



School of Social Work
BSW Practicum Handbook
2026-2027

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Director of Field Education Welcome

Aloha kākou,

We are pleased to welcome you to your field education experience, an integral part of your professional development and social work journey. We are excited to embark on this journey with you as you integrate classroom learning with practical social work experience to become a competent, ethical, culturally responsive, and reflective social work professional.

Field education is recognized as the signature pedagogy of social work education, providing students with opportunities to integrate the knowledge, values, skills, and professional behaviors developed through the classroom curriculum into practice. It is within the field setting that students learn to think critically, perform competently, and act ethically and with integrity as emerging social work professionals.

Classroom learning and field education are interrelated and equally important components of the social work curriculum. Through field education, students demonstrate their developing social work competencies while applying principles of human rights, ethical practice, anti-racism, diversity, equity, and inclusion to advance social, racial, economic, and environmental justice. Field education also prepares students to respond to the evolving needs of micro, mezzo, and macro sectors within contemporary and interprofessional practice environments, including the responsible use of technology.

HPU's BSW field education experience is intentionally designed, supervised, coordinated, and evaluated to support students' development and demonstration of the ten social work competencies. Through access to high-quality practicum experiences and collaboration among students, practicum sites, and the University, field education will bridge academic preparation and professional social work practice.

As you begin this experience, we encourage you to embrace critical thinking, professionalism, curiosity, openness to feedback, and a commitment to continued growth, even when that growth requires stepping outside your comfort zone. Through collaboration with your practicum site, field supervisor/task manager, practicum instructor, and Director of Field Education, you will have opportunities to strengthen your professional identity, apply social work competencies, engage in ethical decision-making, and develop the skills necessary for advanced social work practice.

This BSW Field Education Handbook serves as a guide throughout the field education process. Students, Field Supervisors/Task Managers, and other practicum partners are encouraged to review the handbook thoroughly and refer to it throughout the practicum experience.

The objectives of this handbook are to:

1. Orient students, Field Supervisors/Task Managers, and practicum partners with the structure, expectations, and processes of BSW field education.
2. Outline the policies and procedures governing field education and clarify the roles and responsibilities of the student, Field Supervisor/Task Manager, Practicum Instructor, Director of Field Education, Field Placement Team, and other relevant partners.
3. Describe the responsibilities and expectations necessary to support a meaningful, competency-based, ethical, and educationally focused practicum experience.

Throughout this handbook, various forms, resources, and supporting documents are referenced. Practicum-related

materials may be accessed through the [Social Work website](#) under [Resources for Agency](#) and [Resources for Students](#).

We look forward to supporting you as you connect knowledge with practice, deepen your professional identity, challenge yourself to grow, and continue developing into a social worker prepared to serve individuals, families, groups, organizations, and communities.

A hui hou,



Giavante “Gia” Douglas, LCSW, SSW, BSW
Director of Field Education

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 supervisor/task managers to the structure and mechanics of field practicum
2. Outline the policies and procedures which govern field practicums and the role of the field supervisor/task manager, Director of Field Education, 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://www.hpu.edu/cla/social-work/studentresources.html>.

PROGRAM MISSION, GOALS, COMPETENCIES, AND PRACTICE BEHAVIORS

MISSION

The mission of Hawai'i Pacific University (HPU) Bachelor of Social Work (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.

The purpose of social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (p. 1).

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 with 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 SOCIAL WORKER 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social Work Students

Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; demonstrate professional behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

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

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

Social Work Students

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their

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

Social Work Students

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

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

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

Social workers 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 Students

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.

Competency 5: Engage 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 Students

Identify social policy at the local, state, and federal level that impacts 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;

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Social Work Students

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social Work Students

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.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice 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 Students

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.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers 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 Students

Select and use appropriate methods for evaluation of outcomes; and

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.

Competency 10: Engage, honor, and respect Indigenous cultures and ways of doing toward decolonized professional practice

Social workers understand the impact of settler colonialism and the inhabitation and occupation of Indigenous lands and the effects of historical and cultural trauma on the lives and experiences of Indigenous Peoples.

Social workers invite and seek opportunities to have their perspective challenged towards personal and professional growth and understanding. Social workers respect and strive to interweave traditional ways of knowing, doing, and being to decolonize dominant cultural hegemony. Social workers are informed about institutional barriers and cultural intolerance; strive to eliminate all forms of injustice; and ensure the inalienable rights of Indigenous Peoples to self-determine and cultivate pathways of healing as affirmed in the 2007 United Nations Declaration on the Rights of Indigenous Peoples.

Social work students

understand social, economic, and environmental injustices are tied to colonialism and colonization;

recognize and acknowledge resilience and resistance strategies of Indigenous Peoples by supporting cultural strengths, practices, and worldviews as important pathways to healing the spirit and empowering communities

recognize and support the significance of ancestral lands, sovereignty, culturally resonant practices, and place-based teachings;
honor Indigenous cultures and respect the practices of other local cultural groups, including protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice;
understand their own culture, associated beliefs, values and practices that inform, bias, and influence ongoing commitment toward Indigenizing and decolonizing 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 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 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 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 a professional social worker. The field supervisor 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 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. Students have the opportunity to participate in a variety of practicum settings that reflect the diversity of the social work profession. Placement experiences may include direct services, community engagement and organizing, administration, and policy-focused draw on skills across multiple levels of practice.

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.

The field placement team strives to consider students' professional interests, learning needs, and future career goals when facilitating practicum placements. Regardless of the practice focus, all approved practicum sites provided educational experiences aligned with the CSWE Social Work Competencies, supporting students in integrating classroom learning with practice and developing the knowledge, skills, values, and professional behaviors necessary for advanced generalist social work practice.

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. In practicum, students meet a range of culturally diverse clients and develop their self-awareness and ability to help clients from various backgrounds and with different problems.

The practicum experience integrates and reinforces learning across coursework. Practicum courses include regular on-campus and synchronous seminars that help students connect classroom knowledge with field experiences through reflection, discussion, and the application of social work competencies. These seminars are an essential component of student learning and HPU's ongoing support and oversight of the practicum experience. Effective integration of classroom and field learning requires ongoing collaboration among the BSW program, practicum sites, field supervisors, practicum instructors, and students. Each partner shares responsibility for fostering a high-quality, competency-based educational experience that supports students' professional growth and development.

Field practicum sites are expected to support the goals articulated by the program. Agencies will be expected to provide students with increasingly complex relationship building situations and experiences with diverse, vulnerable client populations requiring multilevel interventions.

ADMINISTRATIVE REQUIREMENTS OF THE BSW PRACTICUM PROGRAM

Each student completes and submits the Field Practicum Student Information form to the School of Social Work Director of Field Education, 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 Director of Field Education, 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 450 hours during the senior year plus the equivalent of additional hours of in-class practice during the junior year. Hours are reported on Monthly Hours Reporting Form (Appendix C). For the student to get as much from their practicum experience, they will remain in the same agency throughout both the fall and spring semesters unless there are special circumstances which prohibit this from occurring.

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. Travel between a student's residence and assigned practicum site is considered regular commuting time and may not be counted toward the completion

of required practicum hours.

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 obligations for the semester's practicum experience. These expectations and obligations are major components of the student's evaluation and grade.
- The learning contract provides accountability and minimizes misunderstanding and miscommunication between the student, the practicum instructor, and the field supervisor/task manager.
- 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 School of 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 concrete terms, outcomes, and products for competencies and practice behaviors. Objectives should be written with clear outcomes to demonstrate successful completion and competency attainment.

The formal supervision sessions provide the opportunity to review, monitor, and evaluate progress with the learning agreement objectives. The learning agreement is a dynamic, living document that should be renegotiated or altered throughout the two semesters to reflect the student's progress, evolving learning needs, and available learning opportunities.

The student, agency field supervisor/task managers, 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. Students are responsible for submitting the completed Learning Agreement for a grade in the corresponding practicum seminar course. Field Supervisors/Task Managers are also responsible for evaluating the student's progress and providing both quantitative ratings and qualitative feedback regarding the student's development and demonstration of the ten CSWE Social Work Competencies.

Learning Agreements for SWRK 4900/4910 are located here: <https://www.hpu.edu/cla/social-work/student-resources.html>

Supervision

Individual practicum supervision must be provided for a minimum of one hour per week to each student from an agency staff social worker. Agencies with two or more students may utilize group supervision to meet the supervisor requirements. If the agency does not have a staff social worker to provide direct supervision, the

student is responsible for notifying the Director of Field Education.

Site Visits and Student Evaluation

All students will receive a mid-semester site visit from their practicum seminar instructor and/or the Director of Field Education. Students are expected to facilitate the site visit meeting. The purposes of the site visit are:

- To afford an opportunity for the student and field supervisor/task manager to explore and assess the student's achievement of specific practice behaviors as articulated in the learning agreement.
- To afford the student and field supervisor/task manager 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 student's record.
- Provide students with constructive feedback or identify any problems that may need to be addressed further.

As with any performance evaluation, comments should be supported by reference to specific situations. Issues presented at this conference should have been discussed during the student's weekly supervision. There should be no surprises. It is the field supervisor/task manager'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 supervisor/task manager agrees. Students should complete the evaluation in its final form before it is returned to the HPU Director of Field Education or submitted in practicum seminar class for a grade. Both the student and the field supervisor/task manager 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.

During the site visit the field practicum seminar instructor completes a Practicum Site Visit Evaluation form. This form outlines areas of interest that the practicum instructor will ask about at the site visit. The instructor will enter qualitative information into this form and will make note if there are any areas of concern that may need to be addressed further, typically by the Director of Field Education. This form then becomes part of the student's practicum record maintained by the Director of Field Education. A copy of this form can be found on the agency resources section of the HPU BSW website. <https://www.hpu.edu/cla/social-work/agency-resources.html>

Field Supervisor Grade

The field supervisor/task manager will grade the student pass or fail for the practicum. In conjunction with the field practicum, students will be taking the practicum seminar course. The grade from the field supervisor/task manager 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 assignments 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 Education Director. 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 12-weeks. Students who have not completed the requisite hours to convert an Incomplete to a letter 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 Director of Field Education 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 Director of Field Education for approval.

Social Work Field Placement Assignment and Termination Policies

Placement Assignment

This policy is designed to ensure a smooth and efficient process for matching social work students with field placement opportunities, while recognizing the unique challenges faced by students in different communities.

1. Assignment Match Process

- Upon receiving approval from faculty, students will be assigned to a field placement opportunity with a community agency.
- The approved match should be followed through, and if the agency accepts the student, they are encouraged to proceed with the placement. If students have other options pending, it is the student's responsibility to inform the agency. Once a student has committed, they are not allowed to change options.

2. Student Rejection of Assignment Matches

- Students are permitted to reject (not move forward with) up to **two (2) assignment matches** within a year placement cycle (a 120-day period).
- After rejecting two assignment matches, students risk delays in securing a placement, which may impact their program timeline.

3. Consideration of Community Context

- In certain communities, finding appropriate assignment matches may be challenging due to limited availability of agencies or specific program requirements. In such cases, students are advised to carefully consider their rejections, as finding alternative matches could result in significant delays.

Communication and Support

- Students should communicate promptly with the Director of Field Education or Field Placement Team if they are considering rejecting a match.

- Students are responsible for understanding that rejecting multiple matches may limit their options and could extend the time required to complete their field placement and graduate from the program.

Exceptions

- In cases of significant hardship, health concerns, or ethical conflicts, exceptions to the rejection limit may be made on a case-by-case basis with the approval of the Director of Field Education.
- These exceptions must be well-documented, substantiated by relevant evidence, and may result in an incomplete grade for a field practicum seminar course.

Dissatisfaction and Voluntary Termination

This policy provides guidance for students who have concerns about their practicum site's learning environment, as well as the process for voluntarily withdrawing from a practicum for personal reasons.

Changing Practicum Placements

Students are expected to maintain their professional commitment to practicum sites for the full academic year once they have committed. A request to change practicum placement must be approved by the Director of Field Education and must identify immediate safety, serious ethical concerns, or other circumstances requiring prompt intervention. A change in practicum placement will not be considered until reasonable efforts have been made to identify, communicate, and resolve the concern.

Change is inevitable and can bring about discomfort to the student. Students should recognize that developing competence within a new organization takes time. The first one to two months of practicum may involve orientation, onboarding, observation, shadowing, training, and gradual assumption of responsibilities. Although this period may feel slower than anticipated, these activities are important components of professional development and establish the foundation for increased independence and responsibility as the practicum progresses.

When concerns arise, students are expected to communicate them promptly and professionally and utilize the supports available through their **Field Supervisor/Task Manager, Practicum Instructor, practicum seminar, and Field Education Program**. Students are encouraged to discuss their learning needs, expectations, areas of concern, and opportunities for adjustment during regular supervision and practicum seminars. The mid-term site visit also provides an important opportunity for the student, practicum site, and practicum instructor/Director of Field Education to review progress, identify strengths, address concerns, and determine whether adjustments are needed to support the student's learning.

Challenges involving supervision, agency expectations, professional relationships, assigned responsibilities, or other aspects of the practicum experience should be approached as opportunities to develop **professional communication, problem-solving, self-advocacy, and conflict-resolution skills**.

1. Addressing Concerns at the Practicum Site

If a student has concerns about the learning opportunities or climate at their practicum site, they should follow these steps to address the issue:

- **First:** Discuss the concerns with the **Field Supervisor/Task Manager** at the practicum site.
- **Second:** If unresolved, bring the concerns to the **Practicum Instructor**.
- **Third:** If further intervention is needed, escalate the issue to the Director of **Field Education** and the **Placement Team**.

All parties involved are expected to make a **good-faith effort** to develop a remediation plan to improve the student's practicum experience. This process encourages students to develop **problem-solving skills** by addressing issues directly and professionally.

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

2. Request to Terminate a Practicum for Site Concerns

- If the remediation plan does not resolve the concerns and the student wishes to leave the site, they must submit a formal **Request to Terminate Practicum Form** to both the **Practicum Seminar Instructor** and the Director of **Field Education** as soon as possible.
- **Policy of the Social Work Program:** Students should work to resolve unmet needs, concerns, or problems at the practicum site whenever possible before requesting termination.
- The student remains responsible for any client assignments and may not terminate the practicum until given **written permission** from the Director of **Field Education**. Until approval is granted, the student is expected to continue fulfilling all practicum duties.

3. Voluntary Termination for Personal Reasons

- A student may **voluntarily withdraw** from their practicum for personal reasons such as illness, family emergency, relocation, or other reasons as approved by the Director of **Field Education**.
- Social work ethics require that termination be conducted in a way that **does not abandon clients** in need of services. Therefore, as much notice as possible should be given to the **Field supervisor/task manager, clients**, and the Director of **Field Education** to ensure a smooth transition.
- The student must complete the **Terminate Practicum Form** to initiate the voluntary withdrawal process. The student is not officially released from the practicum site until this is done in writing by the Director of **Field Education**.

4. Student Responsibilities

- Whether the termination is voluntary or related to concerns about the practicum site, the student is responsible for all client-related assignments until formal approval for termination is given in writing.

5. Documentation and Follow-up

- All communication regarding concerns or voluntary withdrawal, along with any remediation efforts, must be documented by the **Field supervisor/task manager, Practicum Instructor,** and Director of **Field Education.**
- If the termination is approved, the student, in coordination with the agency and the Director of **Field Education,** will develop a plan to ensure that clients receive ongoing care and services, as required by social work ethics.

Involuntary termination

This policy outlines the circumstances and procedures under which a student may be involuntarily removed from a practicum placement due to inadequate performance or behavior that violates professional or university standards.

1. Grounds for Involuntary Termination

The **Director of Field Education** may remove a student from their practicum placement if, after adequate corrective efforts, the student's performance demonstrates little likelihood of successful completion. Grounds for removal may include, but are not limited to, the following:

- **Inadequate Knowledge, Skills, Behavior, or Values:**

The student demonstrates a lack of professional competence in areas necessary for successful practicum completion, including failure to meet expectations regarding knowledge, skills, or behavior required for the social work profession.

- **Incompatible Attitudes or Values:**

The student holds attitudes or values incompatible with the practice of professional social work, such as harboring strong prejudices or discriminatory beliefs that interfere with ethical practice.

- **Harm to Clients or Others:**

The student engages in unsafe practices or conduct that endangers clients, the agency, the university, other students, or themselves. This includes, but is not limited to, negligence, unsafe behaviors, or violations of confidentiality. If a student's actions constitute violence or a threat of violence the student may be **immediately terminated** from a field practicum agency.

- **Violations of Ethical or Performance Standards:**

The student commits a serious violation of the **National Association of Social Workers (NASW) Code of Ethics** (whether or not they are an NASW member) or violates the **HPU Social Work Program's Performance Standards** as outlined in the HPU BSW Student Handbook.

- **Inability to Form Productive Relationships:**

The student consistently fails to establish productive and professional relationships with clients, the field supervisor/task manager, other agency staff, or fellow students, impairing their ability to perform their practicum responsibilities.

- **Personal Problems:**

The student's personal issues (e.g., substance abuse, mental health concerns, relationship difficulties) are so serious or recent that they prevent effective participation in the practicum. The student may struggle with boundaries, focus, or professional conduct as a result.

2. Corrective Efforts

- Before initiating involuntary termination, the **Field supervisor/task manager, Practicum Instructor, and Director of Field Education** will make reasonable attempts to address the student's performance issues through constructive feedback, support, and a **corrective action plan**.
- Corrective action plans outline steps the student must take before being allowed to return to practicum. The corrective action plan may include requirements to undergo additional training and/or mental health counseling. Failure to complete the corrective action plan may result in course failure, delay in degree completion, inability to register for subsequent practicum seminar courses, or removal from the HPU BSW program.
- If these efforts do not lead to sufficient improvement, and there is little likelihood of successful completion of the practicum, the Director of **Field Education** will proceed with the termination process.
- Students who are removed from practicum will fail their practicum seminar class and will be required to register for another practicum seminar class in subsequent semesters. Students who fail a course twice will be expelled from the HPU BSW program.

3. Removal Procedure

Removal of a student from a practicum placement will follow the procedures for violations of performance standards as outlined in the **BSW Student Handbook**. The process generally includes:

1. Notification:

The student will be informed of the concerns regarding their performance and given opportunities to address them.

2. Documentation:

All concerns, corrective efforts, and actions will be documented by the **Field supervisor/task manager** and shared with the **Director of Field Education** and **Practicum Seminar Instructor**.

3. Consultation and Corrective Action Planning:

The **Director of Field Education** will consult with the **Practicum Seminar Instructor** and any other relevant parties to determine whether the student's removal is necessary. If the team determines that a corrective action plan is needed, one will be developed and implemented in collaboration with the student.

4. Termination Decision:

If a decision is made to terminate the student's practicum, the student will receive a formal notice, including the reasons for termination and any relevant documentation.

5. Client Transition Plan:

A transition plan will be developed in consultation with the **Field supervisor/task manager** and agency to ensure that clients are not abandoned and that services are transferred appropriately, in accordance with social work ethics.

4. Appeals

- A student who is involuntarily removed from their practicum placement has the right to appeal the decision in accordance with the **HPU Social Work Program's Grievance Procedures** as outlined in the BSW Student Handbook.
- The student must submit their appeal in writing to the **Director of Field Education** and the **BSW Department Director** within a specified time frame, which will be detailed in the termination notice.

Process for Replacement Practicum Site

Purpose

This policy outlines the process by which students may formally request a Replacement Site during their field experience if an extenuating circumstance prevents them from continuing at their confirmed site.

Eligibility for Replacement

Students may request a replacement site when extenuating circumstances arise, including but not limited to:

- Supervision concerns
- Scheduling challenges
- Site not meeting program expectations
- Student concerns impacting success in placement
- Relocation or other significant life changes

Process

Initial Resolution Attempt

- If circumstances allow, the student must first meet with their practicum instructor to discuss and attempt a resolution of the concerns.
- If the concern remains unresolved, the student must then meet with the Director of Field Education to discuss the matter and explore next steps.

Formal Request (Following Director of Field Education Approval)

- If the concerns cannot be resolved and the student is unable to continue at their confirmed site, the student must submit a Replacement Request Form.

- Submission of this form alerts the Field Placement Team to begin outreach for an alternative site.

Student Referral Encouragement

- HPU strongly recommends that the student submit a site referral to support the replacement process and ensure a timely placement.

Policy Conflict

- If a student's reasoning for requesting a replacement directly conflicts with established placement policies (e.g., interest area restrictions, distance requirements, or availability expectations), the student will be placed on hold.
- In this case, the student will be required to submit a referral for an alternative site before the replacement process can move forward.

Finalization

- A replacement site will only be confirmed once the new site/preceptor has been formally approved by Director of Field Education and there is a signed agreement on file.
- Documentation of the reason for replacement and the resolution process will be recorded in PMX using wasted placement cases (and escalation cases, if needed).
- HPU cannot guarantee that a student will receive an immediate replacement placement. An abrupt transition from an existing placement may limit available placement options and could result in the student being assigned to a placement outside of their preferred criteria. In some circumstances, a change in placement may also result in a delay to the student's anticipated graduation timeline.

Student Responsiveness for Placement

Students are expected to respond to communications from the Director of Field Education, Agency, or Field Supervisor/Task Manager within **2 business days** to ensure a timely placement.

• Failure to Respond

If a student does not respond within this timeframe, their placement may be placed on **hold**, meaning the placement process will stop until communication is re-established.

• Late or Continued Non-Response

If a student responds **less than 6 weeks before their placement start date**, or remains unresponsive, they will be **moved to the next cohort**.

This change in academic plan may impact the student's **placement start date, timeline, and potential graduation date**.

PROCEDURES FOR FIELD PRACTICUM

Criteria for selection of students

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. Students must complete the Practicum Information Form (see Student Resources on the BSW program website) and submit their resume to the Director of Field Education 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 the 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 Director of Field Education of results of interviews and placement preferences. At the same time the potential field instructor at the agency will be notifying the Director of Field Education whether they believe the student and agency are a good match. If agreement is reached, the Director of Field Education will notify the student of the match. If not, the Director of Field Education will process 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 to accomplish these goals, the number of required sequence field practicum hours established will be 225 hours each semester, which is the equivalent of approximately 16 hours per week for both SWRK 4900 and 4910. Students are not required to be in the field practicum during breaks, identified vacations, or holidays, but they may put in hours during those days or weeks to meet the requisite 225 hours for each semester.

Students are responsible for ensuring adequate record-keeping of their hours and getting them signed by their field supervisors/agency managers. Students should be tracking hours weekly.

Qualified Activities:

- Tasks and responsibilities assigned by the agency field supervisor/task manager
- Initial onboarding activities and ongoing trainings
- Weekly supervision (individual/group) or interdisciplinary team meeting/case consultations
- Agency meetings
- Range of external learning activities, e.g., research, advocacy work, visiting other agencies, attending conferences or community meetings
- Research and case preparation for agency tasks and assignments.

Exceptions to practicum scheduling and hour requirements can be made only with the written permission by the Director of Field Education in consultation with the field supervisor/task manager at the agency.

Criminal Background Check Requirements

Having a prior criminal history may not be cause for denial into the HPU BSW program but may preclude students from working with certain field agencies, and, depending on the nature of the crime(s) may prevent students from obtaining professional licensure after graduation. The field of social work is governed by various state and national regulatory bodies that establish the criteria for obtaining professional licensure. While the BSW Program at HPU is designed to prepare students for entry into the profession, the specific requirements for licensure vary by jurisdiction and are subject to change over time. Students are encouraged to familiarize themselves with the licensure requirements of the jurisdiction in which they intend to practice.

An increasing number of agencies require that practicum students obtain and pass a background check, drug test and/or fingerprinting in order to participate in field placements. With certain field placement sites - to participate as a practicum student - an admitted BSW student may be required to obtain and pass a background check, drug testing and/or fingerprinting. Consequently, students may be required to undergo a background check before beginning a field placement as part of the BSW program at HPU.

The presence of a criminal conviction on a background check can present challenges in securing a placement. Hawai'i Pacific University (HPU) and its external partners are actively working to surmount such barriers. An increasing number of agencies recognize the importance and value of lived experience and are fostering

inclusive environments for people with conviction histories. HPU's Director of Field Education and external partners are building new partnerships with such organizations and agencies who welcome people with a carceral experience and are encouraging policies of openness in existing partnerships. While we attempt to place all students at a field site of their choosing, there may be instances when this is not possible.

If a background check must be conducted, the following are areas that may be screened for depending on the type of practicum placement:

- Seven-year criminal court history
- Address verification
- Sex offender database search
- Two names verification (current legal and one other name, e.g., AKA)
- Three county check of records Search of the Department of Health and Human
- Services Office of the Inspector General database of excluded persons.
- Social security number verification.

The fees required to obtain a background check and/or additionally required tests are the sole responsibility of the student. Students must authorize release of the results of the background check to the agency for field placement. If there is any information in the background check that precludes acceptance as an BSW practicum student, efforts will be made to understand the criteria of which an agency determines as a disqualification for placement.

Some agencies are not able to host practicum students with certain criminal convictions.

- There is a slight possibility that students without a criminal conviction in their history also may not be able to pass a criminal background check depending on the criteria set by a particular agency.
- If a student does not pass a background check for a particular agency, HPU and its external partners will actively work with the student to find an alternative placement. BSW students in placement are required to report any new convictions while enrolled in the program. If the background check still disqualifies the student from that placement, HPU and its external partners have a responsibility to assist the student in finding another placement.
- In the event that a placement cannot be found, and all available resources have been exhausted, the student may not be able to participate in a field placement and may be unable to complete the requirements for their degree.

An increasing number of agencies require that practicum students obtain and pass a background check, drug test and/or fingerprinting in order to participate in field placements. Be advised that drug testing may be a required part of the background check.

Admitted students are required to immediately report all changes in their criminal record that occur while enrolled in the BSW program since any conviction or other adverse result may prevent placement in the field. Failure to report any change in status will result in referral to the Director of Conflict Resolution and Community Engagement and may result in a delay in the student's ability to complete the BSW program and to graduate as planned

Field Site & Field supervisor/task manager Selection

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. The Director of Field Education creates a list of possible practicum sites within a student's vicinity.
2. 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.
3. Field instructors must be familiar with the mission, goals, competencies, and practice behaviors of the HPU Social Work Program.
4. The agency must have an identified Field Practicum Instructor who holds a BSW or MSW, and has at least two years of post-BSW practice experience.
5. The agency must ensure the provision of field supervisor/task managers 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 supervisor/task managers time to attend the orientation, training seminars, and conferences with students and seminar practicum instructors.
6. Field supervisor/task managers must be willing to work with HPU students and be willing to become familiar with the mission, goals, competencies and practice behaviors of the HPU Social Work Program.
7. Agency's practices must be consistent with the social work values and ethics concerning professional social work practice as articulated in the National Association of Social Workers Code of Ethics.
8. 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 supervisor/task manager.
9. 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.
10. The availability and activity level of the agency must ensure sufficient quality opportunities to allow for the required number of hours of practicum experience.
11. 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 supervisor/task managers, authorized activities for students, adequate workspace, telephones, computers, supplies and an orientation process.
12. 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.

13. The student can initiate selection of an agency as a potential agency for practicum, but the Director of Field Education must approve it.
14. Once vetted the HPU Director of Field Education will meet with the agency representative and/or the field supervisor/task manager to determine the appropriateness and compatibility of the agency as a practicum site. It is the responsibility of the Director of Field Education to approve or not approve an agency for a practicum opportunity.
15. 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.
16. 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.
17. Data is collected at the end of every semester which informs the Director of Field Education about the types of experiences students are having at the practicum site. This information is then used to determine if an agency should be retained on or removed from the list of practicum sites.

Criteria for Selection of Field supervisor/task managers

The availability of qualified field supervisor/task managers is an essential component to practice integration. Field supervisors' and task managers' approaches must be congruent with the program's advanced generalist mission and support and understand the concept of practice integration.

1. The field supervisor/task manager 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 supervisors 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 supervisor/task manager's qualifications takes into account professional education and experience. The Council of Social Work Education specifies the credentials and practice experience of its field supervisor/task managers necessary to design field learning opportunities for students to demonstrate program competencies: *"Field instructors for Bachelor's students must hold a Bachelor's or Master's 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."* (CSWE 2022 EPAS).
3. The field supervisor/task manager must have the recognition and the support of the agency and the program as the field supervisor/task manager, to assure the clarity of role and function in relation to the student's learning.
4. The field supervisor/task manager must complete an end of the semester written assessment of the student and involve the student directly in the evaluation process.

5. The field supervisor/task manager 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 supervisor/task managers will complete the Field supervisor/task manager Application, attaching their resumes. This will be forwarded to the Director of Field Education for review and approval, to ensure each field supervisor/task manager'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. The student must 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 and must be approved by the Director of Field Education.

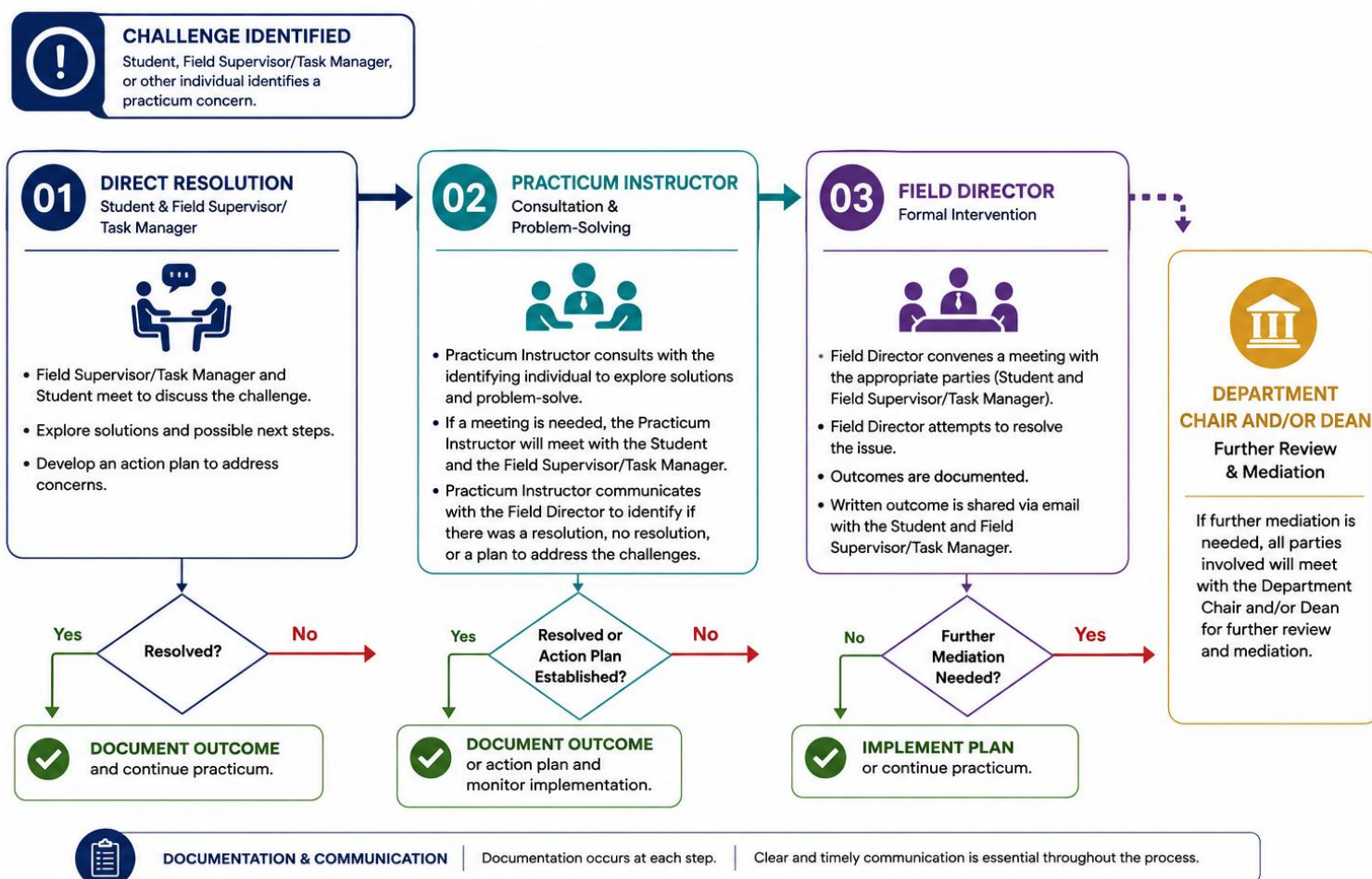
If the student wishes to request a practicum in an agency in which they are or will be simultaneously employed, the following minimal conditions must be met:

- Student assignments and employee tasks may qualify as field hours when directly linked to the ten social work competencies.
- Field education and employee supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.
- The agency has completed an MOU agreement with HPU. The MOU may not be altered or amended unless agreed to by all persons (student, employer, and field education program).
- The student must be in good academic standing and in good standing at their employing agency. Students must have been employed for at least 3 months or past the probationary period, as an unsuccessful probationary period is likely to disrupt the student's field placement.
- The student should have a separate qualifying post-BSW supervisor with two years of experience for employment and practicum. The Employment must agree that the student's practicum performance will not influence their employment evaluation.
- The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.
- The educational opportunities in the place of employment must permit the achievement of the 10 social work competencies and skills that are compatible with the student's social work practice classes and course of study.
- Students may count up to 20 hours per week toward practicum hours.
- Students must be able to demonstrate how their employment role either offers a new role with new and distinct learning opportunities OR how their current employment role relates to the core social work competencies. A site visit may be required as part of the application review process prior to determining approval.
- If a student in an Employment-Based Practicum is terminated from their employment role,

consequently leading to termination of their practicum, the same academic review process will apply as for non-employment placements (refer to the student handbook). Termination of employment may ultimately lead to a pause in practicum, a failing grade, and a delay in a student's graduation timeline.

Unemployment when Practicum is in Place

Students may choose to voluntarily terminate employment at an agency they are also using for practicum. If employment and practicum are simultaneously voluntarily terminated, then the termination of practicum policy on page 18 of this Handbook will apply. If a student becomes unemployed or is laid off



from an employment site that they were also using as their practicum site, then the student shall coordinate with the Director of Field Education to find another appropriate placement. If the student is fired from an employment site that they were also using as a practicum site for ethical violations or criminal activities, then the student shall be subject to the “Involuntary Termination” policies listed on page 24 of this Handbook.

Problem Resolution Process

Field supervisor/task managers 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 supervisor/task manager may bring the concern to the Director of Field Education. If the concern is not resolved, the next step is for the student, field supervisor/task manager or Field Education Director to contact the BSW Program Director. If the concern is still unresolved, the BSW Program Director will initiate the resolution process as spelled out in the handbook.

STUDENT SAFETY POLICIES

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 supervisor/task managers 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 BSW 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 Director of Field Education 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 which involve a social work student and the steps taken to address an incident. Director of Field Education 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 Program Director as well as the CLA 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 supervisor/task manager 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 in an agency vehicle. 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 must be signed by a medical provider 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.

Students are also encouraged to purchase their own liability insurance through the National Association of Social Workers (NASW) <https://naswassurance.org/professional-liability-insurance/>

PROFESSIONAL LICENSURE

The profession of social work often requires state licensure or certification for clinical practice and certain jobs. In accordance with the U.S. Department of Education State Authorization Rule, effective July 1, 2020, the following is HPU's disclosure information about the university's educational requirements with which to meet professional social work licensure requirements.

In the field of social work, each state has its own policies and requirements for licensure. These requirements

are governed by the respective state's licensing board. Many licensure boards require more than successful degree completion to obtain a license. Please be advised that state laws, regulations, and policies may change at any time. Changes in requirements can impact the program's ability to meet educational requirements for licensure in every state. It is the responsibility of the student completing the program to check with the licensing board(s) in their state of residence or in the state in which they intend to obtain a license for the most recent information and requirements.

- The BSW at HPU currently requires 225 practicum hours per semester (450 per year). These practicum hours meet the requirements for licensure in the state of Hawaii but may not meet the requirements in all states. Some states may require more than 450 practicum hours.
- A criminal history associated with certain crimes and convictions may prohibit a graduate from obtaining licensure in certain states. For specific information on the requirements to obtain a license in the state you desire, please contact the licensing board for that state.

HPU shall not be liable if a student is unable to qualify for licensure or certification in any jurisdiction. While the HPU can provide initial guidance, it is ultimately the responsibility of the student to continually check with the state/territory where they intend to seek licensure to confirm all licensing/certification requirements. If questions remain after reviewing the information provided, please contact the program chair.

FIELD PRACTICUM ROLES

Field Education Director

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

Field supervisor

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.

Task manager

An agency-based professional who oversees the students day-to-day activities, assigns practical work, and manages the students schedule at the agency. This role is used in conjunction with a field supervisor when a site does not have a qualified BSW or MSW on-site.

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 Education Director

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 supervisor/task managers 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 supervisor/task managers.
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 Director of Field Education to discuss learning needs and choice of practicum site.
 - Make appointments with approved agencies and attend interviews to determine feasibility to clarify working agreements, and report back after interviews.
 - If employed in an 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 supervisor/task manager 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 supervisor/task manager and practicum seminar instructor
 - Complete end of the semester assessment and participate fully in evaluation conference with field supervisor/task manager

Responsibilities of the Field Supervisor/Task Manager

In many instances, the most important learning tool available to the practicum student is the field supervisors/task managers. The field supervisor 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 supervisor 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 Director of Field Education regarding acceptance.
 - Attend the field supervisor/task managers 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 workload 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 supervisor/task manager 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 supervisor/task manager 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 supervisor/task manager 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 supervisor/task manager, 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 supervisor/task manager. 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. Evaluation

- 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 supervisor/task manager to coordinate program/agency efforts for practice integration for the student.
4. Provide field supervisor/task manager with pertinent information on student's learning performance.
5. Consult with field supervisor/task manager in identifying individualized learning needs of the student and any obstacles in meeting them.
6. Clarify and mediate between field supervisor/task managers, student and/or program when there are indications of a student not meeting expectations.
7. Meet with field supervisor/task manager 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 supervisor/task manager, 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 supervisor/task managers.
11. Arrange for student evaluation of the agency, in which the student completes a survey of the practicum site which is returned to the Director of Field Education.
12. Supplement supervision when there is not an BSW supervisor/field supervisor/task manager available at the agency.
13. Provide evaluative feedback to Director of Field Education about practicums, such as appropriateness of the agency and field supervisor/task managers, the need for orientation or the need for training.

Method of Evaluation

A midterm on site evaluation discussion between the student, field supervisor/task manager 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 supervisor, 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 supervisor, 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 supervisor/task manager.
- Student consistently applied graduate social work knowledge base to their field experience.
- Student practices in conformance with the NASW Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Student maintains professional relationships with clients, supervisors and field supervisor/task manager.
- 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 supervisor/task manager 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 Director of Field Education 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.

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 instructors 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.

Forms Available on the HPU School of Social Work Website:
<https://www.hpu.edu/cla/social-work/student-resources.html>
Look under agency and student resources

1. Field Practicum Placement Student Information Sheet
2. Practicum Timesheet
3. SWRK 4900 and SWRK 4910 Learning Agreement/Contract
4. SAMPLE Learning Agreement
5. Practicum Midterm Site Visit Evaluation
6. SWRK 4900 and SWRK 4910 Supervisor Evaluation – Competencies/Practice Behaviors
Practicum Assessment Forms
7. Request to Terminate/Change BSW Student Practicum Assignment
8. Request to Extend Practicum
9. Evaluation of HPU School of Social Work Practicum Education Program by Field supervisor/task manager Student Evaluation of Field Placement