



School of Social Work

**BSW Practicum Handbook
2023-2024**

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

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

PROGRAM MISSION, GOALS, COMPETENCIES AND PRACTICE BEHAVIORS

MISSION

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

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

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

BSW Program Goals

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

Organization of Practicum

The Council on Social Work Education (CSWE) refers to field education as the "signature pedagogy" in social work education (Educational Policy 2.3). The practicum provides students with the opportunity to draw upon the theories and practice skills they learn in the classroom and apply them to the practice setting. By demonstrating specific practice behaviors (PBs), students are challenged to master the 9 core competencies (CC) outlined by the CSWE in achieving the BSW programmatic goals.

BSW Competencies and Social Worker Behaviors

Competency 1: Student demonstrates ethical and professional behavior

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

Students

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

Competency 2: Student advances 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.

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: Student engages 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.

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: Student engages 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.

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: Student engages 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.

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: Student engages with individuals, families, groups, organizations, and communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of 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.

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: Student assesses individuals, families, groups, organizations, and communities

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

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: Student intervenes with individuals, families, groups, organizations, and communities

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

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: Student evaluate psractice 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.

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.

Field Education

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

Field practicum provides an opportunity for the student to apply the general knowledge of theories and principles presented in the classroom to problems and challenges in the field. The field experience allows the student to try on and develop the role of professional social worker. The field instructor serves as a mentor, role model and a source of feedback to the student regarding the student's performance and professional growth.

Therefore, the purpose of the field practicum is summed up in three words - integration, application and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations and in the process, develops an identity as an emerging, professional social worker.

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

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

Practicum Seminar Class

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

students are placed.

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

ADMINISTRATIVE REQUIREMENTS OF THE BSW PRACTICUM PROGRAM

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

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

Credit for Life Experience

HPU School of Social Work does not grant credit for either life experience or work experience in lieu of social work practicum.

Hours

The BSW practicum consists of 12 semester credits of field practicum divided into three semesters of study for students in their junior –spring semester and senior- fall and spring -years. Their senior year consists of 225 hours in the fall and 225 hours in the spring semester, for a total of 450 hours during the senior year plus the equivalent of additional hours of in-class practice during the junior year.

Hours are reported on Monthly Hours Reporting Form (Appendix C).

For the student to get as much from their practicum experience, they will remain in the same agency throughout both the fall and spring semesters unless there are special circumstances which prohibit this from occurring.

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 BSW's overall competencies and practice behaviors. The next step is to formalize activities timelines and strategies to achieve the agreed upon competencies and practice behaviors. The final step is to show in concrete terms, outcomes and products for the competencies and practice behaviors.

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

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

Review of Steps to Completion of Learning Agreement:

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

Supervision

Individual practicum supervision should provide 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.

Student Evaluation

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

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

As with any performance evaluation, comments should be supported by reference to specific situations. Issues presented in this conference should have been discussed during the students' weekly supervision. There should be no surprises. It is the field instructor's responsibility to write and draft the final evaluation. The student will be given some time to review the content. The evaluation conference then follows. Changes may be made in the evaluation of the student if the field instructor agrees. Students will complete the evaluation in its final form before it is returned to the Practicum Instructor. Both the student and the field instructor sign the evaluation.

Signing the evaluation indicates that the student has read the evaluation. If the student does not agree with evaluation, in whole or in part the student may write comments explaining areas of disagreement.

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

Agency Field Instructor Grade

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

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

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

Termination from Practicum

At times termination from practicum occurs. The BSW Program makes every effort to ensure the success

of students in the field and strongly encourages students to seek help from faculty members, their advisor, seminar practicum instructor, field instructor and any other available support services from the university. However, if none of these efforts prove successful termination may be initiated.

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

Voluntary termination

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

Dissatisfaction with practicum site

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

Involuntary termination

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

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

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

PROCEDURES FOR FIELD PRACTICUM

Criteria for selection of students

To begin field practicum, students are required to meet the following criteria.

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

Hourly Field Practicum Requirements

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

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

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

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

Criteria for Selection of Agencies

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

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

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

Criteria for Selection of Field Instructors

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

1. The field instructor must have time available separate from normal job functions that allows for access to the student to focus on learning objectives for the practicum. It is expected that instructor may adjust time availability to the individualized learning needs of the student within reason but should be available to the student for supervision at a prescribed time each week.
2. Assessment of the field instructor's qualifications takes into account professional education and experience. CSWE 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 Bachelor's students must hold a Bachelor's or Master's degree in social work from a CSWE accredited program. For cases in which a field instructor does not hold a CSWE accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is to be accomplished. The field instructor should have a commitment to the values of social work profession, competence and practice, interest and competence in teaching, and a willingness to participate in training seminars given by the program.*
3. The field instructor must have the recognition and the support of the agency and the program as the field instructor, to assure the clarity of role and function in relation to the student's learning.
4. The field instructor must complete an end of the semester written assessment of the student and involve the student directly in the evaluation process.
5. The field instructor is required to attend training seminars given by the program to ensure his or her familiarity with the generalist model of practice, the program mission, curriculum and educational competencies for the students.
6. Field instructors will complete the Field Instructor Application, attaching their resumes. This will be forwarded to the Director of Field Education 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 Director of Field Education, the student should have a preliminary discussion with their employer, including their immediate supervisor and appropriate administrators, in order to gauge the employer's willingness to work with the HPU BSW program and the student to create an employee practicum opportunity. Proposals for practicum in a student's place of employment will be considered when specific educational opportunities are present.

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

1. The agency employs full-time BSW/MSW social work staff.
2. An individual with a BSW/MSW must be available as the field instructor.
3. The field instructor may not have supervised the student in the past.
4. Proposed field practicum assignments must meet curriculum requirements.

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 Director of Field Education. If the concern is not resolved, the next step is for the student, field instructor or Director of Field Education is to contact the BSW Program Chair.

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 always. Respect for these parties in this context is demonstrated by the following:

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

Behaviors that contribute toward a grade of "Fail"

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

Should concerns emerge in the field practicum, the practicum seminar instructor is available to assist

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

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

Learning Resources

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

FIELD PRACTICUM ROLES

Responsibilities of Director of Field Education

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

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

Responsibilities of the Student

Success in the field is most dependent on the student!

1. Participate responsibly in the selection of the field practicum site.

- Complete all required forms for field practicum selection, including any documentation for clearances.
 - Meet with Director of Field Education to discuss learning needs and choice of practicum site.
 - Make appointment with approved agencies and attend interviews to determine feasibility to clarify working agreements, and report back after interviews.
 - If employed in 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

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

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

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

1. Administrative tasks

- Interview each student and reach an agreement with the Director of Field Education 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. **Discuss the student's progress at the midterm onsite evaluation and complete a written assessment**

at the end of the semester. Each of these is to be discussed with the student and the practicum seminar instructor.

Responsibilities of the Seminar Practicum Instructor

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

1. Coordinate relationships among the program, field agency and student.
2. Facilitate practicum seminar.
3. Meet with agency field instructor to coordinate program/agency efforts for practice integration for the student.
4. Provide field instructors with pertinent information on student's learning performance.
5. Consult with field instructor in identifying individualized learning needs of the student and any obstacles in meeting them.

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

HAWAII PACIFIC UNIVERSITY AND SCHOOL OF SOCIAL WORK POLICIES

Hawai'i Pacific University Comprehensive Nondiscrimination Notice

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

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

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

Students with Disabilities

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

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

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

Eligibility:

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

<https://www.hpu.edu/cas/accessibility/getting-started.html>

Sexual Harassment and Sexual Assault

<https://www.hpu.edu/titleix/index.html>

Professional Liability

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

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

Safety and Security of Students in the Field

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

Student Safety Policies:

Social workers work with diverse populations that are often complex in a social environment that is ever changing. "Within the past decade, The United States experienced a severe recession and related social changes that have led to increases in the number of people unable to meet their basic needs without assistance from public and private agencies..." (NASW, 2013). These changes have created significant pressure in social work practice to keep up with the increased demands for services 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 Director of Field Education and all program faculty. Any issues or concerns for safety is immediately addressed by the Director of Field Education, program chairs, and faculty. The NASW Guidelines for Social Worker Safety in the Workplace (NASW, 2013) is discussed and emphasized during programs and field orientations for both students and field agency supervisors.

Student Safety Procedures:

Students are advised of potential issues that could arise and are encouraged to reach out to their Field Liaison, Field Seminar instructor, and/or Director of Field Education as soon as a problematic or concerning issue may arise.

Discussions and reminders about safety are reinforced in the field seminars and at the practicum site. The Director of Field Education will document any field site incidents which involve a social work student and the steps taken to address an incident. Director of Field Education will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation.

The Director of Field Education may alert the BSW/MSW Program Chair as well as the College of Liberal Arts 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 Director of Field Education. Students will be expected to follow field agency policy. If a student seeks medical treatment for an injury or significant medical illness sustained while in practicum a statement signed by a medical provider must be signed prior to the student returning to practicum.

Liability Insurance

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

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

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

Students are required to complete The Criminal Background Information section in the Practicum Information form. This information will not be disclosed to practicum sites without the student's written permission. Students are advised to disclose this information during the interview process.

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

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

All information is confidential. Please send this completed form with your resume to DIRECTOR OF FIELD EDUCATION. Today's date: __

I. Personal Information: Print Legibly

Your Full Name: _____

Your HPU ID# _____ Email _____

Mailing Address: _____ City _____ Zip _____

Home Phone# _____ Cell # _____

Birthdate: _____

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

Do you have access to a car: YES NO

Do you carry No Fault insurance: YES NO

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

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

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

Total # hrs/week _____

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

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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

Expected graduation date: _____

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

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

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

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

III. Practicum Interest:

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

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

Specific Agency: _____

Contact Person: _____ Telephone #: _____

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

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

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

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

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

IV. Criminal Background Check

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

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

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

Are there such charges pending against you? YES NO

c. Have you ever had an allegation of either child or adult maltreatment (abuse, neglect, abandonment, exploitation, and/or child pornography) made against you that was substantiated or is pending against you?

___ No ___ Yes If yes, please explain in detail:

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

V. Practicum Requirement and Student Commitment:

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

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

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

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

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

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

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

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

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

Print Name _____

_____ Date

Signature _____

APPENDIX D

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

Please Print & Attach Additional Documentation

I, _____ am currently assigned to a practicum at _____

Student Name

Agency Name

Field Instructor Name

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

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

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

Student Signature: _____ Date: _____

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

Signature: _____ Date: _____

HPU Practicum Coordinator

