

SOCIAL WORK PRACTICUM MANUAL FOR MASTER'S
DEGREE PROGRAM

PRACTICUM INSTRUCTOR

Myron B. Thompson School of Social Work
University of Hawai`i at Mānoa
1800 East-West Road, Henke Hall
Honolulu, Hawai`i 96822

August 2011



UNIVERSITY
of HAWAII®
MĀNOA

Myron B. Thompson School of Social Work

Aloha MSW Practicum Instructors!

Welcome to the new academic year at the Myron B. Thompson School of Social Work. We at the Practicum Office want to thank you for being a field instructor for MSW students and are looking forward to supporting you in our mutual goal of launching these students toward a successful career in social work.

Practicum is an integral component of the school's total educational program. It engages the student in supervised social work practice and provides opportunities to apply field learning to the classroom situation. The School has access to some of the most qualified Practicum Instructors in the State of Hawai'i. We are grateful that you are willing to lend your expertise to help provide students with quality professional social work education.

The School of Social Work continually strives to develop quality practicum placement sites throughout the State of Hawai'i. All sites are selected through a prescribed process of site selection, evaluation, and a Memorandum of Agreement between the host agency and the University of Hawai'i at Mānoa Myron B. Thompson School of Social Work. Student experiences in practicum are designed to meet the learning outcomes specified in the practicum syllabus. Hence, the MSW practicum is educationally directed, is implemented through a vital partnership between the School and selected human service organizations, and is individualized to meet student learning needs and goals. Throughout the foundation and concentration practicum sequence, the student's experience is developed, directed, monitored, assessed and educationally supported by the School of Social Work Practicum Office.

We look forward to being of support to you in the education of MSW students!

Sincerely,

The Practicum Office

TABLE OF CONTENTS

	Page
I. Introduction	3
Purpose of Practicum	
Practicum Outcomes	
Practicum Office Description	
Site Visits--Field Advising	
Site Visits--Prioritized Visitation Model	
II. Practicum Course Description	5
Sequence of Practicum Work	
Semester Practicum Hours	
Foundation Year Practicum Hours	
Concentration Year Practicum Hours	
Documentation of Practicum Hours	
Student Learning Agreement	
Mid-Semester Evaluation	
End of Semester Evaluation of Student	
Minimum Standards for Supervision	
Grading	
Definitions of Grading	
Concentration Year Practicum: Final Grade of "B-" or better	
Foundation Year Practicum: Grade of "C+" or below	
Remedial Plan	
Grade of "D" or "F"	
Grade of Incomplete in Practicum	
Student Grievance of Recommended Grade	
III. Agreements	10
Memorandum of Agreement	
School of Social Work's Agreement with Practicum Agency	
Practicum Instructor's Agreement with the School of Social Work	
Student's Agreement with the School of Social Work	
IV. Selection of Settings and Instructors	13
Agency Selection Criteria	
Practicum Instructor Selection Criteria	
Assignment of Students to Field Placements	
The Placement process	
Placement for Foundation Year Practicum Students	

Placement for Concentration Year Practicum Students
Placement Statement for Students with Disabilities

V.	Termination of Practicum Sites	16
	Initiated by Practicum Instructor	
	Initiated by Student	
VI.	Practicum Policies and Procedures	17
	Adjunct Instructor Appointment	
	Agency of Employment as a Practicum Setting	
	Automobiles - Student use of	
	Block Practicum	
	Compensatory Time	
	Continuing with Agency/Clients - Post Practicum	
	Criminal Records History	
	Equal Opportunity/Affirmative Action Statement	
	Evaluation of Practicum Instructor and Agency by Student	
	Financial Support/Stipends	
	Night and Weekend Placements	
	Off-Island Practicum	
	Off-Site MSW Practicum Instructor Model	
	Personal/Health Information - Verification	
	Policy Conflicts	
	Professional Ethics and Confidentiality	
	Professional Liability Insurance	
	Safety in the Agency	
	Practicum Hours	
	Sexual Harassment	
	Vacation, Holidays, Semester Breaks, other absences from the practicum	
	Workshops and Conferences - Student attendance	
VII.	Appendices	24
	Myron B. Thomson School of Social Work Mission Statement	
	MSW Statement of Purpose	
	MSW Program Objectives	

Chapter I—Introduction

Purpose of Practicum

The primary purpose of practicum is to provide students with educational opportunities to apply foundation and concentration knowledge, skills, values, and ethics to practice. The practicum provides students with a bridge between practice realities and classroom learning. It offers students the opportunity to integrate and assimilate knowledge and theory with field experience and build a foundation for their own professional identity. It also provides students with the opportunity to acquire practice knowledge, skills, values, and attitudes in working with diverse client systems within a service setting.

Practicum Outcomes

Upon completion of the practicum, students will be able to:

- 1) Define a foundation for their professional identity as social workers.
- 2) Demonstrate the attributes of a professional social worker.
- 3) Integrate practice perspectives and practice models to conceptual frameworks and practice theories acquired in classroom instruction.
- 4) Demonstrate knowledge and skills of generalist and advanced social work practice.
- 5) Demonstrate knowledge and skills in assessment and intervention approaches with a focus on multi-cultural populations, including Hawaiian, Pacific Island, and Asian cultures of our communities, state, and the Pacific region.
- 6) Incorporate and adhere to the NASW Code of Ethics.
- 7) Demonstrate knowledge and skills in applying the strengths perspective to social work practice.
- 8) Demonstrate strategies and skills of change that advance social and economic justice through practice at the micro, mezzo, and macro levels.
- 9) Demonstrate knowledge and skills in practice with populations-at-risk.
- 10) Demonstrate the ability to critically evaluate their social work practice skills.

Practicum Office Description

The Practicum Office at the MBT School of Social Work is responsible for the field placement experiences for students of the School, which includes in the Bachelor's and Master's Degree Programs at Mānoa and the Distance Education Master's Degree Program. Personnel in the Practicum Office include a Director of Practicum, an Assistant Director of Practicum, a Mānoa MSW Program Practicum Coordinator, and a Distance Education MSW Program Practicum Coordinator.

The Practicum Office is charged with developing, coordinating, monitoring and educationally supporting all aspects of the student's experience in practicum. This includes developing and approving all practicum settings and instructors, placing or "matching" students and monitoring a student's field performance. Ongoing monitoring is conducted via communication with the student and Practicum Instructor. This includes reviewing the student's learning agreement, mid-semester and final evaluations and conducting site visits. The Practicum Office also provides students with integration seminars each semester to assist them in linking theory to practice and developing a professional identity. Practicum Instructors are supported by the Practicum Office in their role as field educators through on-going educational sessions and periodic meetings focused on learning about the school's curriculum and enhancing their professional development as field supervisors.

Site Visits--Field Advising

The Practicum Office is responsible for coordinating and implementing field advisory visits for the School. Field advising visits provide the necessary maintenance of relationships and communication between the Practicum Office and the Practicum Instructor/agency that lead to effective educational field experiences for students. At least one visit per year will be made to an agency when a student is in placement. The field-advising visit is intended to maximize the potential for student learning by addressing three principal objectives for field instruction:

- 1) Assist the Practicum Instructor/Agency in establishing and maintaining an effective learning environment.
- 2) Assist and support the Practicum Instructor/Agency in the role of field educator.
- 3) Monitor the student's learning experience and intervene when learning impediments or difficulties are identified.

Site Visits--Prioritized Visitation Model

Site visitation is a critical component of insuring quality practicum instruction and sites. The Practicum Office shall use the following criteria in prioritizing and sequencing site visits during the academic year:

- 1) Requests by the Practicum Instructor and/or student for an immediate site visit.
- 2) Sites, Practicum Instructors, and/or students with previous problems or concerns.
- 3) New Sites and/or new Practicum Instructors.
- 4) Sites and Practicum Instructors with multiple student placements.
- 5) Sites where students have arranged a schedule different from the regular practicum calendar schedule, especially involving evening hours or weekend days.
- 6) Sites where students are doing practicum at their agency of employment.

Chapter II--Practicum Course Description

Sequence of Practicum Course Work

Practicum is taught sequentially through four semesters of supervised practice to allow students to integrate learning from class and field and to develop as professionals. Each semester's learning experience is built upon the previous semester, and students are expected to progress in the general areas of comprehension, analysis, and synthesis. A course syllabus is provided for each practicum semester. Students are required to complete four semesters of practicum, SW 690 and SW 691 in the Foundation year and SW 790 and SW 791 in the Concentration year, all which must be taken concurrently.

If a student elects to participate in a practicum after completing the first semester of their respective foundation or concentration year classroom course work, a block practicum is an option. Because students must have completed or be enrolled in required course work, block placements normally take place in the Spring or most commonly in the Summer Semester. A block practicum is defined as a short-term, time intensive, single agency practicum placement. A block practicum will permit a student to complete the two semesters of practicum (450 hours, 6 credit units (SW 690 and SW 691 or SW 790 and SW 791) within a 14-week time period. The maximum credit load for a Block Practicum is 6 credit units (3 credits each for SW 690/691 or 790/791 and 450 hours total). The minimum length of time for a block practicum is 13 weeks.

Semester Practicum Hours

All students are required to take four courses of practicum and earn a minimum of 12 credit hours. Students must be aware that scheduled hours may vary occasionally if special learning experiences are available after hours. In the event that students are expected to put in extra hours, compensatory time will be allowed with the Practicum Instructor's approval. However, because field activities are designed to coincide with classroom education and both are considered critical for maximum learning, students will not be permitted to finish the practicum more than two weeks prior to the designated end of the practicum either semester, unless approved by the Practicum Office. All semester practica must be at least 12 weeks long, and summer block practicum must be at least 13 weeks in length.

Foundation Year Practicum Hours

All students are required to take the Foundation Practicum and earn 6 credits. Foundation year students must complete a total of 225 hours each semester (both semesters total 450 hours) with a minimum of 16 hours per week. Practicum days for first year students are usually Wednesday and Friday; however, other days for practicum may be negotiated with the Practicum Instructor.

Concentration Year Practicum Hours

Concentration year practicum students must meet a minimum of 225 hours per semester (both semesters total 450 hours) with a minimum of 16 hours per week. Students have the option to increase

their practicum hours with approval from the Practicum Instructor. Students may register for 4 credits equaling 300 hours per semester, or 5 credits equaling 375 hours per semester.

Documentation of Practicum Hours

The student is expected to keep track of dates, hours, and activities if the practicum schedule is irregular. The Practicum Instructor makes the final decision if there is a disagreement about the number of hours completed.

Student Learning Agreement

The learning agreement helps the student achieve the minimum learning requirements of a Foundation and Concentration MSW student. In developing a student's learning agreement, it will be the task of the student and Practicum Instructor to describe the learning activities in which the student will be involved. The learning agreement also allows for development of additional learning objectives agreed upon by the student and Practicum Instructor. It is the student's responsibility to submit the signed learning agreement to the Practicum Office by the due date indicated on the Practicum Calendar. The student's learning agreement forms the basis for the mid-semester and final evaluation, and the grade for the course.

Mid-Semester Evaluation

The purpose of the mid-semester evaluation is to keep the student informed about how he/she is doing in practicum placement and to make suggestions for further learning opportunities in the second half of the semester. Should the student not be performing at a satisfactory level and is not already on a remedial plan, the Practicum Instructor will be asked to work with the Practicum Office on creating one for the student at this time. A mid-semester evaluation is to be completed every semester the student is in practicum by the date indicated on the Practicum Calendar. The Practicum Instructor is to complete this evaluation and share the information with the student, and the student is responsible for submitting the evaluation to the Practicum Office.

End of Semester Evaluation of Student

Student evaluation is an ongoing process. At the end of the semester each student is given a formal evaluation and a recommended grade by the Practicum Instructor. Evaluations are based on the student's level of achievement in accomplishing the learning outcomes described in the Learning Agreement. A student should not be evaluated on an outcome or activity that was not offered during the semester or one that the agency was unable to provide. Practicum Instructors are responsible for accurately evaluating how a student performs against each outcome and the final recommended grade should reflect the student's overall performance (including the Practicum Instructor's final assessment and rating scales). Recommended grades by the Practicum Instructor to the Practicum Office may be subject to an academic review, which may result in a grade change. In all cases, the authority for the final grade rests with the Practicum Office.

Practicum evaluations are documents that are part of a student's academic record. The practicum office will have the discretion to share these documents with instructional faculty and field instructors at any time during the student's tenure at the School for educational purposes only.

Minimum Standards for Supervision

Each student should be given a minimum of one hour of educational supervision within each 16 hours of field practicum per week by the Practicum Instructor. In those placements where the site instructor is not an MSW social worker, an arrangement must be made for back-up supervision by a certified MSW Practicum Instructor. MSW back-up supervision will be a minimum of one regularly scheduled hour of educational supervision on a bi-monthly basis. MSW back-up supervision may at times be provided in the form of student group supervision, if approved by the Practicum Office (refer to Chapter VI, Practicum Polies and Procedures, Off Site MSW Practicum Instructor Model).

Grading

All grades in the practicum are based on Plus and Minus Grading (A+, A, A- (Excellent), B+, B, B- (Good), C+, C, C- (Marginal), D+, D, D- (Below Average), and F (Failure). The Practicum Instructor's recommended grade at the end of the semester is submitted to the Practicum Office which has the final authority for the grade given. Attendance at the mandatory Student Practicum Meetings and adherence to the policies, standards, and deadlines of the Practicum Office will be taken into consideration when the Practicum Office reviews the Practicum Instructor's recommended grade.

At any time during the semester deficiencies in the student's performance that could result in a grade of "C" or below must be reported immediately to the Practicum Office so that the student can be placed on a remedial plan and given the opportunity to improve on their quality of field service. A grade of "C+" or below at the time of the mid-semester evaluation requires a remedial plan jointly developed by the practicum instructor and the student. The remedial plan will be individualized with specific behavioral and task-oriented objectives.

Definitions for Grading

A= Excellent. The learning outcomes have been achieved in a clearly outstanding and consistent manner in all areas. The student's level of accomplishment is at the highest level expected of a graduate social work student.

B = Good. The learning outcomes have been achieved in a clear and consistent manner. The student's level of accomplishment is what would be expected of a graduate social work student.

C = Marginal. The learning outcomes have been achieved in an uneven manner and with less consistency than the level of achievement expected of a graduate social work student.

D = Below Average. The learning outcomes have not been achieved in a manner consistent with the level of achievement expected of a graduate social work student. There is evidence that the student's capacity or desire to achieve this outcome is doubtful.

F = Fail. The learning outcomes have not been achieved in a manner consistent with the level of achievement expected of a graduate social work student. There is significant evidence that the student possesses little or no capacity or desire to achieve this outcome.

Concentration Year Practicum: Final Grade of B- or better

A student must have a “B- or better” final grade in the Concentration (SW 790 and SW 791) practicum courses. Failure to receive a “B- or better” final grade will require the student to repeat the course. Should the student receive a final grade of below B-, an academic student review will be initiated by the Practicum Office.

Foundation Year Practicum: Grade of “C+” or below

If a student receives a final practicum grade of “C+, C, or C-” in the Foundation (SW 690 and SW 691) practicum courses, s/he will be tracked the following semester within their Foundation or Concentration practicum by the Practicum Office and will be required to have a remedial plan jointly developed by the student and the Practicum Office.

A student must have an overall GPA of 3.0 to maintain graduate status in the MSW program.

Remedial Plan

A remedial plan created by the Practicum Instructor is required when the student’s performance is at a “C” or below level. The remedial plan details, in behavioral terms, the deficiencies that need to be addressed and what actions or activities the student needs to do to improve his/her performance in practicum. The Practicum Instructor must involve the student in creating the plan and both the Practicum Instructor and student must sign it. The Practicum Office will work with the Practicum Instructor and the student in developing the plan, if needed.

Grade of “D” or “F”

As with other graduate courses, grades of “D” and “F” means the student has not passed the course, will not receive credit towards their MSW degree, and the student will not be eligible to take the next sequenced practicum course. The student must repeat and successfully pass the course under the policies stated above.

Grade of Incomplete in Practicum

A grade of Incomplete or “I” grade is given to a student who has not completed a small but important part of a semester’s work before the semester grades are due. The Practicum Instructor or student must contact the Practicum Office to determine what steps need to be taken to remove it.

Students who receive an “I” grade must satisfy the conditions mutually agreed upon by the student, Practicum Instructor, and Practicum Office prior to continuing to the next sequential practicum course. Upon completion of all agreed upon conditions, the Practicum Instructor will submit a recommended grade to the Practicum Office who has the final authority for the assigned grade.

Student Grievance of Recommended Grade

If a student strongly believes that the Practicum Instructor's recommended grade does not represent the actual level of skills, knowledge, and values demonstrated as a graduate social work student, the student in consult with the Practicum Office should initially try to resolve the concern by discussing the grade and related issues with her Practicum Instructor.

The difference between a grade of "A" and "B" is from the point of view of the evaluating Practicum Instructor. Another instructor viewing the same student behavior may grade the student higher or lower. The Practicum Office will only change grades of "B" to "A" under the most unusual of circumstances.

If the student decides to grieve the recommended grade, the following process will be used:

- 1) Student will meet with the Practicum Office and discuss the problem/concern. The student concern(s) may be resolved at this meeting or after the student discusses the matter with the Practicum Instructor.
- 2) If the initial meeting has not resolved the problem/concern, the Practicum Office will contact the Practicum Instructor to discuss the practicum evaluation and recommended grade.
- 3) If the problem/concern is still not resolved, the Practicum Office will ask the student to prepare a document indicating: a) the facts of the problem/concern(s) as the student perceives them, b) the action(s) taken to resolve the stated concern/problem(s), and c) the Practicum Instructor's response, if any, to the student's attempt at resolving the concern/problem(s),
- 4) The Practicum Office will ask the Practicum Instructor to respond, in writing, to the student's document.
- 5) A copy of the student's document and the Practicum Instructor's response will be sent to the student and his/her Academic Advisor.
- 6) The Practicum Office, in consultation with the student's Academic Advisor, shall make a decision as to the final grade based on the following two guiding principles: 1) Does the grade represent an honest professional attempt on the part of the Practicum Instructor to fairly evaluate the student's level of achievement of the contracted learning objectives and are the deficiencies adequately documented in behavioral terms, and 2) Were there any administrative irregularities in the grading process.

The Practicum Office has the discretion to convene a meeting with the student, Practicum Instructor, and the student's Academic Advisor to provide an opportunity for all parties to present their positions.

- 7) If the student wishes to grieve the final grade beyond the level of the Practicum Office, he/she shall contact the Coordinator of Student Services and initiate a formal Student

Academic Grievance process. Procedures regarding Student Academic Grievance are available from the School's Student Services Office.

Chapter III—Agreements

Memorandum of Agreement

The General Memorandum of Agreement (MOA) is a required formal agreement between the University of Hawai'i at Mānoa and the community agency for providing field practicum opportunities to students at the School of Social Work. It incorporates the commitments mutually agreed to during the course of the student's practicum.

School of Social Work's Agreement with Practicum Agency

The Practicum Office agrees to provide the following services:

- 1) Certify the agency and its Practicum Instructor(s) using established criteria for selection.
- 2) Provide orientation and training to the Practicum Instructor and other appropriate agency staff.
- 3) Provide the agency with pertinent information, excluding information deemed confidential by the School, concerning the student(s) selected for placement in the agency.

Practicum Instructor's Agreement with the School of Social Work

The Practicum Instructor is the focal point in the planning, educational supervision, and evaluation/grading function of the student's practicum.

Planning Role

The Practicum Instructor needs to be involved in the planning function of the student's field experience. These planning functions include the following:

- 1) Inform the Practicum Office about potential practicum openings and any information that may impact the on nature or quality of the practicum.
- 2) Identify possible activities that could be available as part of the student learning experience.
- 3) Submit site and Practicum Instructor information required by the Practicum Office; i.e., Memorandum of Agreement, Site Information Form, resume and Adjunct Faculty Form.
- 4) Inform and prepare agency staff and identify adequate working space and equipment for the student intern.

- 5) Conduct a pre-placement interview with student and assess appropriate “fit” between student’s learning needs and the ability of the practicum to provide opportunities to meet those needs.

Educational Supervision Role

Throughout the practicum experience, the Practicum Instructor’s primary role is an educator and facilitator of student learning. To this end the Practicum Instructor shall:

- 1) Provide student with an orientation to the agency’s policies and procedures, ethical standards and safety guidelines.
- 2) Negotiate and plan student assignments in accordance with the practicum outcomes as identified in the practicum course syllabus and learning agreement.
- 3) Provide assignments appropriate to the student’s level of competence and ensure opportunities for development and growth at progressively higher levels of skills and knowledge.
- 4) Provide educational supervision for students at least one hour per week.
- 5) Facilitate the student’s access to learning experiences and other learning activities/resources as part of the practicum experience. This may include the student’s participation in staff/administrative meetings, professional conferences, or community meetings.
- 6) Review and discuss with the student his/her progress toward meeting agreed-upon learning outcomes during a mid-semester and final evaluation.
- 7) Notify the Practicum Office as soon as possible if the student is doing “C” grade or below level work (Refer to Chapter II, Practicum Course Description, Remedial Plan).
- 8) Be familiar with the School’s educational curriculum, practicum manual, and other materials related to the student’s education.
- 9) Attend Practicum Instructor meetings and workshops.

Evaluation and Grading Role

Evaluation is the product of an ongoing process that begins with the initial learning agreement between student and Practicum Instructor. With the development of a learning agreement, student performance should be mutually and continuously assessed throughout the semester. In this role the Practicum Instructor shall:

- 1) Assess the student’s performance in the agency as related to the specified practicum outcomes.

- 2) Assess the student in terms of her ability and progress in attaining desired professional growth.
- 3) Conduct a mid-semester evaluation (Refer to Chapter II, Practicum Course Description, Mid-Semester Evaluation).
- 4) Submit the final evaluation and recommended grade to the Practicum Office in a timely manner.
- 5) If a student does not agree with the recommended grade there is a grievance procedure (Refer to Chapter II, Practicum Course Description, Student Grievance of Recommended Grade).

Social Workers' Ethical Responsibilities in Practice Settings, NASW Code of Ethics, Section 3.02.

Section 3.02 - Education and Training

- 1) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- 2) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- 3) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- 4) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

Student's Agreement with the School of Social Work

All students, prior to entering the practicum, shall agree to the following:

- 1) Will follow the administrative policies, standards and practices of the practicum agency.
- 2) Will conform to the policies, standards and practices established by the School while enrolled in the MSW Program.
- 3) Will obtain written approval from the practicum agency and the School before publishing any material(s) relating to the practicum agency or the MSW program.

- 4) Will conduct themselves in a professional manner in the learning process.
- 5) Will be responsible for submitting the original learning agreement, mid-semester evaluation and final evaluation to the Practicum Office.
- 6) Using the student evaluation forms, will provide the School with a written evaluation of his/her practicum agency and Practicum Instructor at the end of the practicum year.

Chapter IV--Selection of Settings and Instructors

Agency Selection Criteria

Only School approved sites will be field practicum sites. To insure quality field practicum education for all students, the Practicum Office shall assess and approve those agencies under the following requirements:

- 1) Reflects the values and ethics of the profession of social work in its philosophy of service.
- 2) Provides qualified field instruction for the student by the nomination of MSW social workers who will serve as Practicum Instructors subject to the approval of the School and notifies the School of any changes in instructional personnel.
- 3) Agrees to submit documentation of the professional and academic credentials of Practicum Instructors responsible for the field practicum in their agency.
- 4) Treats all student background information whether provided by the School or by the student as confidential material.
- 5) Provides students with opportunities to participate in the overall agency program and activities as appropriate to educational needs and practice competency.
- 6) Assures that each Practicum Instructor has adequate time within her work schedule to:
 - a) Meet the educational needs of the student with a minimum of one hour of direct educational supervision for each 16 hours of student practicum. This includes orientation to the agency and its services, development of learning opportunities that include depth and variety, and preparation for weekly student conferences.
 - b) Meet with the Practicum Office at periodic intervals to discuss learning opportunities and student performance.
 - c) Attend appropriate School sponsored meetings and seminars;
 - d) Prepare evaluation reports as required by the School.

- 7) Permits use of its facilities by students during the time period of placement, including:
 - a) Adequate working space and supplies within the prevailing standards and resources of the setting.
 - b) Access to client and agency records appropriate for student learning.
 - c) Access to a telephone and computer for fieldwork purposes.
- 8) Agency's policies permit a Memorandum of Agreement with the School.

Practicum Instructor Selection Criteria-General Criteria

To insure quality field practicum education for all students, the Practicum Office shall assess and approve Practicum Instructors under the following criteria. Only school-approved instructors will be used for field practicum.

- 1) Possesses a MSW degree from a CSWE accredited School of Social Work.
- 2) Has two years subsequent satisfactory work experience in a social welfare agency, institution, or similar setting.
- 3) Has a commitment to the profession of social work and social work education.
- 4) Has experience in supervision or a demonstrated ability to teach.

Practicum Instructor Selection Criteria-Specific Criteria

- 1) Is willing to participate in a New Instructor Orientation training and other Practicum Instructor meetings.
- 2) Has an interest in and a commitment to the professional growth and development of the student.
- 3) Has the ability to work with students of varying personal and academic backgrounds in a student-instructor/supervisor relationship.
- 4) Has the ability to encourage student learning and plan educational content and experiences commensurate with the student's educational needs and capabilities
- 5) Has the willingness to utilize the School's practice and classroom syllabi to facilitate integration of theory and practice.
- 6) Has the commitment to evaluate the student in an objective and professional manner.
- 7) Has the ability to develop a positive professional relationship with the student.

- 8) Is willing to use oneself as a role model in situations of direct observation by the student.
- 9) Has a commitment to spend a minimum of one hour per week of educational supervision.

Assignment of Students to Field Placements

Student placement and final approval of all student practicums will be the responsibility of the Practicum Office. Students researching possible placements are permitted to contact agencies but cannot on their own represent the School in securing a Practicum Instructor or site. All formal referrals, interviews, and agreements must be coordinated by the Practicum Office.

During their practicum placement, students are expected to abide by the policies and regulations and serve as representatives of their respective agency. These include, but are not limited to, conforming to the work schedule, maintaining specified records, and adhering to the dress standards. Students are also expected to abide by the School's policies related to practicum, and are expected to participate fully in supervisory conferences and take leadership in the development of their learning agreement.

The Placement Process

During late Fall semester, agencies are asked to submit the number of students that can be effectively accommodated for the up-coming Summer and Fall/Spring semesters. Students will be given a referral form with Practicum Instructor contact information and will be expected to schedule a pre-placement appointment.

Placement for Foundation Year Practicum Students

Foundation year practicum students are assigned to agencies by the Practicum Office. Assignments take into consideration information received on the MSW Student Information Form and current resume. The resume is available to the Practicum Instructor upon request. General information categories include transportation needs, past school and work/volunteer experiences, learning interests of the student, and special conditions that may affect the practicum situation. Students have the opportunity to suggest potential sites and Practicum Instructors to the Practicum Office.

Placement for Concentration Year Practicum Students

Concentration year practicum students are allowed a choice of agency assignments that may require them to compete for a particular placement. If more than one student is referred to a placement, the Practicum Instructor will interview all students before making a final selection. The Practicum Instructor may request from the student a current resume and a copy of the previous year's practicum evaluation.

If the student and Practicum Instructor/Agency mutually agree to the placement, the Practicum Placement Contract Form is signed by both parties and returned to the Practicum Office by the student. Should the Practicum Instructor decide against placement, the Practicum Instructor is requested to

inform the student of his/her decision and direct the student back to the Practicum Office for reassignment.

Placement Statement for Students with Disabilities

Students with disabilities are encouraged to notify the Practicum Office of their need for reasonable accommodation in the fieldwork setting as far in advance of placement as possible. By so doing, the student will best ensure her equal access to the practicum opportunity. The Practicum Office will strive to ensure equal access to practicum opportunities. Disability disclosure is voluntary. However, if accommodations are needed or anticipated, timely disclosure is encouraged.

Chapter V--Termination of Practicum Sites

A student's practicum can be terminated only with the approval of the Practicum Office. The termination process may be initiated by the student, Practicum Instructor, or Practicum Office. Students may not on their own volition leave the practicum setting, nor can they expect to automatically receive credit for time spent at the agency.

The following examples may initiate a termination of practicum site:

- 1) Student failing to meet the expected standards for ethical professional practice as noted in the section, "Professional Ethics" in Chapter VI, Practicum Policies and Procedures.
- 2) The agency's failure to provide expected learning experiences and appropriate supervision.
- 3) Unexpected events in the life of the student or changes in the agency that jeopardize the quality of the students' learning experience.
- 4) Unresolvable differences between the Practicum Instructor and/or agency and the student that render the learning environment unproductive.

Sometimes it is possible for a change to be made in the student's assignment, either to another unit or supervisor within the agency. Moving the student to another agency may necessitate extension of the student's practicum.

Initiated by Practicum Instructor

- 1) As soon as the Practicum Instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the Practicum Instructor to discuss the problems with the student and the Practicum Office.
- 2) If the issues at practicum cannot be resolved, the Practicum Instructor is expected to notify the Practicum Office who will evaluate the situation and take steps to provide mediation and/or consultation.

- 3) The Practicum Instructor and student may be asked to provide the Practicum Office with written documentation regarding the situation. It is very important for the Practicum Instructor and student to document objectively and in behavioral terms any behavior exhibited by either party that negatively impacts on clients, relationships with other professionals or staff, or is unethical or unprofessional in nature.
- 4) Should it be decided that the best solution is to place the student at another site, the Practicum Office, in consultation with the student and both Practicum Instructors, shall determine a plan of action that may include such issues as the amount of time necessary for the student to complete the semester's practicum, the number of days and hours that the student should spend at the new site, and the method that will be used to determine the final grade.
- 5) Should the practicum termination raise question(s) as to whether the student should continue in the MSW program or if the student's program of study should be significantly altered, a Student Academic Review may be requested by the Practicum Office.

Initiated by Student

This procedure often requires the student to undergo another orientation at the new agency and start up delays and extensions are inevitable. Before any decision regarding a transfer is made, the student must:

- 1) Discuss any concerns she has with the Practicum Instructor.
- 2) Arrange to meet with the Practicum Office to discuss the nature of the educational concerns and the steps taken to address them with the Practicum Instructor. The student is advised to meet with the Academic Advisor also to discuss educational objectives and seek guidance.
- 3) If issues cannot be resolved, the Practicum Office will evaluate the situation and take steps to provide mediation and/or consultation with the student and Practicum Instructor and decide if the current placement is workable for the student.
- 4) If a transfer is recommended, the student must work with the Practicum Instructor and Practicum Office to develop termination procedures and a time frame within which the transfer is appropriate and feasible. Alternative placement within the agency will be considered before those external to the agency.

Chapter VI--Practicum Policies and Procedures

Adjunct Instructor Appointment

Practicum Instructors will be appointed by the Board of Regents to non-compensated adjunct status for a one-year time period. Necessary information for adjunct status appointments will be collected as part

of the instructor certification process (Refer to Chapter III, Practicum Instructor Selection Criteria). An adjunct faculty identification card will be available to the instructor if he/she desires one.

Agency of Employment as a Practicum Setting

Students interested in a practicum at their place of employment should submit an application to the Practicum Office describing the agency and program where they work, their current position and duties (position description), work schedule, and name and title of their immediate supervisor. The request must also include a description of the proposed fieldwork program, assignments, potential Practicum Instructor, and placement schedule.

The Practicum Instructor must be a person other than the student's employment supervisor. The Practicum Instructor and agency must meet the minimum selection criteria to qualify for approval. The request must be signed by the student, her employment supervisor and proposed Practicum Instructor. Submitting an application does not guarantee approval of the request. All requests are considered on an individual basis and the final approval lies with the Practicum Office. Academic credit will not be given for previous work experience.

Students may be placed within their employing agency providing the following conditions are met:

- 1) The agency is an approved field practicum agency.
- 2) The School is assured that the student and the Practicum Instructor will have release time for academic and field supervision.
- 3) Field work and assignments are educationally focused rather than centered on agency services.
- 4) Activities and assignments are specifically related to the application of the practicum course objectives.
- 5) The Practicum Instructor meets the criteria established for all field instructors.
- 6) Activities and assignments for practicum are clearly delineated and separate from work assignments in that:
 - a. They consist of new and different activities, tasks, and methods apart from the work routine and the learning opportunities are at a level appropriate to the student's practicum course, either Foundation or Concentration level.
 - b. They are located in a different work unit or division, and
 - c. The Practicum Instructor and work supervisor are not the same person.

Automobiles - Student use of

Transportation to and from the practicum setting is the student's responsibility. Some agencies provide reimbursement for students' use of their own cars and insurance coverage. Other agencies have their own fleet of automobiles for which the student may qualify as a driver. Agencies are strongly encouraged to provide mileage or gas compensation if a student must utilize his or her own car.

These issues should be clarified in the pre-placement interview with the Practicum Instructor prior to the beginning of the practicum. In any event, students cannot be required to transport clients in their automobiles. If they choose to do so, they should be sure that their insurance carrier will cover them or that the agency has provided for their insurance coverage in case of an automobile accident. Otherwise, students do so at their own risk.

Block Practicum

(Refer to Chapter I, Practicum Course Description, Sequence of Course Work)

Compensatory Time

When students perform overtime practicum tasks they shall receive compensatory time with the Practicum Instructor's approval.

Continuing with Agency/Clients - Post Practicum

Continuation of service to clients of the agency after the completion of the practicum, unless specifically requested to do so by the agency, will be considered a breach of professional social work ethics.

Occasionally, agencies seek to employ a student who is currently in practicum. Should such a situation arise while the student is still in the practicum, the student and the Practicum Instructor must discuss and gain written approval of those arrangements with the Practicum Office. In such instances, the Practicum Office will assure that the necessary safeguards are in place to protect the integrity of the learning experience of the student. Should the arrangement for employment be after termination of the practicum, no special arrangements are required.

Criminal Records History

Students should inform the Practicum Office and Academic Advisor of any information regarding previous and/or existing Child Abuse and Neglect (CAN) Registry, felony or misdemeanor convictions, or other information that may impact the Practicum Office's ability to secure a practicum. Many agency practicum sites require a CAN and/or criminal background check prior to accepting students for practicum placement.

Equal Opportunity/Affirmative Action Statement

The University of Hawai'i at Mānoa School of Social Work is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, gender, age, religion, color, ethnic or national origin, disability, marital status, arrest and court record, sexual orientation and veteran status. The University of Hawai'i at Mānoa's Equal Opportunity/Affirmative Action policy is available upon request.

Evaluation of Practicum Instructor and Agency by Student

At the conclusion of each academic year students are requested to provide an evaluation of the instructor and the agency experience utilizing the Practicum Instructor/Agency Evaluation Form provided by the Practicum Office. These evaluations assist the Practicum Office in assuring that the practicum has been a productive experience and alerts the office to possible problems and concerns as well as strengths and future opportunities.

The Practicum Instructor/Agency Evaluation Form is completed by the student and returned to the Practicum Office. The non-confidential portion of the form is available for review by the Practicum Instructor, agency, and other students planning their practicum. The confidential portion of the form is reviewed only by the Practicum Office.

Financial Support/Stipends

Field practicum settings, whenever possible, are encouraged to provide some financial support for students who are typically undertaking extraordinary expenses to attend graduate school. Students can discuss stipend availability at their pre-placement interview and/or with the Practicum Office. Students should also be aware that some practicum policies, especially those related to vacation, semester break and other leave time, may be altered for students who are receiving a stipend from the agency. Concentration Year students might be required to take additional practicum credits to comply with stipend requirements.

Night and Weekend Placements

The Practicum Office is continually looking for placements that offer flexibility of hours and/or days to accommodate students' work schedules and other commitments. At a minimum, students seeking these types of placements must provide 8 hours per week of practicum during regular weekday hours at the agency and meet the expectations of educational supervision and learning outcomes of the practicum. Alternative practicum hours and educational supervision must be approved by the Practicum Office and be articulated in the student's learning agreement.

Off-Island Practicum

It is the responsibility of the student to contact the Practicum Office at least 3 months in advance of coordinating an off-island practicum placement. The Practicum Office will assist the student, but will not take primary responsibility for securing an appropriate practicum agency and instructor in the

desired geographical area. If the student has requested a specific off-island agency and instructor that has not been previously certified, the Practicum Office must certify the agency and instructor prior to placement.

Off-Site MSW Practicum Instructor Model

With prior approval from the Practicum Office, an Off-Site MSW Practicum Instructor/On-site Supervisor Model of field instruction may be utilized by the field agency. All requests are considered on a case-by-case basis. This model is considered when a field agency does not have an MSW employee available for field instruction but the area of practice in social work is a program that the Practicum Office deems appropriate to develop. Off-Site MSW Practicum Instructors are selected jointly by the host agency and the Practicum Office. Responsibilities for practicum instruction using this model are outlined below:

Off-Site MSW Practicum Instructor:

- 1) Must meet the criteria for Practicum Instructor.
- 2) Assumes primary responsibility for creating the learning agreement, including learning objectives and practice tasks, with the On-Site Supervisor and the student.
- 3) Meets at least bi-monthly with student in a supervisory session to review student's progress toward achievement of learning objectives and assists the student with integration of practice and theory.
- 4) Meets periodically with student and On-Site Supervisor to evaluate student's performance and modify the learning agreement if necessary.
- 5) Assumes primary responsibility for the written mid-semester and final evaluations and grade recommendation for the student at the end of each semester.
- 6) Assumes primary responsibility for meeting with the Practicum Office and student during the semester to review student's progress, and alerts the Practicum Office in a timely manner of any problems at the practicum site.
- 7) Must have some understanding and/or working knowledge of the particular program and agency in which the student is placed and have access to whatever client/client system information is necessary to supervise the student.

On-Site Supervisor

- 1) Assumes primary responsibility for orienting the student to the agency, agency staff, and practicum assignments.
- 2) Works with the Off-Site MSW Practicum Instructor and student to create the learning agreement, which includes learning objectives and practice tasks.

- 3) Assumes primary responsibility for supervising the daily work of the student as described in the learning agreement.
- 4) Meets periodically with the student and the Off-Site MSW Practicum Instructor to evaluate student performance and modify the leaning agreement, if necessary. The On-Site Supervisor may meet with the Practicum Office to review student progress at the request of either the student or the Off-Site Practicum Instructor. The Onsite Supervisors are encouraged to attend all Practicum Instructor trainings and meetings.

Personal/Health Information - Verification

Should the student elect to complete her practicum at a site that requires verification of health, immunization or criminal check information, she is responsible for obtaining the required information. The School will not purchase or provide the information on behalf of the student.

Policy Conflicts

Should conflicts arise between agency and School practicum policies, the Practicum Instructor and/or the student should immediately notify the Practicum Office and will endeavor to work out a solution that is satisfactory to both the agency and the School. No alternative policy may be established which conflicts with the Memorandum of Agreement established between the University of Hawai'i at Mānoa and the agency.

Professional Ethics and Confidentiality

In keeping with professional social work ethics, students are expected to abide by the NASW Code of Ethics for professional and ethical conduct. It is also understood that students will adhere to the agency's policies and procedures, as long as these are not in conflict with the NASW Code of Ethics.

A salient issue for students during the practicum is that of confidentiality of case records and recordings. Should a class assignment require use of client or agency material, use of such material must be approved by the Practicum Instructor and any identifying information will be redacted before its use in the classroom.

Under no circumstances will students remove client information, interview recordings (written, audio tape or videotape), evaluation summaries, etc., from the agency without the explicit permission of the Practicum Instructor.

A student's failure to adhere to the expected standards for professional and ethical conduct will be considered grounds for termination of the practicum and a failing grade in the practicum course.

Professional Liability Insurance

Professional student liability coverage is required while enrolled in practicum. The School's group professional liability coverage will cover the student for one calendar year. Professional student liability

coverage is for a minimum of 1 million per incident/3 million in aggregate. Proof of liability insurance is available to the agency upon request.

Safety in the Agency

The agency should provide security to students in the same manner as provided to its employees. This includes orienting students to procedures they should follow for their own safety; i.e. not being alone in the agency after hours and having access to an emergency phone. If the student still does not feel safe in carrying out assignments, she/he is encouraged to renegotiate those assignments with the Practicum Instructor and include the Practicum Office as necessary.

Practicum Hours and Documentation of Practicum Hours

(Please refer to Chapter I, Practicum Course Description, Semester Practicum Hours)

Sexual Harassment

The University of Hawai'i at Mānoa and the School of Social Work has in place a policy on sexual harassment that applies to the practicum setting. A copy is on file in the School's Student Services Office.

Vacation, Holidays, Semester Breaks, other absences from the Practicum

Students are not expected to report for practicum on university holidays and semester breaks. However, the student is expected to discuss and arrange with the Practicum Instructor coverage of practicum responsibilities during semester breaks. When an agency has a holiday on a day the student is scheduled for practicum, the student is expected to make up that time during the semester. Special religious holidays not observed by the agency should be allowed if a student makes a request, but the student is expected to make up that time during the semester. All other absences such as sick leave, personal emergencies, etc., must be made up during the semester to meet the minimum number of hours required for the practicum course.

Students may not shorten their practicum period more than two weeks prior to the officially scheduled last day of practicum. Any schedule variance from that of the Practicum Calendar (including an earlier starting date) needs to be negotiated with the Practicum Instructor and approved by the Practicum Office. Students are required to attend practicum orientation at the beginning of the semester that they are enrolled in before beginning their practicum hours.

Workshops and Conferences - Student Attendance

The Practicum Instructor has the responsibility of deciding whether a particular workshop, conference, or seminar a student wishes to attend has sufficient value in relation to the student's learning and agreed upon outcomes to count as official practicum hours.

The only exception to this policy is for students who are officially serving on a School or student government committee. Students may take a maximum of one-half day per month for such duty without having to make up practicum time.

APPENDICES

Myron B. Thomson School of Social Work Mission Statement

The mission of the Myron B. Thomson School of Social Work is to provide educational excellence that advances social work with its focus on social justice. The principal responsibility is the generation, transmission, and application of knowledge for the global enterprise with special attention to Native Hawaiian, other Pacific Islander, and Asian populations in our state and region.

MSW Statement of Purpose

MSW program prepares professional social workers for advanced practice with individuals, families, groups, organizations and communities in one of four fields of service: children and families, mental health, health and gerontology.

MSW Program Objectives

(Adopted by faculty March 4, 2002)

1. Values and Ethics (VE)

At the completion of classroom and field education, MSW students will be able to:

Understand, articulate, and integrate the principles, values, and ethics of the social work profession into their practice.

Upon completion of the foundation curriculum students will be able to:

- a. Identify and discuss the core values, ethical principles, and ethical standards of the social work profession as codified in the NASW Code of Ethics;
- b. Practice in a manner consistent with the mission of social work and its core values;
- c. Determine when an ethical issue is present and identify the key values and principles involved.

Upon completion of the advanced curriculum, students will be able to:

- d. Understand legal regulations and standards related to social work in Hawai'i and their application in professional practice;
- e. Employ ethical problem solving in their social work practice;
- f. Analyze ethical dilemmas and develop, implement, and assess an action plan in line with their analysis.

2. Professional Use of Self (PS)

At the completion of classroom and field education, MSW students will be able to:

Demonstrate achievement of professional use of self in practice.

Upon completion of the foundation curriculum students will be able to:

- a. Distinguish professional and personal roles, with awareness of the need to elevate service to others above self-interest;
- b. Use self purposefully and with awareness of own personal strengths and limitations in carrying out professional roles;
- c. Demonstrate flexibility in assuming various social work roles and coping with change, and is able to utilize supervision effectively.

Upon completion of the advanced curriculum students will be able to:

- d. Understand their own personal values and biases and show understanding of and be able to describe how these impact work with clients;
- e. Participate in and assume responsibility for ongoing development of professional knowledge and skills;
- f. Identify and modify personal and professional barriers to effective practice and use self effectively in practice in an area of concentration.

3. Critical Thinking (CT)

At the completion of classroom and field education, MSW students will be able to:

Apply critical thinking skills in professional contexts.

Upon completion of the foundation curriculum students will be able to:

- a. Understand the differences between verifiable facts and value claims, and the need to weigh knowledge claims against the evidence for them;
- b. Critically examine arguments and evidence and show openness in the evaluation of their own practice;
- c. Utilize research to inform and evaluate their practice.

Upon completion of the advanced curriculum students will be able to:

- d. Examine evidence, synthesize disparate information, see patterns, determine relevance of evidence, develop and defend a theoretically based, empirically grounded rationale in analyzing a problem and developing a strategy;
- e. Modify their practice as a result of weighing feedback from supervisor, clients, instructors, self, and other data;
- f. Use research as a basis for practice, accurately interpret evidence, evaluate and select among alternative approaches, and determine and increase the extent to which clients benefit from their practice.

4. Applying Theory to Practice (TP)

At the completion of classroom and field education, MSW students will be able to:

Analyze and apply knowledge to assessment and intervention in social work practice of biopsychosocial variables and theoretical frameworks that explain individual and social systems development.

Upon completion of the foundation curriculum students will be able to:

- a. Understand and apply at multiple system levels a broad range of knowledge regarding individual and social development and behavior;
- b. Display a community-based, generalist perspective on practice;
- c. Apply theory-grounded assessment tools and interventions appropriate to practice with individuals, families, groups, organizations, and communities.

Upon completion of the advanced curriculum students will be able to:

- d. Synthesize and apply a broad range of theory and knowledge with respect to assessment and intervention in an area of concentration;
- e. Engage in learning activities and apply new theory and knowledge relevant to their area of concentration;
- f. Select and apply theory-grounded assessment tools and practices appropriate to their area of concentration.

5. Advocacy (ADV)

At the completion of classroom and field education, MSW students will be able to:

Advocate effectively for social and economic justice.

Upon completion of the foundation curriculum students will be able to:

- a. Integrate knowledge of the mission, history, and philosophy of social work and social welfare;
- b. Use their knowledge and skills to improve the lives of communities and the individuals in them;
- c. Analyze the impact of social policies on client systems, workers, and agencies.

Upon completion of the advanced curriculum students will be able to:

- d. Understand and critically analyze specific social welfare policies and programs pertinent to their area of concentration;
- e. Engage in social change in the quest for social and economic justice;
- f. Demonstrate skills for influencing change through advocacy, empowerment, and other strategies.

6. Diversity (DIV)

At the completion of classroom and field education, MSW students will be able to:

Achieve competency in working with diverse populations.

Upon completion of the foundation curriculum students will be able to:

- a. Demonstrate personal and professional awareness of their own cultural values and biases and how these impact their abilities to work with others;
- b. Demonstrate skills for ongoing knowledge development of diversity with a focus on Native Hawaiians, other Pacific Islanders, Asian Americans and other oppressed groups and diverse populations.
- c. Develop skills in engaging persons from diverse cultures and groups.

Upon completion of the advanced curriculum students will be able to:

- d. Understand and analyze the forms and mechanisms of discrimination and oppression, and the strategies and skills that advance social and economic justice for all populations at risk, with special attention to Native Hawaiians, other Pacific Islanders, and Asians.
- e. Actively evaluate and improve their own ability in valuing diversity and challenging oppression;
- f. Demonstrate competency in the areas of diversity relevant to their concentration.

7. Communication

At the completion of classroom and field education, MSW students will be able to:

Demonstrate the oral, written, and attending skills that will enable them to communicate effectively and appropriately in relation to their setting and audience.

At the foundation level, students will be able to:

- a. Demonstrate knowledge of the basic requirements of record keeping in social work; and use information technologies appropriate to communicating effectively with clients and colleagues.
- b. Demonstrate that they are able to relate to clients in a non-judgmental manner.
- c. Demonstrate skill in interviewing and in communicating with different audiences orally and in writing in their academic and fieldwork.

At advanced level, students will be able to:

- d. Understand the specific forms of written and oral communication relevant to their area of concentration.
- e. Communicate appropriately and respectfully with different groups and client systems.
- f. Demonstrate a professional level of oral and written communication skills in the context of a specialized area of practice, including the ability to vary the use of those skills with different client populations, colleagues, and members of the community.