

UNIVERSITY OF HAWAII AT MĀNOA  
**Department of Social Work**

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THOMPSON SCHOOL  
SOCIAL WORK & PUBLIC HEALTH

# Field Instructor and Student Manual

2430 Campus Road, Gartley Hall

Honolulu, Hawai'i 96822

2017



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MĀNOA

Aloha Field Instructors!

Welcome to the new academic year at the Myron B. Thompson School of Social Work (SSW). We at the Department of Social Work's Field Office want to thank you for being a Field Instructor for BSW and MSW students and are looking forward to supporting you in our mutual goal of launching these students toward a successful career in social work.

Field Education is the signature pedagogy of social work education. It engages the student in supervised social work practice and provides opportunities to apply theory to practice. The School has access to some of the most qualified Field 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 Department of Social Work (DSW) continually strives to develop quality field sites throughout the State of Hawai'i. All sites are selected through a prescribed process of site selection, evaluation, and an Affiliation Agreement between the host agency and the University of Hawai'i at Mānoa Myron B. Thompson School of Social Work. Student experiences in field education are designed to meet the student learning outcomes specified in the course syllabi. Hence, each student's field education experience is educationally directed, 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 generalist and specialist field sequence, the student's experience is developed, directed, monitored, assessed and educationally supported by the Department of Social Work Field Office.

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

Sincerely,

Field Office, Department of Social Work  
Myron B. Thompson School of Social Work



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Myron B. Thompson School of Social Work

Aloha Students!

Welcome to your Fall Semester at the Myron B. Thompson School of Social Work. We at the Field Office are looking forward to helping you with field placement experiences that will help to launch you toward a successful career in social work.

Field Education is the signature pedagogy of a social work education. It engages the student in supervised social work practice and provides opportunities to apply theory to practice. The School has access to some of the most qualified Field Instructors in the State of Hawai'i. More than 150 experienced practitioners serve as Field Instructors for students and work with the Field Office to develop and provide students with quality professional social work education.

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We wish you the best throughout your time with us and look forward to getting to know you!

Sincerely,

Field Office, Department of Social Work  
Myron B. Thompson School of Social Work

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# Myron B. Thompson School of Social Work

## Historical Background

The University of Hawai'i began offering a social work training program to students on the undergraduate and graduate levels in September 1936. The courses were designed primarily to train employees of local social work agencies who were college graduates but lacked professional preparation. An integrated one-year program of professional graduate-level study, set up in 1940, served as the basis for the establishment of a School of Social Work. In 1942, the school was provisionally accredited by the American Association of Schools of Social Work. The School of Social Work was fully accredited in January 1948 as a one-year school, awarding a Certificate of Social Work.

A two-year graduate program leading to the master of social work (MSW) degree was approved by the Board of Regents in November 1948, and the school was fully accredited as a two-year Graduate School of Social Work by the American Association of Schools of Social Work in January 1950. At that time, there were approximately 30 students. The school has since grown to an average enrollment of 300 students in the undergraduate and graduate programs.

The undergraduate program, leading to the degree of bachelor of social work (BSW), was approved by the Board of Regents in October 1976 and was initiated in January 1977.

In February 1991, the Board of Regents accorded provisional status to the PhD program in Social Welfare. In 2003, the Board of Regents approved permanent status.

In September, 2008, the Board of Regents approved the naming of the School after Myron B. Thompson, a School of Social Work alumnus who went on to become a notable leader in the community.

In 2010, the School's BSW and MSW programs were fully reaccredited for eight years by the Commission on Accreditation of the Council on Social Work Education. The council is the national accrediting body for professional schools of social work.

On July 1, 2016, the Department of Social Work welcomed the Office of Public Health Studies (OPHS) and the Center on Aging (COA) into the Myron B. Thompson School of Social Work (MBT SSW). The MBT SSW is led by Dean Noreen Mokuau. Each unit (or hale) is strong. The merger recognizes that it takes a village (or kauhale) to solve some of the intractable health and social problems facing us today (Braun, Nelson-Hurwitz, Ono, Godinet, Perkinson, & Mokuau, 2017). The shared vision of the kauhale, housed within the MBT SSW, is "achieving social justice and health equity for the people of Hawai'i and citizens in a changing world" (Braun, Nelson-Hurwitz, Ono, Godinet, Perkinson, & Mokuau, 2017). The three units work together in this synergistic collaboration to enhance our collective recruitment, research, instruction, and community service efforts (Braun, Nelson-Hurwitz, Ono, Godinet, Perkinson, & Mokuau, 2017).

## Myron B. Thomson School of Social Work Mission Statement

The mission of the Myron B. Thompson 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.

## **MBT School of Social Work Vision**

*The vision of the Myron B. Thompson School of Social Work is to achieve social justice and health equity for the people of Hawai'i and citizens in a changing world.*

### **MBT Social Work Department: Core Values**

**Mālama i ke Kanaka Apau - Diversity:** To honor both local and global perspectives that lead to just and creative processes for problem and solution discovery.

**Ulu Pono - Well-Being:** A state of thriving that reflects the meaningful connections of humanity with other individuals, the community, the environment, and transcendent realms.

**Ho'okaulike - Social Justice:** A world in which the inherent dignity of all is recognized, valued, and restored with particular attention given to those in greatest need.

### **BSW Mission Statement**

The mission of the MBT DSW Bachelor of Social Work Program is to provide students with the knowledge, values, and skills of the social work profession, integrated with a liberal arts education. Utilizing a generalist framework, the BSW Program provides the basis for practice within the context of a multicultural environment. Special attention is given to Native Hawaiian, Pacific Islander, and Asian communities of our state and the Pacific Region, as they interact within a global context. Social and economic justice for underrepresented and oppressed groups is emphasized within the curriculum.

### **BSW Program Goals**

(adopted April 11, 2016)

At the completion of classroom and field education, graduating BSW students:

1. Are grounded in generalist practice and prepared for advanced social work education.
2. Recognize the intersectionality of diversities in ourselves and others as central to successful social work practice
3. Are educated in the unique role our island home plays in the lives and well-being of its people – particularly for Native Hawaiians, Pacific Islanders, and Asian populations
4. Are prepared to serve individuals, families, groups, organizations, and communities and to function as leaders of social justice and social change utilizing the knowledge, values and skills of the social work profession

### **MSW Mission Statement**

The mission of the Master of Social Work Program is to achieve the aims of the profession of social work by educating students on knowledgeable and competent practice with diverse populations. Originating in a commitment to increasing social and economic justice for underrepresented and oppressed groups, the MSW Program prepares professional social workers for advanced practice with individuals, families, and groups within the context of their communities. Special attention is paid to the multicultural environment, in particular to Native Hawaiian, Pacific Islander, and Asian cultures of our communities, state, and the Pacific region.

## **MSW Program Goals**

1. The Program prepares students for specialized practice of social work that embodies the knowledge, values, skills, and cognitive and affective processes of the profession and a commitment to social and economic justice.
2. The Program emphasizes specific knowledge and skills for practice with oppressed groups and diverse populations, with attention to the unique role our island home plays in the lives and well-being of its people, particularly Native Hawaiian, Pacific Islander, and Asian populations in the community, state, and Pacific region.
3. The Program recognizes the intersectionality of diversities in ourselves and others as central to successful social work practice.
4. The Program emphasizes cultural humility and incorporate Indigenous ways of knowing towards decolonized professional practice.

## **1.0 Field Education Overview**

### **1.1 Purpose of Field Education**

Field is an integral component of the MBT SSW's educational program and the signature pedagogy of social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The primary purpose of Field Education is to provide students with educational opportunities to apply generalist and specialization knowledge, skills, values, and ethics to practice. Field Education 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 generalist 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.

The MBT DSW strives to develop high-quality field sites throughout the State of Hawai'i. More than 150 experienced practitioners serve as Field Instructors and Site Supervisors who partner with the Field Office to provide an exceptional field educational experience. Student field experiences are designed to develop competencies for professional practice and meet outcomes specified in the course syllabus.

Field Sites are selected through a rigorous screening process that includes an application, site evaluation, and establishment of an Affiliation Agreement. Field Instructors are also screened and required to participate in ongoing activities with the Field Office.

Students partner with both the Field Instructor and Field Office to create an individualized experience that addresses social work competencies, behaviors, and outcomes. During the field experience, progress is evaluated through a combination of a Learning Agreement, Mid-Semester Evaluation, Field Site Visit, End of Semester Evaluation, and Field Integration Seminar assignments.

### **1.2 Field Student Learning Objectives**

#### **Demonstration of Social Work Competencies**

The Council on Social Work Education (CSWE) utilizes a competency-based framework for its Educational Policy and Accreditation Standards (EPAS). Competent Social Workers are able to integrate and apply social work knowledge, values, and skills to practice situations in a way that is purposeful, intentional and professional (CSWE, 2015). “The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, 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 by which students demonstrate the Social Work Competencies” (CSWE, 2015, p. 12).

The field education course syllabi provide the rationale for the field education courses and the course objectives. The Learning Agreement and Evaluation document include all CSWE Competencies and Behaviors, an Indigenous competency and corresponding behaviors for a total of 10 competencies. The Indigenous competency was created by the Myron B. Thompson School of Social Work, Faculty Indigenous Affairs Committee in order to ensure that the social work education provided by UHM reflects an emphasis on fairness and justice for indigenous people and respect for traditional ways of knowing.

The Field Education Learning Agreement and Evaluation document requires that students create learning activities that they will complete for each behavior as it relates to its competency. All ten social work competencies must be addressed during the field placement. Students progressively learn to apply theories to practice, learn from their mistakes, and develop competency rooted in the experience of field work. By the end of their Field Education experience, students should be able to consistently apply their skills and emerge as competent practitioners.

**B1.2 Upon completion of the field experience, students will be able to:**

1. Students will have a competent understanding of their professional use of self as a social worker. (SWC 1)
2. Students will consistently utilize supervision and evaluation for professional development. (SWC 1)
3. Students will be able to competently establish rapport with clients. (SWC 1, SWC 6)
4. Students will consistently demonstrate awareness of personal biases and their impact on services. (SWC 1, SWC 3)
5. Students will demonstrate competence when working with diverse populations, including a recognition of the unique needs of indigenous people. (SWC 2, SWC 3, SWC 10)
6. Students will understand the overall structure, mission, policies, best practice models, procedures, and services of their field site. (SWC 4, SWC 5)
7. Students will demonstrate competent assessment, planning, intervention, termination, and evaluation as delivered at the field site. (SWC 7, SWC 8, SWC 9)

**M1.2 Upon completion of the field experience, students will be able to:**

1. Define a foundation for their professional identity as social workers. (SWC 1)
2. Demonstrate the attributes of a professional social worker. (SWC 1)

3. Integrate practice perspectives and practice models to conceptual frameworks and practice theories acquired in classroom instruction. (SWC 5, SWC 6, SWC 7, SWC 8)
4. Demonstrate knowledge and skills of generalist and advanced social work practice. (SWC 5, SWC 6, SWC 7, SWC 8)
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. (SWC 2, SWC 7, SWC 8, & SWC 10)
6. Incorporate and adhere to the NASW Code of Ethics. (SWC 1)
7. Demonstrate knowledge and skills in applying the strengths perspective to social work practice. (SWC 6, SWC 7, SWC 8, & SWC 9)
8. Demonstrate strategies and skills of change that advance social and economic justice through practice at the micro, mezzo, and macro levels. (SWC 3 & SWC 5)
9. Demonstrate knowledge and skills in practice with populations-at-risk. (SWC 2 & SWC 3)
10. Demonstrate the ability to critically evaluate their social work practice skills. (SWC 4 & SWC 9)

### **1.2.1 Inclusive Field Curriculum**

#### **Values and Ethics**

Social work values and ethics are emphasized in all BSW Field Education courses. The focus is on developing skills and a knowledge base about ethical responsibilities: to clients, colleagues, the profession and the broader society; in practice settings; and as professionals. Students utilize their knowledge about the NASW Code of Ethics to conceptualize and address ethical dilemmas.

#### **Diversity**

A commitment to inclusivity and diversity is a core tenant of the BSW Field Education program. Sensitivity to issues regarding ability, age, class, color, culture, ethnicity, family structure, gender expression, gender identity, indigeneity, marital status, national origin, race, religion, sex, and sexual orientation is vitally important in order to work effectively within all systems levels. The BSW Field Education courses, therefore, focus on developing relevant practice knowledge and skills, which facilitate working with diverse populations/communities. Equally important, the courses aid the student in identifying barriers to effective service delivery with individuals, families, groups, organizations, and communities.

#### **Promotion of Social and Economic Justice**

The BSW Field Education courses examine issues and barriers that prevent oppressed populations from receiving social and economic justice within systems. Assumptions about power, approaches to advocacy, and the challenges of social action are explored and challenged. Students have the opportunity through Field Education assignments and work at field sites to participate in understanding the dynamics of oppression and developing change within the context of local communities.

#### **Populations-At-Risk**

Women, children, minorities, gays and lesbians, the elderly, refugees, and other oppressed or neglected groups are especially vulnerable to problems related to health, discrimination, lack of resources (social or economic), and complex, multi-level difficulties, which may contribute to barriers in service provision. The BSW Field Education courses prepare students to utilize engagement, cultural competency, assessment, intervention-planning, and evaluation processes to empower clients, communities, and to collaborate with clients in developing interventions that are efficacious and appropriate to their needs and unique circumstances. Particular emphasis is placed on Native Hawaiians, Pacific Islanders, Asians,

the elderly, and gay and lesbian populations.

### **Research-Based Content**

The use of empirical research to inform best practices is emphasized throughout all BSW Field Education courses. Current research in social work practice is included in course content and updated regularly. Students review and critique current research literature as applicable to class assignments and field work.

### **1.3 Field Office Description**

The Field Office at the Myron B. Thompson School of Social Work, Department of Social Work (MBT SSW DSW) is responsible for the field placement experiences of students at the Department of Social Work, which includes the Bachelor's and Master's Degree Programs at Mānoa and the Distance Education Master's Degree option.

The Field Office is charged with developing, coordinating, monitoring and educationally supporting all aspects of the student's field experience. This includes developing and approving all Field settings and instructors, placing or "matching" students and monitoring a student's field performance. Ongoing monitoring is conducted via communication with the student and Field Instructor. This includes reviewing the student's learning agreement, mid-semester and final evaluations and conducting site visits. The Field Office also provides students with Field Integration Seminars each semester to assist them in linking theory to practice and developing a professional identity.

Field Instructors are supported by the Field Office in their role as field educators through ongoing educational sessions and periodic meetings focused on learning about the school's curriculum and enhancing their professional development as Field Instructors.

#### **Field Office Responsibilities**

- 1) Serve as principal contact between the MBT SSW and the Field Instructor and Agency, including appropriate communication with other significant individuals that affect the educational supervision of the student; i.e., executive director and agency staff.
- 2) Make periodic Field Site Visits to the agency to review student progress and consult with the Field Instructor on student's ability to:
  - a) meet field objectives,
  - b) identify and resolve problems and concerns, and
  - c) engage in educational supervision.
- 3) Assess and evaluate Field Instructor/Supervisor and agency - student match.
- 4) Be available for consultation and special situations that affect student learning.
- 5) Assist the Field Instructor in the ongoing process of making the transition from practitioner to instructor. This can include areas as supervision, identification of student's learning style, or providing the Field Instructor with helpful curriculum materials.
- 6) Provide periodic opportunities for Field Instructors to acquire knowledge about the MBT SSW's curriculum, the CSWE Curriculum Policy Statement, and enhance their professional development as Field Instructors via the provision of 1) orientation and field training, 2) focused seminars on themes relevant to field instruction, 3) shared classroom course work syllabi, and 4) relevant educational articles on educational supervision.

- 7) Provide the Field Instructor with pertinent information, excluding information deemed confidential by the School, concerning the student(s) selected for placement in the agency.
- 8) Provide information to the agency director, Field Instructor(s), or other appropriate staff about the general development of the field education program.
- 9) Provide materials such as the learning agreement and evaluation tool with directions, expectations (skills, knowledge and value), and evaluation measures for the field experience.

#### **1.4 Field Site Visits**

Field Site Visits, also referred to as Site Visits, provide the necessary maintenance of relationships and communication between the Field Office, the Field Instructor, and Agency (Field Site) that lead to effective educational field experiences for students. Field Sites with an active student can anticipate at least one Field Site Visit per placement.

The Field Site Visit is intended to maximize the potential for student learning by addressing three principal objectives for field instruction:

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

##### **1.4.1 Field Site Visits: Prioritized Visitation Model**

Field Site Visits are a critical component of ensuring quality field instruction and sites. The Field Office shall use the following criteria in prioritizing and sequencing site visits during the academic year:

- 1) Requests by the Field Instructor and/or student for an immediate site visit.
- 2) Agencies, Field Instructors, and/or students with previous problems or concerns.
- 3) New Agencies and/or new Field Instructors.
- 4) Agencies and Field Instructors with multiple student placements.
- 5) Agencies where students have arranged a schedule different from the regular Field calendar schedule, especially involving evening hours or weekend days.
- 6) Agencies where students are doing Field at their agency of employment.
- 7) Agencies where Field Instructors/Supervisor have not attended provided trainings or meetings.

## **2.0 Field Experience**

### **2.1 Sequence of Field Course Work**

Field Education is a supervised practice experience that allow students to integrate theory into practice. The field experience combines classroom knowledge with practical learning from class and field, allowing students 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 field semester.

The MSW Field Education is divided into a Generalist and Specialist experience, while the BSW Field Education has a Generalist focus. Both Generalist and Specialist experiences are divided into specific courses (see table below).

	<b>Bachelor of Social Work</b>	<b>Master of Social Work</b>
<b>Generalist</b>	<p><b>SW 391 Junior Practicum (3)</b> Introduction to field instruction; application of social work knowledge, skills, and values to field experience. Pre or Co-requisite: 302, 325, 360, 326, &amp; 361</p> <p><b>SW 490 Senior Practicum (4)</b> Field instruction, application, and integration of classroom knowledge with field experiences. Pre: 391, and majors only. Pre or Co-requisite: 402 and 440.</p> <p><b>SW 491 Senior Practicum (4)</b> Field instruction, application, and integration of classroom knowledge with field experiences. Pre: 490, and majors only. Pre or Co-requisite: 403.</p>	<p><b>SW 690 Practicum (3)</b> Field sites are maintained by the school in public and voluntary welfare agencies, as well as in governmental programs. Students receive instruction related to their school experience with social problem situations and an opportunity to see the applicability and to experience the use of concepts and principles in actual practice. Pre: admission to MSW program.</p> <p><b>SW 691 Practicum (3)</b> Field units are maintained by the school in public and voluntary welfare agencies, as well as in governmental programs. Students receive instruction related to their school experience with social problem situations and an opportunity to see the applicability and to experience the use of concepts and principles in actual practice. Pre: Completion of SW 690 and admission to MSW program.</p>
<b>Specialist</b>	<p><b>SW 790 Second-Year Practicum (V)</b> Instruction in the field is continued. The practicum of the second year provides an opportunity for the student to test out concepts, principles, theories, and alternate approaches in actual practice settings. A-F only. Pre: 691 or advanced standing status..</p> <p><b>SW 791 Second-Year Practicum (V)</b> Same as 790. A-F only. Pre: 790.</p>	

**B2.1.1 Bachelor of Social Work Field Experience Sequence**

Bachelor of Social Work Students are required to complete three semesters of field experience. The first field course, SW 391 Junior Practicum (Field Experience), generally occurs in the Spring semester of the Junior year and must be taken concurrently with (or after) the SW 303 General Social Work Practice II



course. The second and third field course, Senior Practicum (Field Experience) SW 490 and SW 491, occur in the Fall and Spring semester of their Senior year and must be taken concurrently with (or after) the SW 402 General Social Work Practice III and SW 403 General Social Work Practice IV courses.

### **B2.1.2 Eligibility and Conditions for Junior Field Experience**

Enrollment in each BSW Field Education course requires the student have successfully completed the prerequisite courses with a grade of a “C” or better, and be enrolled concurrently in co-requisite courses. Alternatively, co-requisite courses may be completed before enrollment in the corresponding Field education course. For example, a student who prefers a part-time schedule, may choose to take all of their required junior and senior courses first (i.e. practice courses, research, human behavior and the social environment, etc.), then enrol in just the Field Education courses the following semesters.

**Junior Practicum/Field Education** (SW 391) is required of all students in the second semester of their junior year while concurrently enrolled in (or after the completion of) General Social Work Practice II (SW 303), Social Welfare as a Social Institution (SW 326), Human Development and Behavior for Social Work Practice (SW 361) .

Enrollment in the second semester of their Junior year assumes that the student has successfully completed courses required in the first semester of their Junior year. These courses include: The Field of Social Work (SW 200), General Social Work Practice I (SW 302), History of Social Welfare (SW 325) and Sociocultural Content for Social Work Practice (SW 360).

The Junior Practicum/Field experience requires 80 hours of field work during the semester at a social work agency in the community. The primary objectives of Junior Practicum/Field (SW 391) are to introduce and prepare students for their role as a social work field student in an agency setting. To further these objectives, students will remain at their assigned field sites for all three semesters of their field placement.

**Senior Practicum/Field Education I and II** (SW 490 and SW 491) is required of all students in their final year of the BSW program. Each student spends 16 hours per week at the assigned agency, for a total of 225 hours each semester. Additionally, students are required to attend scheduled BSW Field Integration Seminars concurrently with their field work. The Field Integration Seminars ensure the integration of theory and practice and provide an opportunity to discuss and reflect on field experiences.

Enrollment in Senior Practicum/Field Education I is to be completed concurrently or after completion of General Social Work Practice III (SW 402).

Enrollment in Senior Practicum/Field Education II is to be completed concurrently or after completion of General Social Work Practice IV (SW 403).

### **M2.1.1 Master of Social Work Field Experience Sequence**

Students in the Master of Social Work program complete four semesters of Field Education, two semesters of the Generalist experience, SW 690 and SW 691, and two semesters of the Specialist experience, SW 790 and SW 791, which must be taken consecutively. Students admitted as Advanced

Standing complete two semesters of the Specialist experience, SW 790 and SW 791, which must be taken consecutively.

## 2.2

### **B2.2.1 BSW Field Hours**

Students in the Bachelor of Social Work program complete 530 hours of field work over the three semesters. Students are also required to attend the Field Integration Seminars conducted by the Field Office.

**SW 391 Junior Practicum/Field Experience** Students completing SW 391 Junior Practicum (Field Experience), complete a minimum of 80 hours of field work by the end of the semester, 8 hours for 10 weeks. In addition, students must also attend 6 two-hour Field Integration Seminars conducted by the Field Office.

**SW 490 Senior Practicum/Field Experience** Students completing SW 490 Senior Practicum (Field Experience), complete a minimum of 225 hours of field work by the end of the semester, 16 hours per week, over 14 weeks. In addition, students must also attend 6 two-hour Field Integration Seminars conducted by the Field Office.

**SW 491 Senior Practicum/Field Experience** Students completing SW 491 Senior Practicum (Field Experience), complete a minimum of 225 hours of field work by the end of the semester, 16 hours per week, over 14 weeks. In addition, students must also attend 6 two-hour Field Integration Seminars conducted by the Field Office.

### **M2.2.1 MSW Field Hours**

Students in the Master of Social Work (MSW) program are required to complete a minimum of 900 hours of field work throughout the course of the MSW program. Included in the field experience hours are the Field Integration Seminars (FIS) conducted by the Field Office.

All students are required to take four courses of Field Education 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.

Students may complete up to 32 hours prior to the start of the field experience if required by the agency being placed at for orientation or training purposes only. Early start of practicum must be approved by the Practicum Office prior to the start of hours. Students may complete up to 32 hours of field during school breaks if approved by the Field Instructor for purposes of continuity and must be approved by the Field Office prior to start of hours.

Students who are admitted to the MSW program with Advanced Standing status will be considered to have completed the equivalent of the generalist year of the MSW curriculum and enter directly into the specialization year curriculum.

**Generalist Field Experience** All students are required to take the Generalist Field Experience and earn 6 credits. Generalist Field Experience includes SW 690 and SW 691. Generalist year students must complete a total of 225 hours each semester (both semesters total 450 hours) with a minimum of 16 hours per week. Field days for first year students are usually Wednesday and Friday; however, other

days for field may be negotiated with the Field Instructor. Students must also attend Field Integration Seminars conducted by the Field Office.

**Specialist Field Experience** The Specialist Year Field Experience requires students to complete a minimum of 225 hours per semester (both semesters total 450 hours) with a minimum of 16 hours per week. Specialist Field Experience includes SW 790 and SW 791. Students have the option to increase their Field hours with approval from the Field Instructor, Field Office, and Academic Advisor. Students may register for 4 credits equaling 300 hours per semester, or 5 credits equaling 375 hours per semester. Students must also attend Field Integration Seminars conducted by the Field Office.

Field activities are designed to coincide with classroom education and both are considered critical for maximum learning, students will not be permitted to finish their field hours more than two weeks prior to the designated end of the field experience, unless approved by the Field Office. All field experiences must be at least 12 weeks long.

### **2.3 Documentation of Field Hours**

The student is required to keep track of dates, hours, and activities of the field experience. The Field Office outlines the mechanism in which the hours must be documented and provides it to the student. The Field Instructor makes the final decision if there is a disagreement about the number of hours completed. Documentation of hours is the responsibility of the student.

### **2.4 Student Learning Agreement**

The Learning Agreement helps the student achieve the minimum learning requirements of a Generalist and Specialist Field Experience. In developing the learning agreement, it will be the task of the student, with the Field Instructor's approval, 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 Field Instructor. It is the student's responsibility to submit the learning agreement to the Field Office by the due date indicated on the Field Calendar or syllabus. The student's learning agreement forms the basis for the mid-semester and final evaluation, and contributes to the overall grade for the course.

### **2.5 Mid-Semester Evaluation**

The purpose of the mid-semester evaluation is to keep the student informed about how they are doing in the Field Experience 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 corrective action plan, the Field Instructor will be asked to work with the Field Office to create one for the student. A mid-semester evaluation is to be completed every semester the student is in Field Experience by the date indicated on the Field Calendar or syllabus. The Field Instructor is to complete their Mid-Semester Evaluation and share the information with the student. The student is responsible for submitting the completed Mid-Semester Evaluation to the Field Office.

### **2.6 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 Field Instructor. Evaluations are based on the student's level of competency of each of the behaviors in the Learning Agreement. The learning activities described in the Learning Agreement are ways the student provides evidence of their understanding of

the competencies and behaviors. 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. Field Instructors are responsible for accurately evaluating how a student performs against each behavior, using the agreed upon activities as evidence of competency attainment.

Field evaluations are documents that are part of a student’s academic record. The Field Office has the discretion to share these documents with instructional faculty and Field Instructors at any time during the student’s tenure at the MBT SSW as needed.

The final recommended grade should reflect the student’s overall performance (including the Field Instructor’s final assessment and rating scales). Recommended grades by the Field Instructor to the Field 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 Field Office.

## 2.7 Standards for Supervision

Each student should be given a minimum of one hour of educational supervision for every 16 hours of field experience.

In situations where a student has a Site Supervisor, an arrangement will be made for off-site supervision to be provided by a Field Instructor approved by the Field Office. Off-site Field Instructors will conduct a minimum of one regularly scheduled hour of educational supervision on a bi-monthly basis. Off-site Field Instructor supervision may at times be provided in the form of student group supervision, if approved by the Field Office (refer to the Field Policies and Procedures, 6.14 Off-site Field Instructor Model).

## 2.8 Grading

### B2.8 BSW Grading

At the end of each semester, the Field Instructor will provide a recommended grade for the student. The Field Instructor will consider the student's performance throughout the semester and give the student points (0-100) for the semester. The Field Instructor is to take into consideration: final evaluation satisfaction, work ethic, professional skill development, receptiveness to supervision, attendance, punctuality, and overall performance of assigned duties.

These points from the Field Instructor are valued at 60% of the student's semester grade. 40% of their grade will come from the Field Integration Seminar assignments (classroom component). Students must pass with a C (73 points) or better to receive credit for the course. Points are translated into letter grades as follows: A+ 98-100, A 93-97, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D, 60-69.

BSW Course Grading Matrix		
Grade	Description	Definition
A+, A, A-	Excellent	The activities and assignments are completed in a clearly outstanding as well as consistent manner in all areas. The student’s level of accomplishment is at the highest level expected of a BSW student.

B+, B, B-	Above Average	The activities and assignments are completed in a more than satisfactory and consistent manner. The student's level of accomplishment is above what is expected of a BSW student.
C+, C	Average	The activities and assignments are completed in a satisfactory and consistent manner. The student's level of accomplishment is what is expected of a BSW student.
C-, D+, D, D-	Not passing for SW courses	The activities and assignments are completed in a manner less than consistent with the level of achievement expected of a BSW student.
F	Failure	The activities and assignments are not completed in a manner consistent with the level of achievement expected of a BSW student. There is significant evidence that the student possesses little or no capacity or ability to complete the activities and assignments.
I	Incomplete	Student has not completed a small, but important part, of the semester's work. The incomplete work was caused by conditions beyond the student's control.
CR	Credit	The activities and assignments are completed at C caliber work or better. The CR option only applies to SW391.
NC	No Credit	The activities and assignments are completed at C- caliber work or less. The NC option only applies to SW391.

### B2.8.1 Junior Field Experience

The Junior Field Experience (SW391) is a Credit/No Credit course. A formal and final evaluation is conducted at the conclusion of the academic semester. A recommended grade is submitted to the Field Office by the Field Instructor. The Field Office determines and submits the final grade.

**Credit**            The activities and assignments are achieved in a satisfactory and consistent manner. The student's level of accomplishment is what would be expected of a Junior year undergraduate social work student.

**No Credit**        The activities and assignments are achieved as C- caliber work or less.

Students must receive a final "Credit" grade to register for the Senior Field Experience courses.

### B2.8.2 Senior Field Experience

Grades in the Senior Field Experience are based on plus (+) and minus (-) letter grading system (see matrix above).

A formal and final evaluation is conducted at the conclusion of the academic semester. A recommended grade is submitted to the Field Office by the Field Instructor. The Field Office determines and submits the final grade.

A grade of “C” or better is required in both field courses, SW 490 and SW 491, to meet the Bachelor of Social Work degree requirements. A “C-” is not a passing grade for field education.

**M2.8.1 MSW Grading**

<b>MSW Course Grading Matrix</b>		
<b>Grade</b>	<b>Description</b>	<b>Definition</b>
A+, A, A-	High Achievement	The activities and assignments have been achieved in a clearly outstanding as well as consistent manner in all areas. The student’s level of accomplishment is at the highest level expected of a MSW student.
B+, B, B-	Meets Expectations	The activities and assignments have been achieved in a satisfactory and consistent manner. The student’s level of accomplishment is what is expected of a MSW student.
C+, C, C-	Below Expectations	The activities and assignments have been achieved in an uneven manner and with less consistency than the level of achievement expected of a MSW student.
D+, D, D-	Inadequate Performance	The activities and assignments have not been achieved in a manner consistent with the level of achievement expected of a MSW student. There is evidence that the student’s capacity or ability to achieve this outcome is doubtful.
F	Failure	The activities and assignments have not been achieved in a manner consistent with the level of achievement expected of a MSW student. There is significant evidence that the student possesses little or no capacity or ability to achieve this outcome.
I	Incomplete	Student has not completed a small, but important part, of the semester's work. The incomplete work was caused by conditions beyond the student's control.

**M2.8.1 Generalist Year Field: Grade of “C+” or below**

If a student receives a final Field grade of “C+, C, or C-” in the Generalist Field courses, SW 690 and SW 691, s/he will be tracked the following semester within their Generalist or Specialist Field year by the Field Office and will be required to have a Corrective Action Plan jointly developed by the student and the Field Office. The student’s academic advisor will be notified of this plan.

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

**M2.8.2 Specialist Year Field: Final Grade of B- or better**

A student must have a “B- or better” final grade in the Specialist Field courses, SW 790 and SW 791. Failure to receive a “B- or better” final grade will require the student to repeat the course and the

student's academic advisor will be notified. Should the student receive a final grade of below a "B-" after repeating the course, an academic student review will be initiated by the Field Office.

### **M2.8.3 Grade of D+ or Below**

As with other graduate courses, grades of D+, D, D-, and F mean 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 Field course. The student must repeat and successfully pass the course under the policies stated above. At this point, the Field Office will involve the student's academic advisor to assist in developing an action plan that will help the student maintain their educational objectives and academic progress, and offer additional guidance.

### **2.8.4 Grade of Incomplete in Field**

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 Field Instructor or student must contact the Field 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, Field Instructor, and Field Office prior to continuing to the next sequential field course. Upon completion of all agreed upon conditions, the Field Instructor will submit a recommended grade to the Field Office who has the final authority for the assigned grade.

## **M2.9 Corrective Action Plan**

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 Field Office so that the student can be placed on a Corrective Action Plan and given the opportunity to improve on their quality of field work.

A grade of C+ or below at the time of the mid-semester evaluation requires a Corrective Action Plan jointly developed by the Field Instructor and the student, in collaboration with the Field Office.

A Corrective Action Plan is individualized plan with specific behavioral and task-oriented objectives. It details, in behavioral terms, the deficiencies that need to be addressed and what actions or activities the student needs to do improve their performance in the field experience. The Field Instructor must involve the student in creating the plan and both the Field Instructor and student must sign it. The Field Office will be available to work with the Field Instructor and the student in developing the plan. The student's academic advisor will be notified of this plan.

## **2.10 Student Grievance of Recommended Grade**

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

Students should consult with the appropriate program policies related to grade grievances. The Field Office will utilize the following procedure:

- 1) Student will meet with the Field 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 Field Instructor.

- 2) If the initial meeting has not resolved the problem/concern, the Field Office will contact the Field Instructor to discuss the Field evaluation and recommended grade.
- 3) If the problem/concern is still not resolved, the Field 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 Field Instructor's response, if any, to the student's attempt at resolving the concern/problem(s),
- 4) The Field Office will ask the Field Instructor to respond, in writing, to the student's document.
- 5) A copy of the student's document and the Field Instructor's response will be sent to the student and their Academic Advisor.
- 6) The Field 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:
  - a) Does the grade represent an honest professional attempt on the part of the Field 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
  - b) Were there any administrative irregularities in the grading process.
- 7) The Field Office has the discretion to convene a meeting with the student, Field Instructor, and the student's Academic Advisor to provide an opportunity for all parties to present their positions
- 8) If the student wishes to grieve the final grade beyond the level of the Field 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.

## 3.0 Agreements

### 3.1 Field Agency Agreement

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

### 3.2 MBT SSW's Agreement with Field Agency

The Field Office agrees to provide the following services:

1. Certify the agency and its Field Instructor(s) using established criteria for selection.
2. Provide orientation and training to the Field 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.
4. Consider the perceptions and recommendations of the agency in all matters concerning its field instruction program.
5. Provide guidelines in preparing a learning agreement.
6. Be responsible for final decisions regarding appointment of the agency nominated staff members as Field Instructors for the School.



7. Be responsible for the administration of the field instruction program, including decisions which affect the progress of the student such as grades, credits, and field instruction hours in the agency.
8. Assume initial responsibility for the selection of the student to be placed at the agency, involve the agency in decisions regarding placement, and accept the agency's judgment as to whether the student will be accepted.
9. Provide information to the agency director, Field Instructor(s), or other appropriate staff regarding the general development of the field education program.

### **3.3 Field Instructor's Agreement with the MBT SSW**

The Field Instructor is the point of contact in the planning, educational supervision, evaluation, and grading of the student's Field placement.

#### **3.2.1 Planning Role**

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

1. Inform the Field Office about potential field placement availability and any information that may impact the on nature or quality of the Field.
2. Identify possible activities that could be a part of the student learning experience.
3. Submit site and Field Instructor documentation and information required by the Field Office; e.g., Affiliation Agreement, Site Information Form, resume, application, and Adjunct Faculty Form.
4. Conduct a pre-placement interview with student and assess appropriate "fit" between student's learning needs and the ability of the Field to provide opportunities to meet those needs.
5. Inform and prepare agency staff of student's placement. and identify adequate working space and equipment for the student intern.

#### **3.2.2 Educational Supervision Role**

Throughout the Field experience, the Field Instructor's primary role is an educator and facilitator of student learning. To this end the Field 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 Field outcomes as identified in the Field 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 16 hours of field work.
5. Facilitate the student's access to learning experiences and other learning activities and resources as part of the Field experience. This may include the student's participation in staff or administrative meetings, professional conferences, or community meetings.
6. Review and discuss with the student their progress toward meeting agreed-upon learning outcomes during a mid-semester and final evaluation.
7. Notify the Field Office as soon as possible if the student is doing "C" grade or below level work (refer to 2.1.8 Corrective Action Plan).

8. Be familiar with the School's educational curriculum, Field Manual, and other materials related to the student's education.
9. Attend Field Instructor meetings and workshops.
10. Provide adequate working space and equipment within the prevailing standards and resources of the setting.

### **3.2.3 Evaluation and Grading Role**

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

1. Assess the student's performance in the agency as related to the specified field Student Learning Objectives.
2. Assess the student in terms of her ability and progress in attaining desired professional growth.
3. Conduct a mid-semester evaluation (Refer to 2.1.4 Mid-Semester Evaluation).
4. Submit the final evaluation and recommended grade in a timely manner.
5. Work with the Field Office if a student does not agree with the recommended grade and initiates the grievance process (Refer to 2.1.9 Student Grievance of Recommended Grade).

### **3.2.4 Social Workers' Ethical Responsibilities in Practice Settings**

The National Association of Social Workers (2008) Code of Ethics, 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.*

### **3.3 Student's Agreement with the MBT SSW DSW**

All students, prior to entering the field experience, shall agree to the following:

1. Will follow the administrative policies, standards and practices of the Field agency.
2. Will conform to the policies, standards and practices established by the School while enrolled in the BSW or MSW Program.
3. Will obtain written approval from the Field Agency and the School before publishing any material(s) relating to the Field Agency or the BSW or 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 Field Office.
6. Using the student evaluation forms, provide the School with a written evaluation of their Field agency and Field Instructor at the end of the Field year.

## 4.0 Selection and Placement

### 4.1 Field Agency Selection Criteria

Only MBT SSW approved agencies will be used as Field Sites. To ensure quality field education for all students, the Field Office shall assess and approve 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 Field Instructors subject to the approval of the School and notifies the School of any changes in instructional personnel.
3. Submits documentation of the professional and academic credentials of Field Instructors responsible for the Field in their agency.
4. Treats all student background and academic 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 Field 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 field work. 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 Field Office at periodic intervals to discuss learning opportunities and student performance.
  - c. Attend appropriate School sponsored meetings and seminars;
  - d. Prepare evaluation, assessment, and feedback reports as required by the DSW.
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 and Affiliation Agreement with the School.
9. Allows for evaluation of its Field Instructor and site by student and Field Office.
10. When possible, provides for reimbursement of approved travel required of students on behalf of the client.

### 4.2 Field Instructor Selection Criteria

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

## General Criteria

1. Possesses a MSW degree from a CSWE accredited School of Social Work.
2. Has two years post-MSW degree, 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.

## Specific Criteria

1. Is willing to participate in a New Instructor Orientation training and other Field Instructor trainings and 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 of supervision for every 16 hours a student works at the Field Site.
10. Will ensure the student has the opportunity to develop competency in diverse social work practice at all levels, including: individuals, families, groups, organizations, and communities. Experience must include face-to-face work with clients.

### **4.2.1. Credentialed Field Instructor is Unavailable: Reinforcing a Social Work Perspective (Off-Site Field Instructor for Degree or Experience Exceptions)**

Inevitably, there are Field Sites that offer valuable learning opportunities for the Social Work Field Student, but the site lacks a professional who meets the Field Instructor credentialing degree and experience qualifications. In these cases, an off-site Field Instructor is used to ensure that students can be placed and are ensured a social work perspective and adequate field education supervision. This approach is called the Off-Site Field Instructor Model. Implementation of the Off-site Field Instructor model requires the pre-approval of the Field Education Office. All requests are considered on a case-by-case basis. Requests may be proposed by the student, site, or Field Education Office.

Various conditions contribute to the decision to employ the Off-Site Field Instructor Model. Reasons include, but are not limited to situations where:

- The program or agency does not have a professional on staff who has a CSWE-accredited degree or at least two years of post-degree experience.
- The credentialed Field Instructor left the program due to taking a personal or medical leave of absence.
- The credentialed Field Instructor left the program due a change of position within the agency.

- The credentialed Field Instructor left the program due taking a job outside of the agency.

Off-Site Field Instructors are selected jointly by the host agency and the field education Office.

Credentialed Field Instructors who provide field supervision in the Off-Site Field Instructor Model agree to do so due to various reasons including, but limited to situations when the Field Instructor is:

- A community volunteer or a member of the agency's Board of Directors.
- Employed by the agency and is based off island - either on a neighbor island or in another state.
- Employed by the agency and is based at or recently moved to a different office or works remotely.
- A former employee of the agency.
- A faculty of the School of Social Work.

In this model a student will report to an on-site supervisor for the day-to-day activities, while the off-site Field Instructor is responsible for developing and monitoring the activities on the Learning Agreement, ensuring a social work perspective. The student is responsible for sharing the Learning Agreement, Time Log, and Journals with both the on site supervisor and the off site Field Instructor. The student is also responsible for coordinating the mandatory supervision that is required by the Field Instructor and accurately conveying what they are learning and experiencing at the agency.

The Off-Site Field Instructor model is below. Included in the description are the criteria and responsibilities for both the off-site Field Instructor and the on-site supervisor for field education instruction. Both are invited to field orientations and trainings, and will receive communication related to Field Instructor trainings, orientations, meetings, events, and updates.

The Field Instructor, with the feedback and recommendations from the on-site supervisor and other relevant staff who support the student's field education placement, is responsible to make the final decisions in regards to the student's learning plan, duties, evaluations, and semester grade.

**Off-Site Field Instructor:**

1. Must meet the criteria for the Field Instructor.
2. Assumes primary responsibility for working with the student to create the learning agreement, including the student's learning activities, with cooperation of the On-Site Supervisor.
3. Is available to meet with the student, in person or on the phone, for 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 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 Field Office and student during the semester to review student's progress, and alerts the Field Office in a timely manner of any concerns at the field education site.
7. Must have some understanding or working knowledge of the particular program, agency, and population served where the student is placed and have access to whatever 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 field education assignments.
2. Works with the Off-Site Field 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 Field Instructor to evaluate student performance and modify the learning agreement, if necessary. The On-Site Supervisor may meet with the Field Office to review student progress at the request of either the student or the Off-Site Field Instructor. The On-site Supervisors are encouraged to attend all field education supervisor trainings and meetings.

## **4.2.2 Field Instructor Certification, Training, and Continuing Education**

### **Field Instructor Certification Process**

The Field Education Office is in the process of developing a module-based Field Instructor Certification Training (FICT) curriculum. The goal is for Field Instructors to complete all modules in the FICT curriculum. The FICT would ensure that all Field Instructors understand the Field Education program, are equipped with the basics of field instruction, and have the opportunity to ask questions and problem-solve with the Field Education Office faculty and their colleagues. Training modules will be offered with in-person and virtual options.

### **Supplemental Training and Continuing Education**

The Field Education Office works closely with the UHM MBT SSW Continuing Education Office to offer a variety of trainings to Field Instructor and community Social Workers. Trainings are offered with in-person and virtual options.

### **Field Instructor eBook**

All Field Instructors are also given access to an eBook via the UHM Library system. The Social Work Field Instructor's Survival Guide (Hensley, 2015). Field Instructors are encouraged to utilize the book for supplemental guidance on providing field instruction to their student.

### **Field Education Website**

The Field Portal ([www.hawaii.edu/sswork/field](http://www.hawaii.edu/sswork/field)) is an internally developed and maintained website that offers resources, announcements, and FAQs helpful to field and site supervisors. At the Field Portal, Field Instructors can find field course syllabi, academic calendars, instructional videos, and more.

### **Communication**

All Field Instructors are included in an email group and are informed of upcoming due dates, community trainings, school events, and pertinent information. Field Instructors are also queried on input regarding curriculum, policies, procedures, and asked for their suggestions, and recommendations during site visits and through on-line surveys and e-mail communication.

### **4.3 Assignment of Students to Field Placements**

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

During their Field 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 Field, and are expected to participate fully in supervisory conferences and take leadership in the development of their learning agreement.

### **4.4 The Field Placement Process**

During late Fall semester, agencies are asked to submit the number of students that can be effectively accommodated for the upcoming semesters. Students will be given a referral form with Field Instructor contact information and will be instructed to schedule a pre-placement appointment.

#### **B4.4 BSW**

BSW students remain with the same Field Instructor and agency for three semesters (e.g. Junior Spring semester, Senior Fall and Spring semesters). Changes in placement are rare and only occur under extreme circumstances. If the Field Office deems a change in placement is necessary, the change will be facilitated by the Field Education Coordinator.

##### **B4.4.1 Placement of Junior Year BSW Field Students**

The Field Office assigns Junior BSW field students to field agencies. Assignments take into consideration information received on the BSW Student Information Form and current resume. General information categories include transportation needs, past school and work/volunteer experiences, learning interests of the student, and special conditions that may affect the field situation. Students have the opportunity to suggest potential sites and Field Instructors to the Field Office.

1. BSW students admitted to the School must complete the BSW Student Information form that provides information about the student's area(s) of interest, experience, and logistical circumstances that are to be considered prior to placement. The student also submits a current resume.
2. Students meet with the assigned Field Office Coordinator to provide additional information or to clarify information submitted.
3. Students are matched to a Field Instructor and Agency based on information received and the meeting with the Field Office Coordinator.
  - a. Student information, resume, and previous field evaluations may be provided to the Field Instructor upon request or at the discretion of the Field Office.
4. Student contacts the Field Instructor to set up a pre-placement interview.
5. When the student and Field Instructor/Agency mutually agree to the placement, the Field Student Referral Form is signed and returned to the Field Office.
6. If the student and/or Field Instructor/Agency do not agree to the placement, the student is provided with another Field Site and Instructor to contact for an interview. Generally, only one referral per student shall be made at any given time.

7. Students who return to the Field Office after two unsuccessful referrals will be required to meet with their academic advisor and the Field Coordinator to identify what barriers may be getting in the way of placement. Students will then be provided one additional referral for placement. If this placement is not successful, an academic student review will be requested by the Field Office.

#### **B4.4.2 Placement of Senior Year BSW Field Students**

Senior BSW Field Students return to their respective Field Instructor and agency in the Fall and Spring semesters of their senior year.

### **M4.4 MSW**

#### **M4.4.1 Placement for Generalist Year Field Students**

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

1. MSW students admitted to the School must complete the MSW Student Information Form that provides information about the student's area(s) of interest, experience, and logistical circumstances that need to be considered prior to placement. Also requested is a current resume and photo.
2. Students meet with the Field Office to provide additional information and clarify information submitted. The student's interest in various fields of practice is taken into consideration.
3. Students are required to attend Field Orientation at the beginning of the semester that they are enrolled in Field.
4. Students are matched to Field Instructor/Agency based on information received and the meeting with the Field Office.
5. Student information, resume, and field evaluations may be provided to the Field Instructor upon request or at the discretion of the Field Office.
6. A Field Student Referral Form is given to the student, who will schedule a pre-placement interview with the prospective Field Instructor.
7. If the student and Field Instructor/Agency mutually agree to the placement, the Field Placement Contract Form is signed by both parties and returned to the Field Office.
8. If the student and/or Field Instructor/Agency do not agree to the placement, the student is directed back to the Field Office for reassignment. Only one referral per student shall be made at any given time. A referral must be eliminated before an alternative referral is considered.
9. Students who are directed back to the Field Office after two unsuccessful referrals will be required to meet with his or her academic advisor and the Field Office to identify barriers to a successful placement. Students will then be provided with one additional referral for placement. If this placement is not successful, the Field Office may request an Academic Student Review.

#### **M4.4.2 Placement for Specialist Year Field Students**

Specialist year Field 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 Field



Instructor will be asked to interview **all** students before making a final selection. The Field Instructor may request from the student a current resume and a copy of the previous year's Field evaluation.

If the student and Field Instructor/Agency mutually agree to the placement, the Field Placement Agreement Form is signed by both parties and returned to the Field Office by the student. Should the Field Instructor decide against placement, the Field Instructor is requested to inform the student of their decision and direct the student back to the Field Office for reassignment.

1. Students are encouraged to meet with their academic advisor to discuss their academic and professional development needs as related to their concentration area before choosing a Field placement.
2. Individual meetings with the Field Office are encouraged and arranged upon request.
3. Students submit to the Field Office their priority of agencies they are interested in, using the Student Field Placement Sheet.
4. The Field Instructor/Agency selection must match the student's declared concentration area (Mental Health, Child and Family, Health, Gerontology), and the student must have successfully completed all Generalist coursework, including SW 690 & SW 691 before Concentration Year Field can begin (Refer to Chapter II, Field Course Description, Sequence of Coursework).
5. The student may continue at the same agency for their Concentration Year Field if he/she submits a proposal with sufficient justification that the field education/learning opportunities are different and the agency meets the requirements for advanced Field practice in the student's declared area of concentration. These requests are reviewed on a case-by-case basis by the Field Office. However, under no circumstances may the student continue with the same Field Instructor for both years of Field.
6. Student information, resume, and previous field evaluations may be provided to the Field Instructor upon request or at the discretion of the Field Office.
7. A Field Student Referral Form is given to the student, who will schedule a pre-placement interview with the prospective Field Instructor.
8. If the student and Field Instructor/Agency mutually agree to the placement, the Field Placement Contract Form is signed by both parties and returned to the Field Office.
9. Field Instructors are asked to interview all students referred by the Field Office before making a final student selection.
10. Students not selected are directed back to the Field Office for reassignment based on their Student Field Placement Sheet and the availability of the Field site. A student's first priority selection must be eliminated before any alternative selection is considered.
11. Students who are directed back to the Field Office after two unsuccessful referrals will be required to meet with his or her academic advisor and the Field Office to identify barriers to a successful placement. Students will then be provided with one additional referral for placement. If this placement is not successful, the Field Office may request an Academic Student Review.

#### **4.5 Placement Statement on Students with Disabilities**

Students with disabilities are encouraged to notify the Field Office of their need for reasonable accommodation in the fieldwork setting as far in advance of placement as possible. The Field Office will maintain confidentiality and will strive to ensure equal access to field opportunities. Disability disclosure is completely voluntary. However, if accommodations are needed or anticipated, timely disclosure is encouraged.

Students are not required to share confidential disability information or documentation with the Field Office or Field Instructor. Such information or documentation might be best shared with the campus disability office, KOKUA. KOKUA will review the documentation and disclose disability status to others only as authorized by the student.

KOKUA provides academic access services, reasonable accommodations to students, and technical assistance on access to faculty, Field Instructors, etc. Services are confidential and free to students. KOKUA can be reached at either (V/T) 956-7511 or (V/T) 956-7612 or [kokua@hawaii.edu](mailto:kokua@hawaii.edu). KOKUA is located on the ground floor of the Student Services Center in Room 013.

#### **4.5.1 Reasonable Accommodation and the ADA**

Field sites are required to comply with university policy on disabilities and provide reasonable accommodations for students and comply with the Americans with Disabilities Act (ADA). In this regard, the Field Office will provide appropriate support to students and sites, as needed.

#### **4.6 Placement Statement on Prohibition of Gender Based Discrimination**

All field sites are required to comply with Title IX, as is the university. Title IX prohibits discrimination on the basis of sex or gender identification. All Field Instructors are required to participate in the The University of Hawai'i Office of Title IX faculty training. Both in-person and online training modalities are available.

The University of Hawai'i is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking, and discrimination related to pregnancy. Students are encouraged to ask for assistance if they or someone they know is experiencing any of these; the University has staff and resources on campus to support and assist. Faculty may also direct students to confidential counseling or resources in the community.

All Field Instructors are adjunct faculty, and are thus, required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and faculty cannot guarantee confidentiality, students will still have options about how your case will be handled. The goal is to make sure students are aware of the range of options available and have access to the resources and support they need. To learn more about confidential resources on campus and in the community and to connect with a confidential advocate see:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, see: <http://www.manoa.hawaii.edu/titleix/>.

#### **4.7 Student Athletes**

The Field Office and Field instructors will make all reasonable attempts to accommodate student athletes' absences from Field Integration Seminars (FIS) and Field Site events due to their participation in a university-sponsored event, such as an intercollegiate athletic competition or academic event at which the student represents his or her department or UH Mānoa.

For regularly-scheduled events, student athletes are to notify the Field Office and Field Instructor within the first two weeks of the semester. For special events or tournaments, students are to notify the Field

Office and Field Instructor as soon as they learn of the anticipated absence. In both cases, students who must miss FIS for such events will be responsible for completing all assigned work as expeditiously as possible. Regardless of schedule adjustments, student athletes are expected to complete the required number of hours of field work as stated in the syllabus.

#### 4.8 Student Safety

Field sites are to provide security to students in the same manner as provided to their employees. This includes training and orienting students to procedures they should follow for their own safety (e.g. 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 field assignments, they are encouraged to ask for help or renegotiate those assignments with the Field Instructor and include the Field Education Office if necessary.

The Field Integration Seminar curriculum includes a lesson and discussions on student safety in the field. Students are taught to be aware of risks to safety, dangers in the field, and good safety practices. With in-class exercises, students assess the risks to their safety in the field and exercise risk prevention awareness. Students review and discuss the National Association of Social Workers' (2013) *Guidelines for Social Worker Safety in the Workplace*.

<b>NASW SAFETY STANDARDS</b>	
<p><b>Standard 1. Organizational Culture of Safety and Security</b> Agencies that employ social workers should establish and maintain an organizational culture that promotes safety and security for their staff.</p> <p><b>Standard 2. Prevention</b> The goal of organizations that employ social workers should be to create a culture of safety that adopts a proactive preventative approach to violence management and risk.</p> <p><b>Standard 3. Office Safety</b> Social workers' office environments should promote safety for social workers and their clients.</p> <p><b>Standard 4. Use of Safety Technology</b> Organizations that employ social workers should use technology appropriately and effectively to minimize risk.</p> <p><b>Standard 5. Use of Mobile Phones*</b> Social workers should be provided with mobile phones to promote their safety in the field.</p>	<p><b>Standard 6. Risk Assessment for Field Visits</b> Social workers should assess and take steps to reduce their risk for violence prior to each field visit.</p> <p><b>Standard 7. Transporting Clients*</b> Social workers should acknowledge particular safety concerns when transporting clients.</p> <p><b>Standard 8. Comprehensive Reporting Practices</b> Social workers should engage in comprehensive reporting practices regarding field visits.</p> <p><b>Standard 9. Post-Incident Reporting and Response</b> Employers of social workers should develop protocols that follow an incidence of violence or abuse.</p> <p><b>Standard 10. Safety Training</b> Social workers should participate in annual training (or case supervision as needed) that develops and maintains their ability to practice safely</p> <p><b>STANDARD 11. STUDENT SAFETY</b> SOCIAL WORKERS NEED TO BE PREPARED FOR SAFE SOCIAL WORK PRACTICE DURING THEIR STUDENT YEARS.</p>

#### 4.9 Employment and the Field Site

The student's position as a Field student is unique, as it differs from being an employee or a volunteer. The purpose of the field placement is for the future Social Worker to gain competence and learn about the fundamental dimensions of professional Social Work (CSWE, 2015). According to our school's accreditation standards, academic credit may not be given for previous work experience.

##### Working at the Field Site

Students may be permitted to both work as an employee and to be placed as a Field Student at the same agency, providing the following conditions are met:

1. The Field Instructor and agency must meet the minimum selection criteria to qualify for approval as a Field Instructor and Field Site.
2. The Field Instructor must be a person other than the student's employment supervisor.
3. The Field Site and site of employment are separate programs or departments.
4. Activities, duties, and assignments for field work are clearly delineated and separate from the activities, duties, and assignments of the employment position.
5. The clients a student works with as a student, are not the same clients as they work with as an employee.
6. The student, their employment supervisor, and Field Instructor must all agree to the proposal.

Students interested in either a Field Placement at their agency of employment, or an employee position at their field site should submit a proposal to the Field Office describing:

1. The agency, programs, services, and target client population.
2. The location, position description, duties, schedule, and employment supervisor's name of the employee position.
3. The location, position description, duties, schedule, and field instructor's name of the field student.

Submitting a proposal does not guarantee approval of the request. After reviewing the proposal and discussing the request with all parties, the Field Office will make the final decision.

The Field Education Office ensures compliance with the CSWE guidelines as documented in: *Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight, February 25, 2014* (Council on Social Work Education, 2014) (See Appendix 3).

Social Work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
  - Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
  - The college or university exercises oversight over the internship program and provides educational credit.
  - The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
  - The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
  - The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.
- (p. 1)

The Field Education Office also complies with the Department of Labor and informs the Field Site of requirements included in *Fact Sheet 71: Internship Programs Under The Fair Labor Standards Act* (US Department of Labor, 2010) (see Appendix 4). As pertaining to these requirements, the Field Office and

the Field Site collaborate to ensure the following criteria are applied, especially when students are doing a field placement at their place of employment.

1. The field placement, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The field experience is for the benefit of the student;
3. The field student does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the field student; and on occasion its operations may actually be impeded;
5. The field student is not necessarily entitled to a job at the conclusion of the field placement; and
6. The employer and the field student understand that the field student is not entitled to wages for the time spent in the field placement. (p. 1)

## 5.0 Termination of Field Sites

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

### 5.1 Examples that may initiate a termination of a Field Site

The following examples may initiate a termination of Field Site:

1. Student fails to meet the expected standards for ethical professional practice as noted in the section, "Professional Ethics" in 3.2.4.
2. The agency fails to provide 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 Field Instructor or agency and the student that render the learning environment unproductive.

### 5.2 Termination initiated by Field Instructor

1. As soon as the Field Instructor identifies issues that may put the Field placement in jeopardy, it is incumbent upon the Field Instructor to discuss the problems with the student and the Field Office.
2. If the issues at the Field Site cannot be resolved, the Field Instructor is expected to notify the Field Office who will evaluate the situation and take steps to provide mediation and/or consultation.
3. The Field Instructor and student may be asked to provide the Field Office with written documentation regarding the situation. It is very important for the Field Instructor and student to document objectively and in behavioral terms, specific 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 Field Office, with feedback from the student and Field Instructor, 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 Field, 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 Field placement termination raise question(s) as to whether the student should continue in the program or if the student's program of study should be significantly altered, the student's Academic Advisor will be contacted to assist and offer additional guidance. A Student Academic Review may also be requested by the Field Office at this time.

### **5.3 Termination initiated by Student**

Before any decision regarding a transfer is made, the student must:

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

## **6.0 Field Education Policies and Procedures**

### **6.1 Adjunct Instructor Appointment**

Field 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 [4.2 Field Instructor Selection Criteria](#)). An adjunct faculty identification card will be available to the instructor if he/she desires one.

### **6.2 Agency of Employment as a Field Setting**

Students interested in a Field at their place of employment should submit a proposal to the Field 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 assignments, potential Field Instructor, and placement schedule.

The Field Instructor must be a person other than the student's employment supervisor. The Field 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 Field Instructor. Submitting an application does not guarantee approval of the request, and the final approval lies with the Field Office. Submitting an application does not guarantee approval of the request. Academic credit will not be given for previous work experience nor can a student continue at the agency of employment for a second year of field.

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

1. The agency is an approved Field agency.
2. The School is assured that the student and the Field 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 Field course objectives.
5. The Field Instructor meets the criteria established for all Field Instructors.
6. Activities and assignments for field 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 Field course, either Foundation or Concentration level.
  - b. They are located in a different work unit or division, and
  - c. The Field Instructor and work supervisor are not the same person.

### **6.3 Automobiles - Student Use of**

Transportation to and from the Field 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 Field Instructor prior to the beginning of the field experience. 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.

### **6.4 Compensatory Time**

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

### **6.5 Confidentiality - Student and Client**

In keeping with professional social work ethics, students are expected to abide by the NASW Code of Ethics. Should a class assignment require use of client or agency material, use of such material must be cleared with the Field Instructor and should be appropriately disguised. Violation of confidentiality may result in termination from the practicum site or a failing grade for the course.

### **6.6 Continuing with the Same Agency/Field Instructor**

A student may continue at the same agency for their Specialist Year Field Experience if he/she submits a proposal with sufficient justification that the Field education/learning opportunities are different and the agency meets the requirements for advanced practice Field in the student's declared area of concentration. These requests are reviewed on a case-by-case basis by the Field Office. Under no circumstances, however, can the student continue with the same Field Instructor for two years of field experience.

### **6.7 Continuing with Agency/Clients - Post Field Experience**

Continuation of service to clients of the agency after the completion of the field experience, 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 field. Should such a situation arise while the student is still in the field, the student and the Field Instructor must discuss and gain written approval of those arrangements with the Field Office. In such instances, the Field 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 field, no special arrangements are required.

### **6.8 Criminal Records History**

Students should inform the Field 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 Field Office's ability to secure a field placement. Many agency field sites require a CAN and/or criminal background check prior to accepting students for Field placement.

### **6.9 Equal Opportunity/Affirmative Action Statement**

The University of Hawai'i at Mānoa Myron B. Thompson 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.

### **6.10 Evaluation of Field Instructor and Agency by Student**

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

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

### **6.11 Financial Support/Stipends**

Field 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 Field Office. Students should also be aware that some field 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. Specialist Year students might be required to take additional field credits to comply with stipend requirements.



## **B6.12 Lobbying Activities**

Students who engage in formal lobbying activities as a part of the practicum experience should discuss with the practicum agency and the Field Office the issue of registering as a lobbyist with the appropriate governmental entity. If the student and Field Instructor determine that registration is appropriate, the student must register as a lobbyist with the practicum agency (NOT the University of Hawai'i at Manoa). It is the responsibility of the student and the agency to comply with all laws and regulations relevant to lobbying activities.

## **6.13 Night and Weekend Placements**

The Field 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 field during regular weekday hours at the agency and meet the expectations of educational supervision and learning outcomes of the Field. Alternative field hours and educational supervision must be approved by the Field Office and be articulated in the student's learning agreement.

## **M6.14 Off-Island/Out of State Field Experience**

It is the responsibility of the student to contact the Field Office at least one semester in advance of coordinating an off-island field placement. The Field Office will assist the student, but will not take primary responsibility for securing an appropriate agency or instructor in the desired geographical area. If the student has requested a specific off-island agency or instructor that has not been previously certified, the Field Office must certify the agency and instructor prior to placement.

## **6.15 Off-Site MSW Field Instructor Model**

With prior approval from the Field Office, an Off-Site MSW Field 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 Field Office deems appropriate to develop. Off-Site MSW Field Instructors are selected jointly by the host agency and the Field Office. Responsibilities for Field instruction using this model are outlined below:

### **Off-Site MSW Field Instructor**

1. Must meet the criteria for Field 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 Field Office and student during the semester to review student's progress, and alerts the Field Office in a timely manner of any problems at the Field 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 Field assignments.
2. Works with the Off-Site MSW Field 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 Field Instructor to evaluate student performance and modify the learning agreement, if necessary. The On-Site Supervisor may meet with the Field Office to review student progress at the request of either the student or the Off-Site Field Instructor. The Onsite Task Supervisors are encouraged to attend all Field Instructor trainings and meetings.

### **6.16 Personal/Health Information - Verification**

Should the student elect to complete the field experience 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.

### **6.17 Policy Conflicts**

Should conflicts arise between agency and School Field Policies, the Field Instructor and/or the student should immediately notify the Field 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 Affiliation Agreement established between the University of Hawai'i at Mānoa and the agency.

### **6.18 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 Field 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 Field 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 Field Instructor.

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

### **6.19 Professional Liability Insurance**

Professional student liability coverage is required while enrolled in the field experience. 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.

### **6.20 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 Field Instructor and include the Field Office as necessary.

### **6.21 Field Hours and Documentation of Field Hours**

Please refer to 2.1 Field Hours

### **6.22 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 Field setting. A copy is on file in the School's Student Services Office.

### **6.23 Student Academic and Professional Development Progress Form**

At any point in time during the field experience, the Field Instructor is required to notify the Field Office if the student demonstrates deficiencies in his/her Field learning and/or professional development. The Field Office has the option of submitting a Student Academic and Professional Development Progress Form to the Coordinator of Student Services. The Field Office may request a consultation with the Field Instructor to facilitate problem resolution. If the problem is not resolved, a Student Academic Review may be initiated.

### **B6.24 Student Academic and Development Progress Form**

At any point in time during the practicum period, Field Instructors are required to notify the Field Office if a student demonstrates serious deficiencies in her practicum learning and/or professional development. The Field Office has the option of submitting a Student Academic and Professional Development Progress Form to the Coordinator of Student Services and the student's Academic Advisor. The Academic Advisor is responsible for addressing any reported academic problem(s) with the student. The Academic Advisor or the Field Office may request a joint consultation with the Field Instructor to facilitate problem resolution. If the problem is not resolved, a Student Academic Review may be initiated.

### **M6.25 Student Academic Review**

The Student Academic and Professional Review is a formal process that can be requested by faculty members, academic advisors, or a student. The Field Office has the option of requesting a Student Academic Review to: a) address the concerns regarding a student's academic/professional development, b) develop a plan of action, and c) make a recommendation to the Dean.

### **6.26 Vacation, Holidays, Semester Breaks, Other Absences from the Field**

Students are not expected to report for Field on university holidays and semester breaks. However, the student is expected to discuss and arrange with the Field Instructor coverage of field responsibilities during semester breaks. When an agency has a holiday on a day the student is scheduled for field, 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 Field course.

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

### **6.27 Withdrawal from Field - Student**

Students may withdraw from Field with a withdrawal grade (“W”) grade, within the allowable University of Hawai’i at Mānoa withdrawal period. If a student withdraws from a Foundation or Specialization Year Field Integrated Seminar (FIS) course he/she must also withdraw from his/her field placement.

### **6.28 Work/Life Experience - Credit for**

In accordance with the Council of Social Work Education standards, no credit will be given for life experience or previous work experience.

### **6.29 Working Full Time - Student**

Students working full-time should expect to significantly reduce or discontinue their work commitments to accommodate the demands of the two required Field courses. The competing demands of Field, academic classes and full-time employment tend to detract and/or significantly minimize the overall learning experience for students in Field placements. At a minimum, students must provide for 8 hours per week for Field during the weekday operational hours at the field agency.

### **6.30 Workshops and Conferences - Student Attendance**

The Field Instructor has the responsibility to decide 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 field 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 field time.

If a student’s committee duties require more than one-half day per month of practicum time, the issue must be discussed with the Field Instructor and a satisfactory arrangement worked out.

# Appendix

## Appendix 1.0 2015 Educational Policy and Accreditation Standards

The following Social Work Competencies and Behaviors were developed by the Council on Social Work Education's (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation. The Educational Policy and Accreditation Standards (EPAS) were adopted by the MBT SSW and integrated into the school's curriculum beginning with the 2015-2016 academic year.

The following competencies and behaviors are addressed used in the generalist curriculum (BSW and Generalist Field Experience).

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social Workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;≠

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social Workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of

inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social Workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level

### **Competency 10: Engage, honor, and respect indigenous culture towards decolonized professional practice**

Fairness and justice for indigenous people and respect for traditional ways of knowing requires understanding processes that actively seek to decolonize dominant cultural hegemony. Social workers are informed about institutional barriers and cultural intolerance; strive to eliminate all forms of injustice; and, acknowledge the inalienable rights of indigenous people to self-determine. Social Workers:

- understand the impact of inhabitation and occupation of indigenous lands and the effects of historic cultural trauma on the lives and experience of indigenous people;
- recognize the significance of place in developing and communicating culturally resonant practice;
- respect host traditions, protocols, ceremony, guest hood, and spirituality as central to decolonized professional practice;
- demonstrate knowledge of their own culture and associated beliefs, values and practices.



## **Appendix 1.1 Specialization Competencies and Behaviors**

As described in the 2015 EPAS from CSWE

Educational Policy M2.1—Specialized Practice Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization. (p 12)

### **Competency 1: Demonstrate Ethical and Professional Behavior**

#### **Behavioral Mental Health Specialization**

1. Identify and deal effectively with ethical dilemmas by applying principles of ethical social work to behavioral mental health practice.
2. Recognize how self-awareness, transference, counter-transference and diversity impact helping relationships in behavioral mental health service delivery, and demonstrate ability to modify personal and/or professional barriers to effective practice in behavioral mental health.
3. Demonstrate advanced social work practice in behavioral mental health with relative autonomy and a focus on developing a professional identity.
4. Demonstrate initiative in using supervision and consultation appropriately.

#### **Child & Family Specialization**

1. Understand and identify professional strengths, limitations and challenges.
2. Demonstrate professional use of self with clients, colleagues, and stakeholders.
3. Identify and deal effectively with ethical dilemmas by applying principles of ethical social work to child and family practice.
4. Demonstrate advanced social work practice in child and family settings with relative autonomy and a focus on developing a professional identity.
5. Demonstrate initiative in using supervision and consultation appropriately.

#### **Gerontology Specialization**

1. Practice personal reflection, self-monitoring and correction of personal biases in aging-relevant ethical dilemmas.
2. Apply NASW decision-making model to ethical dilemmas that may involve conflicts of beneficence, autonomy, cultural competence, and other principles in situations with older adults.
3. Demonstrate advanced social work practice in gerontology with relative autonomy and a focus on developing a professional identity.
4. Demonstrate initiative in using supervision and consultation appropriately.

#### **Health Specialization**

1. Understand the importance of personal reflection and practice self-correction in assuring continuous professional development.
2. Apply a social work decision-making model in addressing bio-ethical issues and other ethical dilemmas as they arise in health social work practice.
3. Demonstrate advanced social work practice in health with relative autonomy and a focus on developing a professional identify.
4. Demonstrate initiative in using supervision and consultation appropriately.

## **Competency 2: Engage Diversity and Difference in Practice**

### **Behavioral Mental Health Specialization**

1. Incorporate community-based, culturally relevant treatment, healing, and/or recovery services for clients (adults, children and families).
2. Constantly engage in the process of self-awareness to assess personal biases and values in working with populations and cultures different from own.

### **Child & Family Specialization**

1. Develop a culturally relevant and responsive relationship with clients.
2. Engage in the process of self-awareness to assess personal biases and values in working with populations and cultures different from own.

### **Gerontology Specialization**

1. Demonstrate respectful curiosity in engagement and assessment with older adults and families of diverse ethnic, cultural, socioeconomic, gender, sexual orientation, education, health literacy, and other factors.
2. Engage in the process of self-awareness to assess personal biases and values in working with aging populations and cultures different from own.

### **Health Specialization**

1. Demonstrate sensitivity in eliciting consumer's health beliefs, illness attributions, preferences for treatment and healing, and responses to intervention, creating a culturally safe environment.
2. Engage in the process of self-awareness to assess personal biases and values in working with populations and cultures different from own.

## **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

### **Behavioral Mental Health Specialization**

1. Demonstrate skills for influencing change through advocacy for consumer's rights, empowerment, and the use of policy-based strategies and social justice practices.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services to the behavioral mental health population.

### **Child & Family Specialization**

1. Demonstrate skills for influencing change through advocacy, empowerment, and the use of policy-based strategies and social justice practices.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services to the child and family client population.

### **Gerontology Specialization**

1. Advocate for service equity and consumer access to social, health, and long-term care services, supports, and resources.

2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services for the aging population.

#### **Health Specialization**

1. Advocate for health equity and consumer access to health care services and health resources.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services to the health specialization.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

#### **Behavioral Mental Health Specialization**

1. Select and apply evidenced based practice commonly used with respect to behavioral mental health practice.
2. Distinguish and consider several indigenous-based or culturally resonant, evidence-based best-practice treatments and prevention strategies for individuals experiencing severe and chronic behavioral mental health problems.

#### **Child & Family Specialization**

1. Identify and critically analyze evidenced based practice commonly used with respect to child and family practice.
2. Identify limitations and successes of a specific EBP in case-based application and provide implications for future intervention with consideration of diversity factors.

#### **Gerontology Specialization**

1. Identify and critically analyze evidenced based practice interventions commonly used in gerontology practice.
2. Identify limitations and successes of a specific evidence-based practice in case-based application and provide implications for future intervention with consideration of diversity factors.

#### **Health Specialization**

1. Identify and critically analyze Evidence-Based or Best/Promising Practices commonly used in health social work.
2. Identify limitations and successes of a specific for future intervention with consideration of diversity factors.

### **Competency 5: Engage in Policy Practice**

#### **Behavioral Mental Health Specialization**

1. Demonstrate knowledge of organizational practice (e.g., administration and program operation) and its effect on delivery of social work services to the behavioral mental health client population.
2. Identify how social policy has impacted service delivery to behavioral mental health clients within communities.

#### **Child & Family Specialization**

1. Demonstrate knowledge of organizational practice (e.g., administration and program operation) and its effects on delivery of social work services to the child and family client population.
2. Recognize the interrelationship between social services and social policy and identify how social policy has impacted services in child and family practice.

#### **Gerontology Specialization**

1. Demonstrate knowledge of organizational programs, (e.g., administration and program operation) and its effect on delivery of social work services to the older adult population.
2. Recognize the interrelationship between social services and social policy and identify how social policy has impacted services in gerontology.

#### **Health Specialization**

1. Demonstrate knowledge of organizational programs (e.g., administration and program operation) and how these impact effective delivery of social work services in the health specialization.
2. Recognize the interrelationship between social services and social policy relevant to the health specialization.

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

#### **Behavioral Mental Health Specialization**

1. Understand and access community-based and culturally relevant models for outreach and building rapport with clients.
2. Demonstrate facilitation skills in interdisciplinary, inter-agency, and community-based collaboration with behavioral mental health providers.
3. Apply motivational interviewing techniques in client or community engagement.

#### **Child & Family Specialization**

1. Demonstrate skills required for effective engagement (e.g., interpersonal skills, cultural relevance) in work with child and family client populations.
2. Establish an engagement process that encourages client participation in developing service plans.

#### **Gerontology Specialization**

1. Attend to professional roles and boundaries and recognize when relevant communication is needed.
2. Demonstrate facilitation skills in interdisciplinary, inter-agency, and community-based collaboration with gerontology providers.

#### **Health Specialization**

1. Demonstrate respectful curiosity in engagement and assessment with consumers of diverse ethnic, cultural, socioeconomic, gender, sexual orientation, education, health literacy, and other factors.
2. Demonstrate facilitation skills and interdisciplinary, inter-agency, and community-based collaboration with health care providers

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

#### **Behavioral Mental Health Specialization**

1. Formulate recovery-oriented, culturally-resonant, strengths-based assessments in collaboration with behavioral mental health clients.
2. Demonstrate a solid advanced professional level of oral and written communication skills using critical thinking skills to incorporate various sources of information and knowledge to form an assessment rationale.

#### **Child & Family Specialization**

1. Assess the quality of clients' interactions within their social contexts.

2. Use multidimensional assessment (bio/psycho/social/spiritual/cultural) and demonstrate a solid advanced professional level of oral and written communication skills.
3. Use critical thinking skills to incorporate various sources of information and knowledge to form an assessment rationale.

#### **Gerontology Specialization**

1. Identify, assess and prioritize relevant biopsychosocial/spiritual, ethical, and factors to inform social work practice with older adults and family interventions.
2. Convey critical thinking process in written and oral communications with members of client/consumer systems, and as indicated, with other organizational systems.

#### **Health Specialization**

1. Identify and weigh relevant bio-psychosocial/spiritual, ethical, legal, organizational, and factors to inform social work assessments in the health specialization.
2. Use critical thinking in written and oral communications with members of the multi-disciplinary health care team, client/consumer systems, and as indicated, with other organizational systems.

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

#### **Behavioral Mental Health Specialization**

1. Identify and consider indigenous-based treatment and prevention strategies for individuals, families and communities experiencing severe and chronic behavioral health problems.
2. Collaborate effectively with other behavioral mental health professionals/stakeholders to develop and coordinate appropriate recovery plans, interventions and preventive models.

#### **Child & Family Specialization**

1. Demonstrate knowledge of interventions utilized in settings serving children and families with attention to theoretical framework, supporting evidence, applicability in diverse contexts and people, and cultural relevance.
2. Collaborate effectively with other child and family professionals/ stakeholders to coordinate interventions and demonstrate facilitation skills.

#### **Gerontology Specialization**

1. Demonstrate knowledge of evidence-based practice with older adults and families.
2. Demonstrate sensitivity in eliciting older adults' health beliefs, illness attributions, preferences for treatment and healing, and responses to interventions that are appropriate.
3. Tailor interventions that consider issues of diversity, accessibility, and acceptability of care.

#### **Health Specialization**

1. Use a range of health/behavior health interventions that range from traditional, cultural practice to evidence-based treatments with health care recipients.
2. Tailor interventions that consider issues of accessibility and acceptability of care.

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

#### **Behavioral Mental Health Specialization**

1. Formulate recovery-oriented evaluation plans in collaboration with behavioral mental health clients and multi-disciplinary partners.
2. Demonstrate ability to systematically evaluate one's own practice skills in behavioral mental health practice including the interventions used and their efficacy.

#### **Child & Family Specialization**

1. Engage in reflective practice (e.g., continuously reflect on one's worldview and how these might affect their practice with clientele.)
2. Select and apply clear and effective formative and summative evaluation appropriate to child and family practice.

#### **Gerontology Specialization**

1. Select and apply evidenced-base model of evaluation appropriate to gerontology practice.
2. Demonstrate ability to systematically evaluate one's own practice skills in gerontology practice including the interventions used and their efficacy.

#### **Health Specialization**

1. Select and apply evidence-based evaluation tools appropriate to health care practice.
2. Demonstrate ability to systematically evaluate one's own practice skills in health practice including the interventions used and their efficacy.

### **Competency 10: Engage, honor, and respect indigenous culture towards decolonized professional practice**

#### **Behavioral Mental Health Specialization**

1. Recognize the effects of historic geopolitical trauma on the behavioral mental health of Indigenous and oppressed people.
2. Demonstrate knowledge of own culture and associated beliefs, values, and practices that may impact professional behavioral mental health practice.

#### **Child & Family Specialization**

1. Demonstrate knowledge of own culture and associated beliefs, values and practices that may impact professional practice with child and families.
2. Demonstrate knowledge on the effects of oppression, discrimination, and historical trauma on children and their families to guide treatment planning and intervention.

#### **Gerontology Specialization**

1. Demonstrate knowledge of own culture and associated beliefs, values and practices that may impact profession practice with the older adult.
2. Demonstrate knowledge on the effects of oppression, discrimination, and historical trauma on the older adult to guide treatment planning and intervention.

#### **Health Specialization**

1. Demonstrate knowledge of own culture and associated beliefs, values and practices that may impact professional health practice.
2. Be able to apply culturally-responsive, community-based participatory approaches to engage communities, especially historically marginalized ones.

## **Appendix 2.0 Frequently Asked Questions about Field**

### **What is the process to obtain a Field placement? What does the Field Office do with my placement request materials?**

Details about the placement process can be found in 4.0 Selection and Placement.

### **Can I be placed in two different agencies?**

For BSW, students are placed in one agency for all three semesters of Field.

For MSW, students are placed in one agency for their Generalist Year and another agency for their Specialist Year.

### **What if I don't have a car?**

Health care, mental health, family and aging services are increasingly community based. Therefore, many placements require students to have a car to perform Field assignments such as client outreach, home visits, and community work. It is to the student's advantage to have a vehicle, if possible. Not having a car does limit Field placement options, although the use of one's personal car is not required.

### **Can I have a placement in a designated geographic location?**

It may be possible for students to be placed near a desired location depending upon the availability of placement opportunities that have been or could be approved by the Field Office.

### **Can I do a Field placement at my current place of employment?**

It is possible to propose such an option. However, there are strengths and weaknesses associated with such a placement that should be discussed prior to any written proposal submitted to the Field Office. Refer to [6.0 Field Policies and Procedures, Agency of Employment as a Field Setting](#). The Field Office will work with students to accommodate their work requirements but will not compromise educational objectives.

### **I need to work while enrolled in School. How much time should I reserve for Field?**

The BSW Junior Field requirement is 8 hours per week; the BSW Senior Field, MSW Generalist and Specialist Field requires are a minimum of 16 hours per week for two semesters.

### **Can my placement be arranged for evening and/or weekend hours?**

The Field Office is continually searching for these types of placements in the community that also meet the criteria of a well-supervised Field experience. The Field Office requires the student to provide a minimum of 8 hours of the required 16 hours per week during normal Field agency business hours. Therefore, the student needs to be willing to work with the Field Office to create a workable schedule for Field.

### **Can I enroll in more credits for Field than the number that is required?**

Yes, but only in the MSW students in their Specialist Year of Field Experience. The Specialist Year of Field requires a minimum of 16 hours per week. Additional credits can be added, with the approval of the Field Instructor, for a maximum of 5 credits per semester. For each additional credit a total of 75 hours will be added to the Field that semester.

### **What is the difference between an academic advisor and a Field Instructor?**

An academic advisor is a School of Social Work faculty member who advises students on academic matters, which typically include course planning and registration. A Field Instructor is both a School of Social Work Adjunct Faculty member and an agency staff member who has an MSW from a CSWE accredited social work degree program and who provides direct educational supervision and evaluation of the student at the Field Site.

### **What if my agency is not what I expected or is not meeting my learning goals?**

Establishing a learning environment in a social work agency is a continual process. Changing a Field setting is not a simple decision or solution. Refer to [Chapter V, Termination of Field Site](#).

### **What agencies offer stipends to students?**

While the Field Office encourages agencies to offer stipends, the agencies that do so vary and the decision is entirely up to the agency. Students may discuss stipend availability with the Field Office.

### **Is it possible to get Field credit for work or life experiences?**

No. Accreditation standards set by the Council on Social Work Education prohibits awarding of academic credit for life or work experience.

### **Who establishes the Field Site and approves the Field Instructor?**

The Field Office is charged with the development and approval of all field settings and instructors. Students are not permitted to develop Field sites on their own. The Field Office will follow up on instructor and site possibilities suggested by the student and the community at-large.

### **Can I ensure that I get my first placement choice?**

The Field Office makes an effort to place students in agencies where they will maximize their learning needs. However, the Field Office cannot make guarantees.

### **Do agencies hire students when they graduate? Which ones?**

Occasionally students will obtain employment with field agencies following graduation. There is no evident pattern of which agencies hire students after they graduate. Students can seek assistance from Career Services (SSC 212) on campus that provides such services as resume critics, career counseling, job listings, etc..



## Appendix 3.0 Internships, Department of Labor Regulations, and Social Work Field Education



COUNCIL ON SOCIAL WORK EDUCATION

STRENGTHENING THE PROFESSION OF SOCIAL WORK

*Leadership in Research, Career Advancement, and Education*

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### **Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

## Appendix 4.0 Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

**U.S. Department of Labor  
Wage and Hour Division**



### **Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act**

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

#### **Background**

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.\*

#### **The Test For Unpaid Interns**

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

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### **Similar To An Education Environment And The Primary Beneficiary Of The Activity**

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

### **Displacement And Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

### **Job Entitlement**

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

### **Where to Obtain Additional Information**

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

**For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).**

**U.S. Department of Labor**  
Frances Perkins Building  
200 Constitution Avenue, NW  
Washington, DC 20210

**1-866-4-USWAGE**  
TTY: 1-866-487-9243  
[Contact Us](#)

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\* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

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## Revision History

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| June 2017 | Reviewed and updated.<br>Field Instructor and Student Manuals combined.<br>BSW and MSW Field Manuals move to one document. |
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