administrator Name: _____ Title _____ Phone: _____

Field Instructor Name: _____ Title _____ Phone: _____

Structural Arrangements

1. Describe the agency's function and staff composition:

2. Describe in detail how your workload will be changed to ensure that the time required for your field practicum is available each week.

3. Specifically address how your employed responsibilities will be different from your fieldwork.

4. List the days of the week and times of your fieldwork: _____

5. What date will your proposed field supervision take place (a minimum of 1 hr/week/semester): _____

Learning Opportunities

Describe in detail the learning opportunities that will be available to you at your agency, how they relate to the field curriculum objectives, and how they differ from your present role/responsibilities as an agency employee.

The signatures below indicate that the parties are in agreement with the above proposal.

Field Coordinator: _____ Date: _____

Agency Administrator: _____ Date: _____

Field Instructor: _____ Date: _____

Student: _____ Date: _____

APPENDIX C

HPU School of Social Work
 Monthly Form for Practicum Hours

Please Print Legibly

Student Name: _____ Start Date: _____ End Date: _____

Agency Name: _____ Field Instructor Name: _____

Please indicate monthly practicum hours below. Include any supervision hours you received.
Turn in this form to your practicum seminar instructor at the end of the semester.
Use one form for each month.

Date	Start Time	End Time	# of Supervision Hours	Total Hours
			Total hrs. for this month	
			Total hrs. carried over from last month	+
			Cumulative hrs. total	=

Student Name: _____ Date: _____
Print Signature

Field Instructor Name: _____ Date: _____
Print Signature

APPENDIX D

HPU School of Social Work
PRACTICUM SITE VISIT EVALUATION
Course: SWRK _____

Student Name: _____ Date of Meeting: _____
 First Last
Agency Name: _____

The Midterm Evaluation is a formal verbal conference to be conducted at the agency with the Practicum Instructor, the Student and the HPU Social Work Representative.

Remember the Learning Agreement/Contract will serve as a basis for the meeting.

To assist with your planning, the following is offered as a guide for the areas of discussion at the conference:

1. Discuss each of the Student's significant assignments to date.

2. Review the Learning Agreement/Contract with regard to completion of goals and practice behaviors.

3. Summarize the most significant areas of progress to date (i.e., those areas which you would rate with a score of 4 or higher on the same Assessment you will be utilizing at the end of the semester).

4. Summarize those areas of marginal and unsatisfactory progress and develop a remediation plan to address how these will be corrected (i.e., those areas which you would rate with a score of 0-3 on the same Assessment you will be utilizing at the end of the semester).

5. Student and Field Instructor/Supervisor are asked to evaluate the supervisory relationship with regards to the following areas: teaching and learning style, directness of feedback and other process issues.

APPENDIX E

Hawai'i Pacific University
Request to Terminate/Change Student Practicum Assignment

Please Print & Attach Additional Documentation

I, _____ am currently assigned to a practicum at _____
Student Name Agency Name

Field Instructor Name

I am requesting to leave this practicum for the following reason(s):

I understand that I **may not** leave my current practicum until the following has taken place:

- I have received written permission by the Practicum Coordinator.
- I have met with and discussed my situation with my field instructor and practicum instructor, and I have completed problem resolution activities as required by the School of Social Work.
- I have completed the necessary documentation and termination activities in order to fulfill my ethical requirements set forth by the practicum site.

Student Signature: _____ Date: _____

Official Use	
Request received <input type="checkbox"/>	Signature: _____ Date: _____
Written permission <input type="checkbox"/>	Signature: _____ Date: _____
Permission denied <input type="checkbox"/>	Signature: _____ Date: _____
Explanation/Notes:	

Signature: _____ Date: _____
HPU Practicum Coordinator

APPENDIX F

NASW Code of Ethics - Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.