



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

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

Competency 1: Student demonstrates ethical and professional behavior

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

- 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: 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.

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

In order for students to register for SWRK 7900 the student must meet the following criteria: The student must have successfully completed SWRK 6900 & 6901. Success is defined by getting a grade of "B" or better for SWRK 6900 & 6901, receiving a passing grade from the field instructor/supervisor from their agency practicum and completing the requisite 450 hours in the field practicum. The student must also have completed the foundation year courses (that would be all 6000 level courses) prior to being given permission by their advisor to register for SWRK 7900.

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

PRACTICUM SEMINAR CLASS

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

The practicum courses SWRK 6900, 6901, 7900 and 7901 allows students to test in the field with supervision the generalist perspective they learned in the classroom and methods of assessing based on the ecosystems model. In practicum students meet a range of clients, and cultural diversity and growing in their self-awareness and abilities to help clients of various backgrounds and with different problems. Therefore, the practicum unites and reinforces the themes of foundation and advanced courses. The practicum courses also include regular on-campus practice seminars. These are an integral part of student learning and HPU's supervision of the learning environment in which the students are placed.

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

ADMINISTRATIVE REQUIREMENTS OF THE MSW PRACTICUM PROGRAM

Each incoming student must complete and submit the Field Practicum Student Information form to Ms. Lisa Dunn (ldunn@hpu.edu), the Field Education Director, to ensure adequate time to secure a practicum placement for the academic year. The form is available on the HPU MSW Program web page: <https://www.hpu.edu/cla/social-work/student-resources.html>

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

Credit for Life Experience

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

Hours

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

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

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

Learning Agreement

The learning agreement serves several purposes for social work students:

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

experience. Furthermore, it protects the agency by clarifying the work expectations for the student.

- The development and use of the learning agreement provides the student with experience in the use and evaluation of contracts.

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

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

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

Learning Agreements for SWRK 6900/69002, 6901/6903 7900/7902 and 7901/7903 are located here: <https://www.hpu.edu/cla/social-work/student-resources.html>

Supervision

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

Student Evaluation

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

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

As with any performance evaluation, comments should be supported by reference to specific situations. Issues presented in this conference should have been discussed during the student's weekly supervision. There should be no surprises. It is the field instructor's responsibility to write and draft the final evaluation. The student should be given some time to review the content. The evaluation conference should follow. Changes may be made in evaluation of the student if the field instructor

agrees. Students should complete the evaluation in its final form before it is returned to the HPU Field Education Director. Both the student and the field instructor sign the evaluation. Signing the evaluation indicates that the student has read the evaluation. If the student does not agree with evaluation, in whole or in part the student may write comment explaining areas of disagreement.

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

These are also available in the appendices section.

Field Instructor Grade

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

The grade of Incomplete (“I”) is given to students who have not completed the requisite hours in their practicum in spite of making a good-faith effort and/or for reasons beyond their control; e.g., illness, family emergency, or other reasons as approved by the practicum instructor and Field 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 six months. Students who have not completed the requisite hours to convert an Incomplete to a grade will receive a grade of failure (“F”) and will not be permitted to progress to the next practicum.

The student is expected to advise the practicum seminar instructor and Field 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.”

Termination from Practicum:

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

Voluntary termination

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

Dissatisfaction with practicum site

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

Involuntary termination

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

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

are so serious or recent as to preclude effective work in the practicum.

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

PROCEDURES FOR FIELD PRACTICUM

Criteria for selection and placement of students

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

1. Students must be in good academic standing. Faculty and faculty advisors review students for good academic standing and or professional standards prior to the beginning of field practicum. (Check Student Handbook for grade policy).
2. Students must demonstrate behaviors that are consistent with the profession's values. Faculty review students for professional conduct prior to the beginning of field practicum. Students who are in the process of a remedial plan or action may be prohibited from beginning field practicum.
3. Student must complete the Practicum Information Form (see appendix and <https://www.hpu.edu/cla/social-work/student-resources.html>) and submit their resume to the Field Education Director by **August 1st** prior to initiating the field practicum process. This form contains information such as their employment and practicum and volunteer experiences, practice areas of interest, and any life experience that maybe relevant to their practicum choices, as well as a request for information on any involvement with the criminal or judicial system. This information is confidential; however, the Field Education Director will use this information to advise the student of any potential limitations
4. It should be noted that additional requirements may be specified by agencies, such as, but not limited to, specific criminal background checks, testing, training and documentation. Since most agencies will perform their own background check students are advised to alert the supervisor during the interview for the field practicum to any information that will be found in the criminal background check. The agency will then determine if this information will preclude the student from conducting their practicum at the agency.
5. Once the Field Education Director has reviewed the Practicum Information Form and the resume, potential field instructors will be contacted to determine whether they will consider supervising a student at this time and the Field Education Director will be responsible for providing the potential field instructor with necessary program information. Potential matches will be sent to the student via students' hpu.edu email.
6. Student contacts approved agencies, interviews and secures practicum. At the initial meeting, both the student and the field instructor explore the possibility/desirability of participation in the practicum at the agency. Either the student or agency can decide against the placement, however student will be limited to **two** placement refusals only.
7. Student notifies Field Education Director of results of interviews and placement preferences. At the same time the potential field instructor at the agency will be notifying the Field Education Director whether they believe the student and agency are a good match. If agreement is

reached, the Field Education Director will notify the student of the match. If not, the Field Education Director will process with the student the interview in order to better understand needs for another interview.

8. The placement will begin at the start of the Fall semester.

Hourly Field Practicum Requirements

The field practicum is designed to give students the fullest possible understanding of the agency experience and the opportunity to apply the general knowledge of theories and principles presented in the classroom and dealing with problems in the field. The field experience allows students to try on and develop the role of professional social worker. In order accomplish these goals, the number of required sequence field practicum hours established during the foundation year will be 225 hours each semester, which is the equivalent of approximately 16 hours per week. During the concentration year, students will again be in the practicum 225 hours each semester, which will again average approximately 16 hours per week. Students are not required to be in the field practicum during breaks or identified vacation or holidays, but they may put in hours during those days or weeks in order to meet the requisite 225 hours for each semester.

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

Criminal Background Check Requirements

Before a student can be placed at a field practicum site, they must obtain a copy of their criminal background check and submit this to the MSW Field Education Director. You may obtain an instant criminal history record check for \$10 online at <http://ecrim.ehawaii.gov>

The criminal history record report will be emailed to your email once payment is received online. Students are responsible for obtaining an electronic copy of their criminal background check and submitting this information to the Field Education Director along with their other practicum application materials.

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.

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

Criteria for Selection of Agencies

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

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

10. Selection of an agency can be initiated by the student, but it must be approved by the Field Education Director as an agency for practicum.
11. The 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.
12. Once an agency is approved, it will be asked to sign a formal Memorandum of Understanding (MOU). These MOUs are maintained by the School of Social Work administrative assistant.
13. The agency has the prerogative to discontinue its participation for an interim period or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept the student for practicum.

Criteria for Selection of Field Instructors

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

1. The field instructor must have time available separate from normal job functions that allows for access to the student to focus on learning objectives for the practicum. It is expected that instructor may adjust time availability to the individualized learning needs of the student within reason, but should be available to the student for supervision at a prescribed time each week.
2. Assessment of the field instructor's qualifications takes into account professional education and experience. The Council of Social Work Education specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies: *Field instructors for Masters students must hold a 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 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 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 she/he is 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 nine 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. MOU request forms can be found at <https://www.hpu.edu/cla/social-work/agency-resources.html>

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 is to contact the MSW Director. If the concern is still unresolved, the MSW director will initiate the resolution process as spelled out in the handbook.

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

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

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

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.

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 appointment with approved agencies and attend interviews to determine feasibility to clarify working agreements, and report back after interviews.
 - If employed in agency, follow procedures to request practicum at the employing agency.
 - Attend all orientation and preparation sessions at practicum agency.
 - Complete learning agreement in collaboration with the field instructor and in consultation with the seminar instructor.
2. Fulfill time requirements for the practicum.

- The specific days and hours will be determined by the agency service structure and agreed upon by the program, agency and the student.
 - The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If required hours are not achieved during any week, a plan for compensatory time should be arranged. The student is required to negotiate with the agency whether and when academic vacation time will be taken.
3. Comply with agency standards and requirements.
- Identify and conform with agency dress code.
 - Fulfill all commitments made and complete all assigned tasks.
 - Keep the agency informed of relevant events and transactions.
 - Show due respect for agency property, agency rules and regulations, agency staff and agency clients.
4. Actively engage in field practicum experience to advance own learning.
- Use the experience consciously to develop knowledge values and skills.
 - Make appropriate use of supervision and structure conferences.
 - Be responsible for developing initiative, independence and responsibility.
 - Develop openness and sharing of feelings, opinions and ideas.
 - Develop critical professional self-assessment and system assessment.
 - Develop a strong commitment to the quality of client service delivery
 - Apply professional values and ethics as the code of conduct.
 - Develop abilities for practice integration.
 - Attend all practicum seminars.
 - Participate fully in midterm on site evaluation conference with field instructor and practicum seminar instructor
 - Complete end of the semester assessment and participate fully in evaluation conference with field instructor

Responsibilities of the Field Instructor

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

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

1. Administrative tasks

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

2. Orientation

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

3. Instructional format

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

4. Planning

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

5. 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 Placement