



**School of Social Work  
MSW Practicum Handbook  
2018-2019**

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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 Resources for Practicum Site Supervisors <https://www.hpu.edu/chs/social-work/agency-resources.html>

and,

Resources for Students: <https://www.hpu.edu/chs/social-work/student-resources.html>

The social work faculty would like to emphasize that any and all suggestions for revision of this manual are welcome!

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## **PROGRAM MISSION, GOALS, COMPETENCIES AND PRACTICE BEHAVIORS**

### **MISSION**

The mission of Hawaii Pacific University's MSW program is to:

Prepare qualified students, especially working adults, for entry into competent, ethical, effective practice of advanced generalist social work. Utilizing critical thinking and building upon our diverse environment, Hawaii Pacific University social work students strive to enhance the social well-being of all people, provide leadership in culturally competent services at the micro, mezzo, and macro levels, advocate for social and economic justice locally, nationally, globally, and promote multiculturalism through furthering social work knowledge.

### **GOALS**

**Goal 1:** To prepare graduates who demonstrate competence in social work practice at an advanced level with client systems of all sizes.

**Goal 2:** To prepare graduates who can work effectively with diverse populations in multi-cultural settings.

**Goal 3:** To prepare graduates who understand the social contexts of social work practice at micro, mezzo, and macro levels, including the changing nature of those contexts, and who advocate for social and economic justice.

**Goal 4:** To promote the values and ethics of professional social work in the program and in its graduates' practice.

**Goal 5:** To develop in graduates an appropriate foundation for and valuing of lifelong learning, leadership, and generation of knowledge.

### **MSW COMPETENCIES AND PRACTICE BEHAVIORS**

Social work competence is the intentional integration and application of social work knowledge, values, and skills to promote human and community well-being in practice. **A holistic view of competence is multidimensional and involves:**

- knowledge
- values
- skills
- critical thinking
- affective reaction
- exercise of judgment.

The nine competencies below represent the essential components of social work practice. Mastery of these competencies is demonstrated in an interrelated fashion. The process of learning is both developmental and dynamic and may involve focus on individual competencies. The goal of social work education is the integration of the competencies into holistic practice.

Each of the nine advanced generalist competencies in culturally competent practice describes the

knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the 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 affect 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.

#### Social Work Student Foundation Year Behaviors:

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

#### Social Work Student Concentration Year Behaviors:

- Practice ethical decision making to resolve complex ethical dilemmas using consultation and supervision as needed;
- Differentiate and manage boundaries and multiple roles at multiple system levels;
- Demonstrate professional leadership in behavior, appearance, and communication that is culturally appropriate in efforts to create change, evaluate and enhance the well-being and sustainability of systems of all sizes; and
- Demonstrate independence and accountability as appropriate for an advanced generalist social worker.

### **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.

Social Work Student Foundation Year Behaviors:

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

Social Work Student Concentration Year Behaviors:

- Demonstrate culturally responsive social work practice appropriate to the practice context; and
- Engage in on-going self-reflective practice to address strengths and challenges related to working with diverse groups.

**Competency 3: Student advances human rights and social, economic, and 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.

Social Work Student Foundation Year Behaviors:

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

Social Work Student Concentration Year Behaviors:

- Identify effects of oppression and marginalization on diverse populations;
- Initiate appropriate culturally sensitive social action to advance human rights of marginalized populations; and
- Advocate for human rights, social, economic, and environmental justice, and the inclusion of at-risk, marginalized, oppressed, discriminated populations of all sizes.

**Competency 4: Student engages in practice-informed research and 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.

Social Work Student Foundation Year Behaviors:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Social Work Student Concentration Year Behaviors:

- Use culturally competent practice experiences and theory to inform scientific inquiry;
- Design and conduct culturally appropriate research to inform practice with systems of all sizes; and
- Generate 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.

Social Work Student Foundation Year Behaviors:

- Identify social policy at the local, state, and federal level that influences well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Social Work Student Concentration Year Behaviors:

- Evaluate social policies with regard to the role of policy in service delivery, the role of practice in policy development, and the impact of social policy on the well-being of vulnerable populations.
- Apply policy analysis to formulate culturally appropriate strategies that advance social well-being by focusing on developing and changing social policies that impact social services and the delivery of those services to vulnerable populations.



## **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 understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

### Social Work Student Foundation Year Behaviors:

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

### Social Work Student Concentration Year Behaviors:

- Demonstrate engagement with clients and constituencies utilizing culturally competent theoretical frameworks; and
- Demonstrate empathy skills based upon clients' and constituencies' diverse contexts and situations.

## **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.

### Social Work Student Foundation Year Behaviors:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Social Work Student Concentration Year Behaviors:

- Formulate comprehensive assessments of the client system appropriate to the cultural context;
- Integrate clients/constituencies' specific context and situation with knowledge of human behavior and person in environment to analyze assessment data;
- Develop culturally appropriate goals and competencies that incorporate clients'/constituencies' strengths and challenges at an eco-systemic level; and
- Selects culturally appropriate intervention strategies based on continuous multidimensional assessment.

**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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social Work Student Foundation Year Behaviors:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Social Work Student Concentration Year Behaviors:

- Demonstrate the differential application of evidence-based, theoretically grounded, and culturally responsive methods of intervention;
- Engage in multidisciplinary collaborative practice;
- Differentially select and implement advanced practice skills in a multidimensional, culturally competent manner; and

- Facilitate transitions and endings with a client system(s) at a multidimensional, culturally competent manner that advances mutually agreed-on goals.

**Competency 9: Student evaluates 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.

Social Work Student Foundation Year Behaviors:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Social Work Student Concentration Year Behaviors:

- Evaluate interventions with client systems using approaches that are evidence-based, theoretically grounded, and culturally responsive; and
- Demonstrate use of evaluation to inform and improve practice.

## MSW SOCIAL WORK COURSES AND DESCRIPTIONS

### MSW FOUNDATION CURRICULUM (30 Credits):

The foundation curriculum is designed to provide all incoming MSW students with the basic values, knowledge, and skills needed to gain competence in application of the generalist social work to practice. An understanding of the profession's values orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced and specialized curricula of the MSW Program. All MSW students must complete the MSW Foundation requirements listed below unless they are exempted via advanced standing credit or transfer credit.

#### **SWRK 6050: Graduate Study of Social Work for Advanced Standing Students**

A transition course for students with a BSW degree who will begin advanced generalist practice courses in the fall semester. Review of topics not covered in depth in the BSW program to cover the differences between undergraduate and graduate social work education. Literature research methods are necessary for success at the graduate level. (*Pre-requisite: Admission as an Advanced Standing MSW student*)

#### **SWRK 6100: Generalist Social Work Practice I**

This course is designed to introduce students to the basic methods of social work practice, especially the steps of the generalist perspective and techniques of interviewing. Attention is also paid to the ecosystems model and to work across cultures.

#### **SWRK 6102: Generalist Social Work Practice II**

This course is designed to teach students about methods of generalist practice at the mezzo level. Generalist social work practice with families and small groups assumes that mezzo skills are built on the foundation of micro skills (individuals). The emphasis on group work is toward change oriented, support and self-help, growth and development, and preventive groups. The emphasis on working with families incorporates family systems theory and the ecosystems approaches. (*Pre-requisite: SWRK 6100 or concurrent enrollment*)

#### **SWRK 6103: Generalist Social Work Practice III**

This course is designed to teach MSW students about methods of working at the macro level with organizations and communities. (*Pre-requisite/concurrent: SWRK 6100*)

#### **SWRK 6200: Human Behavior in the Social Environment I**

This course is designed to teach MSW students about human development. The course will focus especially on aspects of development that have implications for social work practice.

#### **SWRK 6201: Human Behavior in the Social Environment II**

This course is designed to teach MSW students about family, group, and community influences on the behavior of individuals. (*Pre-requisite/concurrent: SWRK 6200*)

**SWRK 6300: Social Work Research I**

This course is designed to introduce MSW students to the principles of practice evaluation and evidence-based practice. The first half of the course will focus on research methods used for practice evaluation. The second half of the course will focus on research methods used for needs assessment and program evaluation. (*Pre-requisites: SOC 2100 or SOC 3100; and SOC 3200 or MATH 1123*)

**SWRK 6500: Social Welfare Policy I**

This course is designed to introduce MSW students to the field of social welfare policy, and to specific policy issues and programs in the United States and abroad.

**SWRK 6900: Graduate Practicum I**

This course is designed to give students the opportunity to put social work values, skills, and knowledge into practice through supervised work in a social services agency. (*Pre-requisite: SWRK 6100 or concurrent enrollment*)

**SWRK 6901: Graduate Practicum II**

This is the second semester of practicum for students in the MSW program. This course is designed to give students the continuing opportunity to put social work values, skills, and knowledge into practice through supervised work in a social services agency. (*Pre-requisite: SWRK 6900*)

**MSW ADVANCED CURRICULUM (30 Credits):****SWRK 7100: Cultural and Diversity in Advanced Generalist Practice**

This course focuses on social work approaches to meet the needs of special and diverse populations. Students will also study the elements of “cultural competence” as defined by the National Association of Social Workers. (*Pre-requisites: SWRK 6100, SWRK 6200, SWRK 6300, and SWRK 6900; or SWRK 6050*)

**SWRK 7101: Advanced Practice with Diverse Individuals**

This course provides an introduction to knowledge, ethics, and skills appropriate for multicultural advanced social work practice at the micro level. (*Pre-requisite or concurrent enrollment: SWRK 7100*)

**SWRK 7102: Advanced Practice with Diverse Families and Groups**

This focus of this course is on the knowledge, ethics, and skills appropriate for culturally competent advanced social work practice with diverse families and groups. (*Pre-requisite: SWRK 6102; or SWRK 6050*)

**SWRK 7103: Advanced Practice with Diverse Organizations and Communities**

This course is designed to introduce students to the challenges of working with social agencies and communities, with special attention to nonprofits serving diverse clients. Included is material on management theory, human resources, use of data, and finances. (*Pre-requisite: SWRK 6103; or SWRK 6050*)

**SWRK 7300: Research Methods in Advanced Practice**

This course focuses on research methods used for knowledge generation by social workers. The first half of the course focuses on the development of students' research interests by identifying and analyzing literature and developing their research question. The second half focuses on several major approaches to social work research – qualitative, quantitative, and mixed methods and literature reviews/meta-analyses. Combined with preliminary work in the course, the overall goal is a research proposal (introduction, literature review, and methods), which is focused on students' interests. (*Pre-requisite: SWRK 6300; or SWRK 6050*)

**SWRK 7350: Integrative Seminar in Advanced Generalist Practice**

This is a capstone course in which MSW candidates synthesize their work and research relating to social work practice with a chosen group and create a paper suitable for publication. (*Pre-requisite: SWRK 7300*)

**SWRK 7500: Social Welfare Policy II**

A continuation of SWRK 6500, this course focuses on policy development, analysis and specifically on policy advocacy. Special emphasis is placed on public policies affecting diverse clients/client groups, and on the role of the social worker as public policy change agent. (*Pre-requisite: SWRK 6500; or SWRK 6050*)

**SWRK 7901: Graduate Practicum III**

This practicum course provides supervised work in a community social agency with special focus on a cultural group. In this course students will also learn and experience a model of peer supervision applicable to practice in the community. (*Pre-requisites: SWRK 6900 & SWRK 6901; or SWRK 6050*)

**SWRK 7901: Graduate Practicum IV**

This fourth practicum course is a continuation of supervised work in a community social agency with special focus on a cultural group. It will also continue the peer group supervision used in 7900, following the calendar developed at the end of that course. (*Pre-requisites: SWRK 6900, SWRK 6901, and SWRK 7900; or SWRK 6050*)

**MSW ELECTIVE CURRICULUM:****SWRK 6001: Resource Development and Fund Raising for Non-profits in Economic Challenging Times**

The principles and techniques of fundraising will be examined by focusing on fundraising sources and strategies for different types of nonprofit organizations and social service agencies. Topics include an overview of resource development opportunities from foundations, corporations, government (local, state and federal), individual solicitation, strategic grant research and approach, proposal writing, and individual donor programs. In addition the principles and practices of public relations, 'positioning' will be explored by integrating these concepts into overall fundraising techniques.

**SWRK 6002: Crisis Intervention**

Students will be provided with broad based, holistic information about the nature of crisis intervention and prevention work, and the theoretical rationale necessary for making informed practice decisions.

The specific application of crisis theory onto advanced generalist practice is intended to inform students of issues relevant to conducting the practice of social work during a crisis situation, immediately following crisis, and in situations where the social worker may be faced with the task of assisting an individual, family, group, or community in dealing with the long term effects of a crisis experience.

**SWRK 6003: Global Social Work Practice**

Students are provided with foundation knowledge about the importance of how globalization has impacted social work practice and what are the developing trends. This course will allow students to examine the global dimensions of social work profession as the student directly engages with individuals, families and groups while at the same time becoming exposed to social justice and policy. In addition, students will be guided through the process of scholarly inquiry, as it relates to global social work, its evolution, how it continues to develop and challenge the global social work profession. *Note: this course is only offered if and when the School of Social Work has arranged a study-abroad trip.*

**SWRK 6801: Practice with Military and Veterans**

The purpose of this course is to enhance understanding of the military and veteran cultures which impact on assessment, engagement, and interventions for clients and families seeking social services. This course takes into account various stressors that impact from military active-duty service, such as deployments diversity of military family structures, and a variety of readjustment issues post-deployment or post-discharge. Different military contexts (i.e., active-duty, guard/reserve, veteran, gender) and ethical issues for working in this environment are discussed; as well as research-informed interventions with active-duty, veteran, and families reviewed. Students completing this course will have a more in-depth understanding and ability to work with the active-duty military and veteran community, which are an integral part of our society.

## **Generalist Perspective, Advanced Generalist Perspective, Cultural Competence and Field Instruction**

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 are able to 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 appropriate at the micro-level, mezzo-level, and macro-level. Advanced generalist practice prepares student for a more autonomous/independent level of work. Knowledge is more thorough in areas such as populations in context and intersectionality (the convergence of multiple roles/statuses), and intervention is based on a broader range of counseling and other theories and techniques. Advance generalist practitioners are competent in a wider range of evidence-based practices, research techniques, and in a range of administrative skills. They have knowledge of law as applied to social work practice. Knowledge and skills are framed within the context of cultural competence and sensitivity to diversity. The generalist social work model involves the structured change process

The curriculum is planned to provide a coherent, integrated course of study leading to mastery of the knowledge, skills, and values for social work. Good social workers are able to analyze situations, determine where problems are located, determine where intervention is likely to be effective, and “take appropriate tools out of their social work tool boxes” (i.e., know how to effect the appropriate intervention).

Information is transmitted about the core areas of practice, the problem solving process, human behavior in the social environment, social welfare policy, and research. Skills are practiced and improved in field instruction. Values are “infused” throughout the curriculum through practice experiences, case examples, assignments and discussions.



## FIELD PRACTICUM

*As defined by the Council on Social Work Education: Field education is an integral component of social work education anchored in the missions, 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 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 program objectives.*

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. Additionally, in an advanced generalist program students have the opportunity to acquire expertise in assessment and intervention at a variety of levels of client systems from the individual, family and group to the organizational and the community.

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 of 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 year must offer student experiences with individuals and families, groups, communities and organizations which afford opportunities to do organizational planning.

In order for students to register for SWRK 7900 the student must meet the following criteria: The student must have successfully completed SWRK 6900 & 6901. Success is defined by getting a grade of "B" or better for SWRK 6900 & 6901, receiving a passing grade from the field instructor/supervisor from their agency practicum and completing the requisite 450 hours in the field practicum.

1. The student must also have completed the foundation year courses (that would be all 6000 level courses) prior to being given permission by their advisor to register for SWRK 7900.

During the second year concentration, students are placed in a different setting consistent with advanced requirements of the social work practice courses. Students will learn to apply multiple assessment and intervention theories and practice models in micro, mezzo and macro settings. Students will have opportunities to do macro activities that support the delivery of social services. Field practicum in both years will be expected to support the goals articulated by the program. In the second year field practicum the emphasis will be on developing cultural competence. Agencies will be expected to provide students with increasingly complex relationship building situations and experiences with diverse, vulnerable client populations requiring multilevel interventions.

### **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 social work skills, knowledge and values learned in the classroom. These include knowledge about social welfare programs, policies and issues, the dynamics of organizational behavior and change, a broad array of social work practice theories addressing work with individuals, families, groups, organizations and communities in crisis, short-term and long-term models, the dynamics of human growth and behavior and social work research methods and their application to practice.

The practicum courses SWRK 6900, 6901, 7900 and 7901 allows students to test in the field with supervision the generalist perspective they learned in the classroom and methods of assessing based on the ecosystems model. In practicum students meet a range of clients, and cultural diversity and growing in their self-awareness and abilities to help clients of various backgrounds and with different problems. Therefore, the practicum unites and reinforces the themes of foundation and advanced courses. 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.

In order to make possible integration of learning in concurrent field and class, constant collaboration between the agency and the MSW program is necessary. Administrators, field instructors, practicum instructors, students need to share in those activities which will enhance the quality of the total education program.

## **ADMINISTRATIVE REQUIREMENTS OF THE MSW PRACTICUM PROGRAM**

Each incoming student must complete and submit by June 1<sup>st</sup> the Field Practicum Student Information form to Ms. Jessica Garlock ([jgarlock@hpu.edu](mailto:jgarlock@hpu.edu)), the Field Coordinator, to ensure adequate time to secure a practicum placement for the academic year. The form is available on the HPU MSW Program web page: [http://www.hpu.edu/CHS/Social\\_Work/Practicum/practicum\\_student\\_forms.html](http://www.hpu.edu/CHS/Social_Work/Practicum/practicum_student_forms.html)

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 MSW Field Coordinator, would be appropriate and who does not withdraw from the course, will be deemed to have failed the Practicum course. In addition, students are required to successfully pass the criminal background check.

### **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 MSW practicum consists of 12 semester credits of field practicum divided into four semesters of study for students in the two-year program. Each year consists of 450 hours for a total of 900 hours for the two years. Therefore, all 2-year students upon finishing their MSW will have completed a minimum of 900 hours of field practicum. Advanced standing students complete 450 hours in their field practicum.

First and second-year practicums must be in different agencies unless the agency is large enough to provide two discrete and different practicum-learning opportunities. Each practicum must meet the criteria and objectives for that year of field instruction, i.e. an advanced generalist experience in the first year and an emphasis on cultural competence in the second year.

NOTE: Students hours are governed by agency policy and rules. Therefore, lunch breaks may or may not be counted as practicum hours, depending on the agency policy.

### **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 MSW'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.

Learning Contracts for SWRK 6900, 6901 7900 and 7901 are located here:  
[http://www.hpu.edu/CHS/Social\\_Work/Practicum/practicum\\_student\\_forms.html](http://www.hpu.edu/CHS/Social_Work/Practicum/practicum_student_forms.html)

## **Supervision**

Individual practicum supervision must 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 should be given some time to review the content. The evaluation conference should follow. Changes may be made in evaluation of the student if the field instructor agrees. Students should complete the evaluation in its final form before it is returned to the HPU field coordinator. 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 comment explaining areas of disagreement.

At the beginning of each semester the field coordinator sends a packet of information to the field instructor included in this is the format for the on-site verbal assessment and the final evaluation form.

These are also available in the appendices section.

### **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 for the combination of the seminar and the practicum.

The grade of Incomplete (“I”) is 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 practicum instructor and 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 MSW 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

#### **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 practicum 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 first to the attention of the field instructor,

followed by the practicum instructor and lastly the practicum coordinator as soon as possible. All parties involved should make a good-faith effort to develop a remediation plan to prove 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 practicum 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 practicum coordinator.

### **Involuntary termination**

The 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 Social Work Handbook, as follows:

## PROCEDURES FOR FIELD PRACTICUM

### Criteria for selection and placement of students

In order to begin field practicum, students are required to meet the following criteria, which apply to both foundation and advanced students:

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 appendix and [http://www.hpu.edu/CHS/Social\\_Work/Practicum/practicum\\_student\\_forms.html](http://www.hpu.edu/CHS/Social_Work/Practicum/practicum_student_forms.html)) and submit their resume to the Field Coordinator by **June 1st** prior to initiating the field practicum process. This form contains information such as their employment and practicum and volunteer experiences, practice areas of interest, and any life experience that maybe relevant to their practicum choices, as well as a request for information on any involvement with the criminal or judicial system. This information is confidential; however, the field coordinator will use this information to advise the student of any potential limitations
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. Since most agencies will perform their own background check students are advised to alert the supervisor during the interview for the field practicum to any information that will be found in the criminal background check. The agency will then determine if this information will preclude the student from conducting their practicum at the agency.
5. Once the field coordinator has reviewed the Practicum Information Form and the resume, potential field instructors will be contacted to determine whether they will consider supervising a student at this time and the field coordinator will be responsible for providing the potential field instructor with necessary program information. Potential matches will be sent to the 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.
8. The placement will begin at the start of the Fall semester.

## **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 during the foundation year will be 225 hours each semester, which is the equivalent of approximately 16 hours per week. During the concentration year, students will again be in the practicum 225 hours each semester, which will again average approximately 16 hours per week. Students are not required to be in the field practicum during breaks or identified vacation or holidays, but they may put in hours during those days or weeks in order to meet the requisite 225 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 practicums 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.
4. The field practicum must be viewed as an individualized integrative learning experience by all involved. Practice opportunities need to be provided by the agency to the student that are consistent with the learning needs of the student, as identified by the field instructor.
5. Field practicum performance must be evaluated on the basis of criteria consistent with the advanced 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. Selection of an agency can be initiated by the student but it must be approved by the Field Coordinator as an agency for practicum.
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 Masters students must hold a 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 advanced 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 MSW 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 MSW social work staff.
2. An individual with an 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 16 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 for 16 hours per week, so the student can complete their field practicum.

A proposal for an employed practicum is initiated by completion of the MSW Employment Based Practicum Proposal and Agreement form, after consultation with the Field Coordinator (see appendix 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 MSW Director. If the concern is still unresolved, the MSW director will initiate the resolution process as spelled out in the handbook.

## **FIELD PRACTICUM ROLES**

### **Field Coordinator**

The Field Coordinator is a member of the HPU School of Social Work faculty, and is primarily responsible for the overall organization of the MSW field practicum program.

### **Field Instructor**

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.

### **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. Please see appendix for full articulation of the roles and responsibilities of this individual.

## **FIELD PRACTICUM RESPONSIBILITIES**

In order for the field practicum objectives to be met, it is essential that roles and responsibilities be clearly defined for those involved. The following clarifies role expectations:

### **Responsibilities of Field Coordinator**

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**

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**

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. Given the limitations of some agency settings, as well as time constraints, there may be practice situations where interventions with a particular level of client system is not always possible. In those agencies where not all levels of intervention are available, 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 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**

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 is 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 Field Coordinator.
12. Supplement supervision when there is not an MSW supervisor/field instructor available at the agency.
13. Provide evaluative feedback to Field Coordinator about practicums, such as appropriateness of the agency and field instructors, the need for orientation or the need for training.

### **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 graduate social work knowledge base to their field experience.
- Student practices in conformance with the NASW Code of Ethics ([www.socialworkers.org/pubs/code/code.asp](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 all of the above, 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 MSW 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.

**Forms Available on the HPU School of Social Work Website:**

**<https://www.hpu.edu/chs/social-work/index.html>**

**Look under agency and student resources**

1. MSW Field Practicum Placement Form
2. Proposal to Complete Field Instruction at Student Place of Employment
3. Practicum Timesheet
4. SWRK 6900 and SWRK 6901 Learning Agreement/Contract
5. SWRK 7900 and SWRK 7901 Learning Agreement/Contract
6. SAMPLE Learning Agreement
7. Practicum Midterm Site Visit Evaluation
8. SWRK 6900 and SWRK 6901 Supervisor Evaluation – Competencies/Practice Behaviors  
Practicum Assessment Forms
9. SWRK 7900 and SWRK 7901 Supervisor Evaluation - Competencies/Practice Behaviors  
Practicum Assessment Forms
10. Request to Terminate/Change MSW Student Practicum Assignment
11. Request to Extend Practicum
12. Evaluation of HPU School of Social Work Practicum Education Program by Field Instructor
13. Student Evaluation of Field Placement