



**School of Social Work
MSW Practicum Handbook
2024-2025**

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FOREWORD

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

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

Throughout this manual, numerous forms are referenced. For your convenience practicum-related forms can be downloaded from Social Work website under Resources for Practicum Site Supervisors <https://www.hpu.edu/cla/social-work/agency-resources.html> and Resources for Students: <https://www.hpu.edu/cla/social-work/student-resources.html>

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Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the ten social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

PROGRAM MISSION, GOALS, COMPETENCIES AND PRACTICE BEHAVIORS

MISSION

HPU's MSW program mission statement sets forth several key elements of social work practice that is grounded on Council on Social Work Education's (CSWE) Educational Policy Statement (1.1 through 1.2), the National Association of Social Work (NASW) Code of Ethics and Standards for Culturally Competence in Social Work Practice. In particular, it reflects the purpose of social work articulated by CSWE (2015), which states:

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).

The mission of HPU's MSW program is to:

To graduate qualified advanced generalist social workers who are competent, ethical, and effective practitioners. MSW students utilize critical thinking and leadership skills to advocate for human rights, and social and economic justice with systems of all sizes. MSW students honor and respect the diversity and differences in the everchanging local, national, and global environment.

MSW PROGRAM GOALS

The goals of the MSW program were directly derived from the program's mission. The goals are as follows:

1. To prepare graduates who will demonstrate competence in social work practice at an advanced level with client systems of all sizes.
2. To prepare graduates who will be able to work effectively with diverse populations in multicultural settings.
3. To prepare graduates who understand the social contexts of social work practice at micro, mezzo, and macro levels, including the changing nature of those contexts, and who advocate for social and economic justice.
4. To promote the values and ethics of professional social work in the program and in its graduates' practice.
5. To develop in graduates an appropriate foundation for and valuing of lifelong learning, leadership, and generation of knowledge.

CORE COMPETENCIES AND BEHAVIORS

Graduate students are expected to achieve the core competencies (CC) and practice behaviors based on the Program's mission statement and the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). "EPAS supports academic excellence by establishing thresholds for professional competence" (CSWE, 2022). Refer to appendix A for a full description of the core competencies and behaviors for the foundation year and the advance year. Social work competence is the intentional integration and application of social work knowledge, values, and skills to promote human and community well-being in practice. **A holistic view of competence is multidimensional and involves:**

- knowledge

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

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

Each of the ten advanced generalist competencies in culturally competent practice describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Student demonstrates ethical and professional behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant 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

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand 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

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their

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

Social Work Students

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

Competency 5: Engage in Policy Practice

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

Social Work Students

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

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

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

Social Work Students

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as 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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social Work Students

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and

interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social Work Students

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

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

- a. understand social, economic, and environmental injustices are tied to colonialism and colonization;
- b. 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
- c. recognize and support the significance of ancestral lands, sovereignty, culturally resonant practices, and place-based teachings;
- d. honor Indigenous cultures and respect the practices of other local cultural groups, including protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice;
- e. understand their own culture, associated beliefs, values and practices that inform, bias, and influence ongoing commitment toward Indigenizing and decolonizing social work practice.

FIELD PRACTICUM

As defined by the Council on Social Work Education: Field education is an integral component of social work education anchored in the missions, goals and educational levels of the program. It occurs in settings that reinforce student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical 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 professional social worker. The field instructor serves as a mentor, role model and a source of feedback to the student regarding the student's performance and professional growth. Therefore, the purpose of the field practicum is summed up in three words integration, application and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations and in the process, develops an identity as emerging, professional social worker.

Field practicum gives students the opportunity to connect theory with practice (integration of empirical and practice-based knowledge), experience situations that focus attention on the use of social work values and ethics, and encourages identification with the purposes and functions of the profession. Additionally, in an advanced generalist program students have the opportunity to acquire expertise in assessment and intervention at a variety of levels of client systems from the individual, family and group to the organizational and the community.

Taken together, the field practicum experiences provide a rich basis for enhancement of our program educational goals and for helping students to develop a sense of competency and fulfillment as social work professionals. However, it is the full integration of the field experiences and the rest the curriculum that completes the educational process. One without the other is not sufficient to achieve program goals or to develop full professional competencies.

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

In order for students to register for SWRK 7900 the student must meet the following criteria:

- The student must also have completed SWRK 6100, SWRK 6102, and SWRK 6103
- The student must have received a "B" or higher in SWRK 6900 & SWRK 6901.
- Received a passing score from their SWRK 6900/6901 field supervisor
- Completed the requisite 450 hours in the field practicum.

During the concentration semesters, students are placed in a different setting consistent with advanced requirements of the social work practice courses. Students will learn to apply multiple assessment and intervention theories and practice models in micro, mezzo and macro settings. Students will have opportunities to do macro activities that support the delivery of social services. Field practicum 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.

PRACTICUM SEMINAR CLASS

Practicum instruction provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, and then apply the social work skills, knowledge and values learned in the classroom. These include knowledge about social welfare programs, policies and issues, the dynamics of organizational behavior and change, a broad array of social work practice theories addressing work with individuals, families, groups, organizations and communities in crisis, short-term and long-term models, the dynamics of human growth and behavior and social work research methods and their application to practice.

The practicum courses SWRK 6900, 6901, 7900 and 7901 allow students to test the generalist perspective they learned in the classroom in the field with supervision, oversight, and guidance. In practicum students meet a range of culturally diverse clients and grow their self-awareness and abilities to help clients of various backgrounds and with different problems. Therefore, the practicum unites and reinforces the themes of foundation and advanced courses. The practicum courses also include regular synchronous practice seminars. These are an integral part of student learning and HPU's supervision of the learning environment in which the students are placed.

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

ADMINISTRATIVE REQUIREMENTS OF THE MSW PRACTICUM PROGRAM

Field Placement Process

The placement process for students preparing for their first practicum semester is structured to ensure timely communication and efficient coordination among students, Student Success Advisors (SSAs), the Placement Team, faculty, and placement sites. Automated emails are sent at intervals of 150, 120, 90, 60, and 30 days before the practicum begins, with regular follow-ups during the placement process.

Prior to being placed in field practicum 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 HPU Student Handbook for grade policy).

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.

Practicum placement will occur the semester after the placement process has been completed.

Process Overview

1. Placement Welcome Calls

The **Student Success Advisor (SSA)** schedules a **mandatory Placement Launch Call** for students no later than 150 days before their first placement term. This call introduces the student to the Placement Team, reviews practicum policies and procedures, and provides an overview of the placement timeline and expectations.

2. Placement "In Process" and Site Match Notification

Once the welcome call is complete, the SSA alerts the Placement Team to begin outreach efforts.

- The **Placement Team** works to identify appropriate placement opportunities for students.
- When a site is identified and approved by faculty, the student and SSA are informed of the placement match through the **Site Notification Template**, which formally confirms the practicum site.

3. Site Outreach and Required Documentation

The **Placement Team** conducts outreach to agencies and hospitals to secure practicum sites. There are three placement start dates annually: January, May, and August.

The following steps are included in the placement process:

- **Site Qualification:**
More information about agency qualifications and vetting is included in the Field Site & Field Instructor Selection section of this handbook. In brief, the Field Education Director and the Placement Team ensure that sites meet the necessary requirements, including:
 - Compliance with hourly requirements for practicum students

- Verification that field instructors hold a Master of Social Work (MSW) degree and have at least two years of post-graduate experience
- Verification that the field placement site can provide the student with dynamic learning opportunities that allow the student to practice all ten Council of Social Work Education (CSWE) competencies.
- **Document Collection:**
The Placement Team is responsible for collecting the following required documentation:
 - **Agency Qualification Form (AQF):** Confirms the suitability of the agency or hospital for student placements.
 - **Memorandum of Understanding (MOU):** A formal agreement between the site and the university. Any required edits or revisions to the MOU will be handled by the 2U Contracts team, who will liaise with the site and forward finalized changes to the Contracts point of contact at HPU (Ericka).
 - **Field Instructor Resume:** Documents the credentials of the designated supervisor at the site.
 - **Student Referrals (if applicable):** Some agencies may request student referrals, though these are not required for all placements.

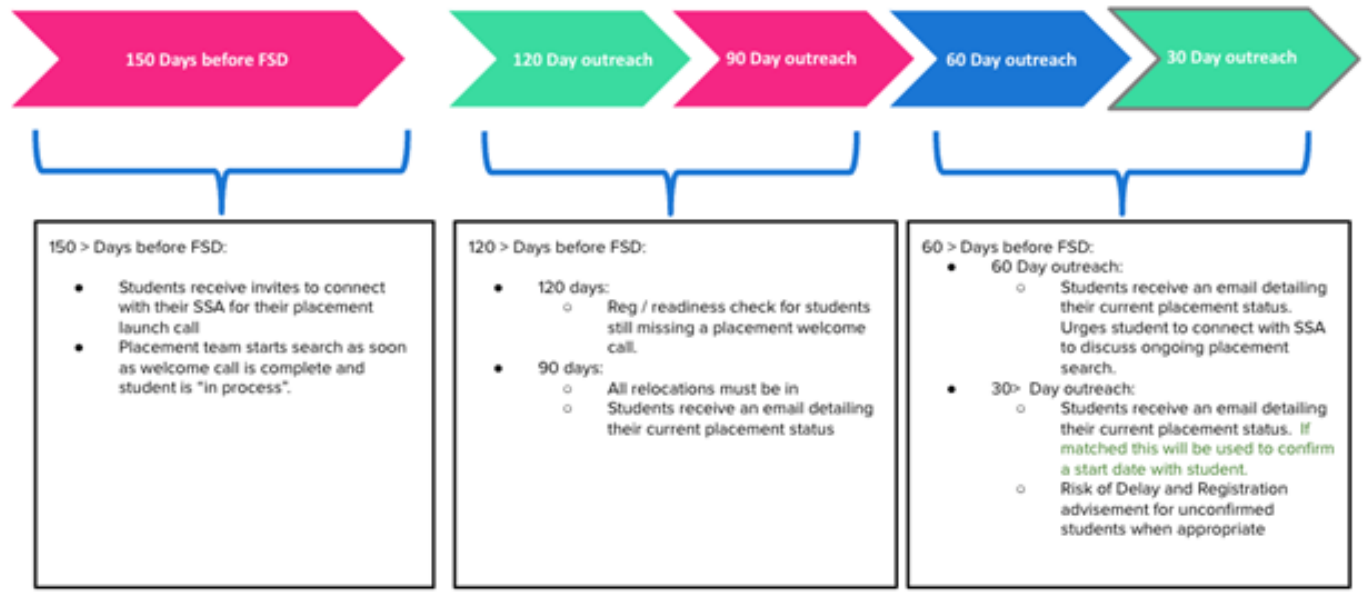
Communication and Coordination

Regular communication between students, SSAs, the Placement Team, faculty, and site representatives is critical. Bi-weekly calls are recommended to ensure all stakeholders are informed of progress and to address any concerns.

- **SSA as Point of Contact:**
The SSA serves as the primary point of contact for students, relaying updates and information between the student and the Placement Team.
- **Placement Team Communication:**
The Placement Team sends progress updates to students and SSAs at intervals of 90, 60, 30, and 14 days before the placement start date. The Placement Team is also looped into direct communication with students or SSAs when specific concerns arise.

Figure 1 below shows an overview of the field placement process:

Placement Touch Points



Student and Site Match Rejection Policy

Once a student has been successfully matched with an agency the SSA will inform the student of the match. The student will then contact the field agency for an introductory interview. After the interview both the student and the agency have the ability to accept or reject the placement match.

Students may refuse up to three practicum placement matches before being asked to wait until the following semester for a new placement. While every effort is made to match students with agencies that align with their interests, practicum completion is a required part of the program, and the number of agencies meeting placement requirements is limited. Additionally, agency matching is a time-intensive process.

Agencies may also deny placements after an interview. If a student is unsuccessful in three agency interviews, they may be required to attend workshops or trainings to improve interview skills and must wait until the next semester to register for practicum. This may result in a delay in program completion.

Placement Referrals

The partnership between students, the Field Education Department and the Field Placement Team is essential to ensure timely field education placement. The Field Placement Team often relies on the student’s knowledge of local resources within and around their community to assist in the placement process. Students are welcomed and encouraged to submit referrals for agencies in their area that may serve as quality placement sites. Students are not limited in the number of referrals they can submit.

A referral is a potential Field Instructor and/or agency that a student would like to recommend for their field placement. The referral must be for an agency and/or Field Instructor that the student has made contact with and has either expressed an interest in hosting them or agreed to host them for placement. Referrals are not

lists of agencies or contacts. The Field Placement Team encourages students to network, rather than cold call agencies in their area. Please note that submitting a referral does not guarantee that the placement will be approved.

Students should submit their referrals at least 60 days prior to the start date for the semester in which placement begins. This deadline provides the Field Placement Team enough time to collect all the required documentation and for the Field Department to approve the placement. Once a referral is submitted, the Field Placement Team will reach out to the primary contact on this form at least 3 times via phone and email over the course of two weeks. Your Student Success Advisor will provide you with an update at the end of the two-week period.

Credit for Life Experience

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

Hours

The MSW practicum consists of 12 semester credits of field practicum divided into four semesters of study for students in the traditional program, and 6 semester credits for students in the Advanced Standing Program. Each year consists of 450 hours for a total of 900 hours for the four semesters and 450 for Advanced Standing students.

SWRK 6900/6901 and SWRK 7900/7901 practicums must be in different agencies unless the agency is large enough to provide two discrete and different practicum-learning opportunities. Each practicum must meet the criteria and objectives for that year of field instruction, i.e. an advanced generalist experience in the first year and an emphasis on cultural competence in the second year.

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

Learning Agreement

The learning agreement serves several purposes for social work students:

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

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

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

The student, agency field instructor and practicum instructor sign the completed learning agreement. The learning agreement needs to be signed by all involved parties whenever important changes are made. The learning agreement should be completed, and copies provided to each of the three involved parties within the first four weeks of the semester. Students will submit the completed learning agreement for a grade in their corresponding practicum seminar course.

Learning Agreements for SWRK 6900/6901, and 7900/7901 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. Agencies with two or more students may utilize group supervision to meet the supervisor requirements.

Site Visits and Student Evaluation

All students will receive a mid-semester site visit from their practicum seminar instructor and/or the Field Education Director. The purposes of the site visit is:

- To afford an opportunity for the student and field instructor to explore and assess the student's achievement of specific practice behaviors as articulated in the learning agreement.
- To afford the student and field instructor an opportunity to identify practice behaviors which should be the focus for future learning.
- To provide a verbal and written assessment as part of the 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 in this conference should have been discussed during the student's weekly supervision. There should be no surprises. It is the field instructor's responsibility to write and draft the final evaluation. The student should be given some time to review the content. The evaluation conference should follow. Changes may be made in evaluation of the student if the field instructor agrees. Students should complete the evaluation in its final form before it is returned to the HPU Field Education Director or submitted in practicum seminar class for a grade. Both the student and the field instructor sign the evaluation. Signing the evaluation indicates that the student has read the evaluation. If the student does not agree with evaluation, in whole or in part the student may write comment explaining areas of disagreement.

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 Field Education Director. This form then becomes part of the student's practicum record maintained by the Field Education Director. A copy of this form can be found on the agency resources section of the HPU MSW website. <https://www.hpu.edu/cla/social-work/agency-resources.html>

Field Instructor Grade

The field instructor will grade the student pass or fail for the practicum. In conjunction with the field practicum, students will be taking the practicum seminar course. The grade from the field instructor is added into the other grades achieved in the practicum seminar, and the student receives a final letter grade for the combination of the seminar 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 Field Education Director at the beginning of the semester if their work schedule will interfere with their ability to complete the requisite 225 hours by the ending date of the semester as articulated by the HPU calendar. Additionally, the student must complete a “Request to Extend Practicum Hours” (which can be found on the Social Work website under “Resources for Students”) and submit this to both the practicum seminar instructor and Field Education Director 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.

2. Student Rejection of Assignment Matches

- Students are permitted to reject (not move forward with) up to **three (3) assignment matches** within a single placement cycle (a 120-day period).
- After rejecting three 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.

4. Communication and Support

- Students should communicate promptly with the Field Education Director or Student Support Specialist if they are considering rejecting a match. Faculty and staff will assist in finding alternatives within the student's community, if available.
- Students are responsible for understanding that rejecting multiple matches may limit their options and could extend the time required to complete their field placement.

5. 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 Field Education Director and faculty.
- These exceptions must be well-documented, substantiated by relevant evidence, and may result in an incomplete grade for a field practicum seminar course.

This policy establishes guidelines for the distance and drive time between a student's listed residence and their practicum field placement site, with consideration for rural and remote areas, as well as student preferences for sites beyond the standard distance.

1. Maximum Distance for Placements

- Student field placements will be located within **60 miles** or a **one-hour drive** from the student's listed residence. This ensures reasonable access to placement sites while minimizing travel-related burdens on students.

2. Remote/Virtual Placements for Rural or Remote Areas

- For students who live in rural or remote areas where field placement opportunities may be limited, remote or virtual practicum options may be available.
- These remote placements will meet the same educational and competency standards as traditional placements and will be arranged in consultation with the Placement Team and Field Education Director.

3. Requests for Sites Beyond the 60-Mile Limit

- If a student strongly prefers a practicum site that exceeds the **60-mile** or **one-hour drive** limit, the Placement Team will consider this request on a **case-by-case basis**.
- Students must demonstrate a clear rationale for requesting a site beyond the established distance, and the Placement Team will work with them to accommodate the request where feasible.
- Factors considered may include the availability of public transportation, potential housing arrangements, and the relevance of the practicum site to the student's educational and professional goals

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.

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:
 1. **First:** Discuss the concerns with the **Field Instructor** at the practicum site.
 2. **Second:** If unresolved, bring the concerns to the **Practicum Instructor**.
 3. **Third:** If further intervention is needed, escalate the issue to the **Field Education Director** and the **Student Success Advisor**.

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 MSW 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 instructor and any other available support services from the university. However, if none of these efforts prove 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 **Field Education Director** 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 **Field Education Director**. 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 **Field Education Director**.
- 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 Instructor**, **clients**, and the **Field Education Director** 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 **Field Education Director**.

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 Instructor, Practicum Instructor, and Field Education Director**.
- If the termination is approved, the student, in coordination with the agency and the **Field Education Director**, 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 **Field Education Director** 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 Social Work Handbook.

- **Inability to Form Productive Relationships:**

The student consistently fails to establish productive and professional relationships with clients, the field instructor, 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.

Corrective Efforts

- Before initiating involuntary termination, the **Field Instructor, Practicum Instructor, and Field Education Director** 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 MSW program.
- If these efforts do not lead to sufficient improvement, and there is little likelihood of successful completion of the practicum, the **Field Education Director** 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 MSW program.

2. Removal Procedure

Removal of a student from a practicum placement will follow the procedures for violations of performance standards as outlined in the **Social Work 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 Instructor** and shared with the **Field Education Director** and **Practicum Seminar Instructor**.

3. Consultation and Corrective Action Planning:

The **Field Education Director** 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 Instructor** 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 Social Work Handbook.
- The student must submit their appeal in writing to the **Field Education Director** and the **MSW Department Chair** within a specified time frame, which will be detailed in the termination notice.

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 during the foundation year will be 225 hours each semester, which is the equivalent of approximately 16 hours per week. During the concentration year, students will again be in the practicum 225 hours each semester, which will again average approximately 16 hours per week. Students are not required to be in the field practicum during breaks or identified vacation or holidays, but they may put in hours during those days or weeks in order to meet the requisite 225 hours for each semester.

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

Criminal Background Check Requirements

Having a prior criminal history may not be cause for denial into the HPU MSW 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 Social Work 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 MSW 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 MSW 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 MSW 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. MSW 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. Consequently, students may be required to undergo a background check before beginning a field placement as part of the MSW at HPU. 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 MSW 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 MSW program and to graduate as planned

Field Site & Field Instructor 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 Network Development Specialist creates a list of possible practicum sites within a student's vicinity. In order to be added to the list the potential practicum site must meet the following criteria:
 - 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.

- The agency must have an identified Field Practicum Instructor who holds an MSW and has at least two years of post-MSW practice experience.
 - The agency must ensure the provision of field instructors in terms of availability to work consistently with the student for integration of educational objectives. This is not an agency supervision function, but rather a teaching and mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, and conferences with students and seminar practicum instructors.
 - Field instructors 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.
 - 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.
 - The field practicum must be viewed as an individualized integrative learning experience by all involved. Practice opportunities need to be provided by the agency to the student that are consistent with the learning needs of the student, as identified by the field instructor.
 - The availability and activity level of the agency must ensure sufficient quality opportunities to allow for the required number of hours of practicum experience.
 - The policy-setting body, administration, and staff of the agency should have respect for and support professional education. This would be demonstrated by the provision of: field instructors, authorized activities for students, adequate workspace, telephones, computers, supplies and an orientation process.
 - 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.
2. Once vetted by the Network Development Specialist for these basic criteria, the HPU Field Education Director will meet with the agency representative and/or the field instructor to determine the appropriateness and compatibility of the agency as a practicum site. It is the responsibility of the Field Education Director to approve or not approve an agency for a practicum opportunity.
 3. 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.
 4. 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.
 5. Data is collected at the end of every semester which informs the Network Development Specialist and the Field Education Director 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 Instructors

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

1. The field instructor must have time available separate from normal job functions that allows for access to the student to focus on learning objectives for the practicum. It is expected that instructor may adjust time availability to the individualized learning needs of the student within reason but should be available to the student for supervision at a prescribed time each week.
2. Assessment of the field instructor's qualifications takes into account professional education and experience. The Council of Social Work Education specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies: *"Field instructors for Masters students must hold a 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 instructor must have the recognition and the support of the agency and the program as the field instructor, to assure the clarity of role and function in relation to the student's learning.
4. The field instructor must complete an end of the semester written assessment of the student and involve the student directly in the evaluation process.
5. The field instructor is required to attend training seminars given by the program to ensure his or her familiarity with the advanced generalist model of practice, the program mission, curriculum and educational competencies for the students.
6. Field instructors will complete the Field Instructor Application, attaching their resumes. This will be forwarded to the Field Education Director for review and approval, to ensure each field instructor's qualifications are appropriate.

Use of Practicum at Student's Place of Employment

Students who wish to develop a practicum at their place of employment must also follow the regular procedure for securing a field practicum. However, before the student meets with the Student Success Coordinator of the Field Education Director, the student should have a preliminary discussion with their employer, including their immediate supervisor and appropriate administrators, in order to gauge the employer's willingness to work with the HPU MSW program and the student to create an employee practicum opportunity. Proposals for practicum in a student's place of employment will be considered when specific educational opportunities are present.

If the student wishes to request a practicum in an agency in which 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.

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 16 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 Field Education Director 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 applicable policies found in the "Student Impairment and Incompetence" section of the *MSW Student Handbook* and the "Involuntary Termination" policies listed on page 17 of this Handbook.

Problem Resolution Process

Field instructors and students may find at times that they are unable to satisfactorily resolve concerns. The first step is to contact and meet with the seminar practicum instructor. If the concern is still not able to be resolved or if the concern involves the seminar practicum instructor, the student and/or the field instructor may bring the concern to the Field Education Director. If the concern is not resolved, the next step is for the student, field instructor or Field Education Director to contact the MSW Department Chair. If the concern is still unresolved, the MSW 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 Instructors and assuming more responsibility as they progress in their role as a social work student.

Supporting student safety is a critical component of the BSW and MSW programs; a responsibility shared by the Field Director and all program faculty. Any issues or concerns for safety is immediately addressed by the Field Director, program Chairs, and faculty. The NASW Guidelines for Social Worker Safety in the

Workplace (NASW, 2013) is discussed and emphasized during programs and field orientations for both students and field agency supervisors.

Student Safety Procedures:

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

The Director of Field Education may alert the BSW/MSW Program Chair as well as the 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 Instructor afterwards.

Transporting Clients/Use of Vehicle

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

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

Incident Reporting

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

In the event of an unusual event or emergency that would require medical or legal interaction students must immediately report the incident to the Field Seminar Instructor and Field Education Director. Students will be expected to follow field agency policy. If a student seeks medical treatment for an injury or significant medical illness sustained while in practicum, a statement 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 MSW 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 Field Education Director is a member of the HPU School of Social Work faculty and is primarily responsible for the overall organization of the MSW field practicum program.

Field Instructor

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

Seminar Practicum Instructor

This is the faculty member who is teaching the seminar which accompanies the student's practicum. This social work faculty member is the link between the student and the agency during a given semester. Please see appendix for full articulation of the roles and responsibilities of this individual.

Student Success Advisor

The MSW program at HPU is offered in partnership with 2U. 2U, Inc. is an American educational technology company that contracts with non-profit colleges and universities to build, deliver and support online degree programs. Through this partnership 2U hosts a Student Success Advisor. The Student Success Advisor helps students to stay on track with graduation.

Network Development Specialist

The Network Development Specialist identified perspective field practicum agencies within the student's state or region. The Network Development Specialist performs the preliminary vetting of prospective field sites in order to ensure they meet minimum qualifications before being evaluated by the Field Education Director. The Network Development Specialist is responsible for maintaining and updating a list of available practicum sites.

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 instructors designated by approved agencies.
3. Mediate the student selection of an agency for practicum.

- Mediate the choice of the student by considering interests and assessing needs of the student and the resources of the available agencies.
 - Direct student to agencies for interviews; if a choice is not approved, direct student to other agencies within program guidelines.
 - Act as mediator to resolve any initial concerns or questions between the agency and student.
 - Confirm final arrangements between the student and the agency.
 - Ensure completion of MOUs.
4. Administrative responsibility for structuring and organizing meetings and seminars for the training of field instructors.
 5. Coordination of all field responsibilities, policies and procedures for the HPU School of Social Work.

Responsibilities of the Student

1. Participate responsibly in the selection of the field practicum site.
 - Complete all required forms for field practicum selection, including any documentation for clearances.
 - Meet with Field Education Director 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 instructor and in consultation with the seminar instructor.
2. Fulfill time requirements for the practicum.
 - The specific days and hours will be determined by the agency service structure and agreed upon by the program, agency and the student.
 - The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If required hours are not achieved during any week, a plan for compensatory time should be arranged. The student is required to negotiate with the agency whether and when academic vacation time will be taken.
3. Comply with agency standards and requirements.
 - Identify and conform with agency dress code.
 - Fulfill all commitments made and complete all assigned tasks.
 - Keep the agency informed of relevant events and transactions.
 - Show due respect for agency property, agency rules and regulations, agency staff and agency clients.

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

Responsibilities of the Field Instructor

In many instances, the most important learning tool available to the practicum student is the practicum field instructor. The field instructor fills multiple roles; he or she is a “teacher in the field,” a superior, a mentor and a professional role model. Students are to be provided with opportunities to engage with individuals, groups, families, organizations and communities. Given the limitations of some agency settings, as well as time constraints, there may be practice situations where interventions with a particular level of client system is not always possible. In those agencies where not all levels of intervention are available, each individual client’s circumstances can nonetheless be assessed and understood within the larger context of various other system levels interventions.

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

1. Administrative tasks
 - Interview each student and reach an agreement with the Field Education Director regarding acceptance.
 - Attend the field instructors training and any other ongoing professional development sessions.
 - Provide adequate space and physical facilities for the student.
 - Develop a plan for student learning including:
 - Structure 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 instructor and student.

Include the student in ongoing operations of the agency, beginning with agency orientation and including such activities the staff meetings, workshops, agency conferences and board meetings

2. Orientation

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

3. Instructional format

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

4. Planning

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

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

Method of Evaluation

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

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

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

- Student accomplishes learning objectives.
- Student receives satisfactory evaluation from field instructor.
- Student consistently applied graduate social work knowledge base to their field experience.

- Student practices in conformance with the NASW Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Student maintains professional relationships with clients, supervisors and field instructor.
- Student is at practicum site during working hours without unjustified tardiness or absences.
- Student uses agency time and resources appropriately.
- Student engages in culturally appropriate practice.
- Student demonstrates the use of critical thinking skills.
- Student demonstrates effective verbal and written communication skills.
- Student attends all practicum seminar sessions.
- Student accomplishes practicum seminar learning objectives.

Behaviors that contribute toward a grade of “Fail”

- Student does not accomplish all of the above, despite support from the field instructor and seminar practicum instructor.

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

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

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

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

