

BRIGHAM YOUNG UNIVERSITY–HAWAII

BACHELOR OF SOCIAL WORK (BSW)



FIELD PRACTICUM MANUAL



Revised November 2025

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ROLES IN PRACTICUM LEARNING

SOCIAL WORK PROGRAM DIRECTOR

The Social Work Program Director assumes key responsibilities in curriculum development, overseeing the design and updates to the undergraduate social work program. This involves selecting courses, determining class sequencing, and ensuring compliance with accreditation standards. Additionally, the program director manages faculty within the social work program, handling recruitment, hiring, and evaluation processes. This role extends to providing support and guidance to faculty members and facilitating opportunities for their professional development. Furthermore, the program director plays a vital part in program evaluation and assessment, actively engaging in the ongoing process of assessing the program's effectiveness, including student learning outcomes and overall program goals. Feedback from students, faculty, and stakeholders is utilized to drive continuous improvements in the social work program.

FIELD EDUCATION DIRECTOR

The Field Education Director holds a multifaceted role, crucial to the success of the field education program. Responsible for program development and oversight, the Field Education Director designs policies, establishes guidelines for field placements, and ensures alignment with accreditation standards. The Field Education Director actively collaborates with social work agencies to identify suitable placements, negotiate agreements, and ensure alignment with the Social Work Program's educational objectives. Central to student placement, the Field Education Director assesses students' skills and needs to match them with appropriate field agencies. Additionally, the Field Education Director oversees orientation programs, providing information on agency expectations, ethical considerations, and professional behavior guidelines. The Field Education Director plays a pivotal role in supporting and guiding field instructors, addressing challenges, and ensuring effective supervision. Serving as a resource for students, the Field Education Director addresses concerns, guides professional development, and assists in navigating challenges. The role extends to assessing program effectiveness, ensuring adherence to ethical standards, managing crises within field placements, advocating for field education's importance, and supporting the professional development of field instructors, while staying informed about current trends and best practices in social work education. Overall, the Field Education Director plays a comprehensive and pivotal role in fostering a successful and ethically grounded field education experience.

FIELD LIAISON

The Field Liaison plays a crucial role in connecting theory to practice for social work students and is the primary instructor for SOCW 490 – Practicum Preparation Seminar. The Field Liaison facilitates discussions aimed at applying theoretical concepts from coursework to real-world scenarios encountered in field placements. Additionally, the Field Liaison supports students' professional development by addressing issues

related to professional identity, ethical decision-making, and the cultivation of essential social work skills. Topics such as cultural competence, self-awareness, and maintaining professional boundaries are explored to enhance students' overall competence. Furthermore, the Field Liaison engages students in discussions about ethical considerations, delving into dilemmas and challenges that may arise in field placements. This involves exploring ethical principles, codes of conduct, and decision-making processes used by social workers in navigating complex situations. In terms of skill development, the Field Liaison provides opportunities for students to practice and enhance specific social work skills through activities such as role-playing exercises and discussions on best practices in various social work interventions. After students are placed in their field agencies, the Field Liaison's contact with the student continues, including comments on weekly journals and video reflections, and monthly one-on-one meetings, either in person or virtually. The Field Liaison plays a crucial role in the Field Practicum Program, both during SOCW 490 – Practicum Preparation Seminar and during students' field placements.

STUDENT INTERNSHIP TEACHING ASSISTANT

The Student Internship Secretary plays a key role in facilitating student placements by coordinating with field agencies to secure internship opportunities. This involves communicating with potential placement sites, managing placement agreements, and ensuring alignment with program requirements. A significant part of this role entails meticulous documentation and record-keeping, maintaining accurate records of student placements, including agreements, background checks, and other necessary paperwork. The Student Internship Secretary is also involved in problem-solving, addressing issues related to internships, resolving conflicts, and ensuring a seamless experience. Additionally, the Student Internship Secretary contributes to program improvement by assisting in the collection of feedback from students, field instructors, and agencies through evaluations and surveys, thereby enhancing the overall quality of internship experiences.

STUDENT OFFICE ASSISTANT

Social work student assistants play a multifaceted role within the social work program. Student assistants contribute to communication efforts by responding to emails and maintaining student communication. Additionally, student assistants may provide peer support, serving as mentors and helping fellow students acclimate to the program, addressing coursework queries, and offering general guidance. Moreover, student assistants may engage in data collection and analysis for program evaluation, gathering feedback from students, compiling statistics, enhancing communication, providing peer support, and contributing to the assessment of program effectiveness.

SIGNATURE PEDAGOGY – FIELD EDUCATION

EDUCATIONAL POLICY 3.3 – SIGNATURE PEDAGOGY: FIELD EDUCATION

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

The Field Education Program at Brigham Young University–Hawaii is a signature pedagogy in social work education, uniquely combining rigorous academic study with practical field experience. This field education program is dedicated to shaping future social work professionals who are academically proficient and uphold the highest ethical standards, cultural sensitivity, and competence in their professional lives. The field education program believes that learning extends beyond the classroom and into the dynamic fieldwork environment. This approach enables students to apply their theoretical knowledge in real-world situations, fostering a deep and comprehensive understanding of the social work profession. The curriculum is meticulously crafted to balance academic learning with hands-on field experiences, ensuring a well-rounded education that values both aspects equally.

Ethical and professional behavior are cornerstones of the program. Students are instilled with values of integrity, respect, and ethical judgment, preparing them to face the diverse challenges of social work with moral certainty. The curriculum is enriched with human rights principles and adheres to global and national social work ethical codes. This empowers students to champion social, racial, economic, and environmental justice. The field education program strongly emphasizes anti-racism, diversity, equity, and inclusion, incorporating these as educational concepts and living principles. This fosters an inclusive learning environment where all students can thrive. The field education program also recognizes the evolving nature of social work and the diverse needs of students; adaptability and an innovative approach characterize the field education program. The field education program is at the forefront of integrating technology and

interdisciplinary methods into teaching and field experiences, preparing students for the current and future challenges of the profession.

As students progress through their educational journey, the field education program ensures systematic design, supervision, coordination, and evaluation. This alignment with core social work competencies guarantees that graduates are thoroughly prepared for their professional roles and can make meaningful contributions to the communities they serve.

EXPECTED OUTCOMES FOR THE FIELD PRACTICUM

The Field Education Program at Brigham Young University–Hawaii is an integral part of the social work education process, skillfully blending academic knowledge, skills, and values with practical application in real-world agency settings. Under the mentorship of experienced field instructors, students engage in a journey of professional development and increased responsibility.

The field practicum is in line with the Council on Social Work Education (CSWE) standards, emphasizing nine core competencies for Bachelor of Social Work (BSW) graduates. The field education program at Brigham Young University–Hawaii ensures that students exhibit these competencies during their practicum placements, equipping them with the necessary skills and knowledge for their professional careers.

The field practicum is tailored to provide a diverse range of experiences in various helping roles and processes, enabling students to apply and adapt the generalist skills they have learned to different settings. As their competence grows, students progressively achieve greater autonomy and independence in their practice.

Students participating in the field practicum are expected to demonstrate the following core competency identified by the Council on Social Education (CSWE):

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

ACCREDITATION STANDARD 3.3.1 – GENERALIST PRACTICE OPPORTUNITIES

The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies with all system levels: individuals, families, groups, organizations, and communities in field settings.

ENSURING GENERALIST PRACTICE OPPORTUNITIES IN FIELD EDUCATION

The Social Work Field Education Program at Brigham Young University–Hawaii is designed to provide comprehensive generalist practice opportunities for all students. This framework is geared towards fostering the development and application of the nine essential social work competencies identified by the Council on Social Work Education (CSWE). Students engage across each of the various system levels, including work with individuals, families, groups, organizations, and communities. By offering these tailored experiences, the program ensures that its students receive a comprehensive, relevant, and ethically grounded education, preparing them to meet the diverse needs of the communities they will serve in their future social work careers.

For individual practice, students are placed in settings where they observe and assist with one-on-one interactions under professional supervision. This approach enables them to develop skills in assessment, intervention, and evaluation while understanding the dynamics of personal-level social work. They gain insights into individual needs and challenges without directly engaging in counseling, thereby adhering to the program’s guidelines.

Family practice opportunities are structured to allow students to learn about family dynamics and the unique challenges that families face. In these settings, students observe and contribute to family-focused interventions and programs, gaining a deeper understanding of family systems theory and its application in social work.

In group practice settings, students are involved in observing and supporting group activities and dynamics. These experiences are invaluable for understanding group behavior, dynamics, and the principles of group work in social work practice. Students learn how to facilitate and contribute to group processes, which is a crucial skill in many aspects of social work.

In the Field Education Program at Brigham Young University–Hawaii, students delve into the operational aspects of social work agencies and institutions at the organizational level. This exposure allows them to develop a clear understanding of policy formation, program implementation, and the dynamics within organizations. In community practice, students are engaged in wider social contexts, equipping them with the knowledge and skills necessary for community development, advocacy, and fostering social change.

The Field Education Program’s approach to generalist practice is carefully designed to cater to the diverse learning paths and career aspirations of its students. This comprehensive approach encompasses both traditional and innovative field placements, offering a broad spectrum of experiences across various social work settings. For students with specialized interests, the program provides tailored opportunities that align their field education with their specific goals.

The Field Education Program also incorporates virtual placements and technology-enhanced learning. This integration ensures that the educational experience remains up-to-date and accessible, catering to the

diverse needs of the student body and reflecting the dynamic landscape of social work. Additionally, the program is characterized by its ongoing collaboration with field agencies and community partners, ensuring that field experiences stay in line with contemporary practice trends and the evolving needs of society. Such a strategic and multifaceted approach is fundamental in preparing graduates to demonstrate essential social work competencies across various professional environments proficiently.

ACCREDITATION STANDARD 3.3.3 – FIELD EDUCATION HOUR REQUIREMENT

The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.

DURATION AND TIMING OF THE FIELD PRACTICUM

The Bachelor of Social Work Program at Brigham Young University–Hawaii is strategically structured as a five-semester program. The initial four semesters are dedicated to face-to-face classroom instruction, culminating in the final semester, which is reserved for the student’s field practicum experience. This crucial phase of the program requires students to intern with a social services agency for at least 425 hours during the semester. Utilizing a 15-week semester model, students are expected to contribute approximately 30 hours each week to meet this requirement. These 425 hours must be completed within the timeframe spanning the first day of classroom instruction to the last day of final examinations, as per the University calendar. Additionally, all hours must be accumulated at a single agency, unless an exception is granted by the Field Education Director and the Social Work Program Director.

In line with Council on Social Work Education (CSWE) accreditation standards, which stipulates a minimum of 400 hours of field education for baccalaureate programs, the Brigham Young University–Hawaii Social Work Field Education Program employs the Intern Placement Tracking (IPT) system to monitor practicum hours. This system is instrumental in monitoring students’ hours, allowing field instructors to verify and sign off on students’ weekly hours. The Student Internship Secretary also plays a pivotal role in this process. The Student Internship Secretary diligently monitors student practicum hours on a weekly basis and reports them to the Field Education Director during biweekly meetings. This meticulous tracking and reporting mechanism ensures that students are on track to complete the necessary 425 hours, aligning with the field education program’s commitment to providing a robust and comprehensive field education experience.

TRANSPARENCY IN THE ARTICULATION OF FIELD HOUR REQUIREMENT

Within the Field Education Program at Brigham Young University–Hawaii, transparency and clear communication regarding field education requirements are important. First and foremost, the Field Education Program’s 425 hour practicum requirement is clearly published in this Field Practicum Manual, which is readily available to students and field personnel on the Social Work Program’s website (<https://esw.byuh.edu/social-work-program>). In addition, the program ensures that students are well-

informed during the Practicum Preparation Seminar (SOCW 490) of the total hours required for their field practicum. Students are reminded of the 425 hour requirement in both the SOCW 490 – Practicum Preparation Seminar and SOCW 491R – Field Practicum syllabi, which are located in the appendices of this Field Practicum Manual. Another important tool that is used to articulate the hour requirement is the Internship Contract (included in an appendix to this Field Practicum Manual), which clearly states the required hours of 425. Field personnel, including field instructors and agency partners, are actively engaged in this process through collaborative meetings and ongoing communication to ensure a shared understanding of the program’s expectations. Regular updates and feedback mechanisms are established to address any questions or concerns, fostering a supportive environment that encourages open dialogue between students and field personnel. By articulating the field hour requirement in a transparent and accessible manner, the field education program aims to empower students and field personnel to navigate their roles with confidence and a clear understanding of the valuable learning opportunities afforded by the field education component.

ACCREDITATION STANDARD 3.3.4 – FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS

The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

IDENTIFYING AND APPROVING FIELD EDUCATION SETTINGS

An important concern for the Social Work Field Education Program at Brigham Young University–Hawaii is the provision of quality social work settings for students to complete their field practicum. All agencies interested in hosting social work interns are required to fill out the Brigham Young University–Hawaii Social Work Internship Agency Approval Form. This form, once completed, is submitted to the Field Education Director, who exercises discretion in approving or denying the agency. Factors considered in this decision include the agency’s operational history, its ability to offer generalist social work practice opportunities with direct client contact, and the presence of experienced social workers who can serve as field instructors, among other criteria. The Social Work Internship Agency Approval Form is available in Appendix III of this manual.

There are typically three ways an agency may connect with the Social Work Field Education Program at Brigham Young University–Hawaii to become a field practicum setting. The first is through the proactive recruitment of the Field Education Director. The second avenue is when an agency independently contacts the Field Education Director to discuss potential intern placements. The third scenario involves a student independently seeking out an agency for their practicum. All of these avenues, while diverse, require undergoing the approval process outlined above.

The review process for these agencies is thorough, ensuring that they can provide experiences aligned with the nine core competencies outlined by the Council on Social Work Education (CSWE). Once an agency proves that they can meet these criteria, the next step is signing a Memorandum of Understanding, which finalizes

the approval process. The Field Education Director maintains ongoing communication with field instructors throughout the year for training and updates, ensuring a consistent and quality relationship for future placements. This comprehensive approach of identifying and approving field education settings is not only in line with the competency standards set by CSWE but also reflects the global and diverse nature of the student population at Brigham Young University–Hawaii.

ENGAGING WITH FIELD SETTINGS

The Social Work Field Education Program at Brigham Young University–Hawaii strives to maintain regular contact with each field setting with whom students are currently placed. Three main avenues are typically utilized to maintain contact with these field settings: site visits, telephone contact, and email contact.

Site visits are the preferred method of contact with current field practicum placements. Site visits typically include a tour of the facility, meetings with the field instructor and student, and an introduction to the agency director, if available. As a general rule, current placement sites on the island of O‘ahu will be visited in person at least once each semester. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. It is the intention of the Field Education Director to make at least one trip to the United States mainland or an international location each year, but these visits are again dependent on administration approval and budgetary constraints.

When site visits with current placement locations are not possible, the Field Education Director will make telephone or virtual contact with the agency at least once each semester. Telephone or virtual contact may also be used as a supplement, even when site visits occur, as a means of resolving issues, answering questions, or arranging future placements. It is hoped that agencies will feel comfortable contacting the Field Education Director to discuss any questions or concerns they may have.

Email contact should also be used to supplement site visits and telephone or virtual contact, but alone is not a sufficient form of communication with current field practicum placements. Again, email contact may be used as a means of resolving issues, answering questions, or arranging future placement and agencies should feel free to email the Field Education Director or the Student Internship Secretary at any time. Email contact should be used to maintain periodic contact with field practicum agencies that do not have students currently placed with them as well. Annual field instructor trainings and other events provide an additional form of contact with field settings.

ORIENTING, ENGAGING, AND EVALUATING FIELD INSTRUCTORS

The Social Work Field Education Program at Brigham Young University–Hawaii prioritizes our students’ experience in their field practicum, which is made possible through our selection of highly qualified field instructors. Field instructors are selectively chosen and have to meet certain requirements in order to be approved by the Field Education Director. When orienting field instructors, it is of the utmost importance

that they are trained adequately and made aware of the standards of the Field Education Program here at Brigham Young University–Hawaii. To ensure their preparedness, they will need to complete the New Social Work Field Instructor Training on the Intern Placement Tracking (IPT) website, which is used throughout the internship process. This training includes a plethora of instruction regarding the expectations and responsibilities of a field instructor. A copy of the New Social Work Field Instructor Training is available in Appendix XII of this Field Practicum Manual.

After field instructors complete the orientation process by submitting the New Social Work Field Instructor Training, and after they have had a student intern placed at their agency, engagement with the field instructor is ongoing through site visits, regular phone or email communication, and annual field instructor trainings. During site visits, a meeting with the field instructor and the student is a key component of the process. This allows the Field Education Director and the field instructor an opportunity to get to know each other and to build a solid working relationship. When site visits are not possible, due to the agency being located off-island, telephone or virtual contact with the field instructor takes place instead. Beyond the site visit, field instructors are invited to contact the Field Education Director via telephone or email at any time to address questions or concerns. The Student Internship Secretary also maintains regular email contact with field instructors to make them aware of important dates and field education program updates. Annual field instructor training is also conducted by the Field Education Director. Current field instructors are regularly invited to attend Social Work Graduation Banquets and are recognized at those events as a thank you for their services, to celebrate our graduates – including the student(s) placed at their organization, and to allow field instructors an opportunity to get to know Social Work Program faculty and staff as well.

To evaluate field instructors and field settings, the Social Work Field Education Program has created three main outlets that are involved in this process, which include site visits, internship evaluations by the student, and internship evaluations by the field instructor.

Site visits allow the Field Education Director to actually see the agency in person, meet some of the people employed by the agency, and see the student in their actual placement setting. Site visits typically include a tour of the facility, meetings with the field instructor and student, and an introduction to the agency director, if available. As a general rule, current placement sites on the island of O‘ahu will be visited in person at least once each semester. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. It is the intention of the Field Education Director to make at least one trip to the United States mainland or an international location each year, but these visits are again dependent on administration approval and budgetary constraints. When site visits with current placement locations are not possible, the Field Education Director will make telephone or virtual contact with the agency at least once each semester.

Another key component in evaluating field setting effectiveness is internship evaluations completed by our students. Prior to the last day of their field practicum placement, students are required to complete the Brigham Young University–Hawaii Social Work Internship Evaluation by Student. As part of this evaluation, students are asked to rate their experiences in their field practicum agencies and their experiences with their

field instructor. A wide range of topics are covered, including interactions with agency employees, workloads, ethical practices, physical facilities, morale, knowledge and experience of the field instructor, availability of the field instructor, supervision, opportunities for interaction with clients, and opportunities for independence, among numerous other measures. Student responses are tremendously valuable in evaluating field setting effectiveness and helpful in identifying concerns that need to be addressed. Questions are also asked about the student's experience with the Brigham Young University – Hawaii's Social Work Field Education Program as a whole. The Brigham Young University–Hawaii Social Work Internship Evaluation by Student can be found in Appendix VII of this manual.

Finally, Social Work Intern Evaluation(s) by Field Instructors (located in Appendix VI of this Field Practicum Manual) are a crucial component in assessing field instructor and field setting effectiveness. During these evaluations, field instructors rate students across the twenty essential practice behaviors identified by the Council on Social Work Education (CSWE). It is essential that these practice behaviors are given the opportunity to be demonstrated during the practicum placement. Effective field instructors and field settings should enable students to engage in each of the practice behaviors identified.

When evaluating students, field instructors should consider each practice behavior, even if a student had limited opportunities to demonstrate it. This approach ensures a comprehensive assessment of the student's experience and abilities. Patterns of consistently low ratings in specific practice behaviors, particularly if these patterns are not mirrored by students in other placement settings, could highlight potential areas of concern with the field instructor or agency. Such trends may signal a need for the agency to reevaluate its practicum opportunities or indicate the necessity for additional training or support for the field instructor. This evaluation process is integral to maintaining the quality of field education and ensuring that students are placed in environments where they can fully develop their social work skills.

ARTICULATION OF FIELD SETTING AND FIELD INSTRUCTOR PROCESSES AND PROCEDURES

The Brigham Young University–Hawaii Social Work Field Education Program adopts an inclusive and comprehensive approach to effectively communicate the field education process to both students and field personnel. First and foremost, the Field Education Program's field instructor and field education setting processes and procedures are clearly published in this Field Practicum Manual, which is readily available to students and field personnel on the Social Work Program's website (<https://esw.byuh.edu/social-work-program>). Another important aspect of communication with students is the Practicum Preparation Seminar (SOCW 490), designed to provide students with an extensive orientation that includes field instructor and field education setting processes and procedures. Additionally, the field education program ensures continuous and updated communication through regular email briefings from the Student Internship Secretary, keeping everyone informed about key developments and dates. Timely announcements and reminders also play a crucial role in maintaining awareness and preparedness among all participants. Importantly, the program holds annual training for field instructors and other field personnel, aimed at updating their skills and knowledge, ensuring that they are well-equipped to guide and support students effectively. This multifaceted communication approach, encompassing a preparatory seminar, a

comprehensive manual, ongoing updates, and regular training, is tailored to ensure that all involved in the field education process, whether students or field personnel, receive the necessary support and information needed for a successful educational journey.

ACCREDITATION STANDARD 3.3.5 – STUDENT PROCESSES AND PROCEDURES

The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies.

PREREQUISITES OF THE FIELD PRACTICUM

In preparation for their field practicum in the Social Work Field Education Program at Brigham Young University–Hawaii, students are required to successfully complete all social work classes required for graduation with a grade of C- or better. This prerequisite is crucial to ensure a strong foundation in classroom knowledge before students embark on their practicum, during which they observe and apply social work skills under professional guidance. Due to challenges unique to the University’s rural setting, limited availability of local social services agencies, and transportation constraints, students may need to complete their field practicum in their home countries or on the United States mainland. Exceptions to the completion of required classes require unanimous approval from the full-time social work faculty. Students who fulfill all graduation requirements, including successful completion of social work classes, may choose to participate in a graduation ceremony either before or after completing their field practicum. It is also emphasized that all degree requirements, including classes for pursued minors, must be met before commencing the field practicum, and no other classes may be taken during a student’s internship.

INTERNSHIP PLACEMENT PROCESS

The internship placement process within the Social Work Field Education Program at Brigham Young University–Hawaii is a cooperative effort between the student and the Field Education Director. The internship placement process involves six main steps:

- 1) The student enrolls in SOCW 490 – Practicum Preparation Seminar (Seminar) during the semester before their field practicum, which is typically also their last semester of classroom instruction. During Seminar, the internship placement process will be discussed in detail and students will be given instructions that will aid them in their search for a field practicum placement. Seminar will also include activities to help the student build their resume, increase their interviewing skills, and strengthen their confidence in contacting and communicating with potential field practicum placements.
- 2) Upon enrollment in the Seminar (SOCW 490), students are tasked with a dual submission to prepare for their field practicum placement. First, they must complete the Social Work Internship Application, which includes a logistics form, detailing transportation and housing plans. This application is

distributed in the first Seminar class and must be submitted to the Field Education Director by the second class. The Field Education Director utilizes this information to confirm the student's eligibility and suggest suitable agency placements. The Brigham Young University–Hawaii Social Work Internship Application can be found in Appendix I of this manual. Concurrently, students must develop an E-Portfolio, comprising a cover letter, a resume, and a 3-5 minute introductory video. This E-Portfolio is used to present the student's profile to potential field instructors and is pivotal in the matching process for the subsequent semester's field practicum placement. Both the application and E-Portfolio are instrumental in facilitating an informed and personalized placement process.

- 3) The student meets with the Field Education Director one-on-one during the third week of the Seminar (SOCW 490). During this meeting, potential field practicum placements will be discussed and the student will be given a list of agencies that have been approved for placement. Students may choose an agency that is not on the approved list, but the agency must go through the approval process (located in the Selection of Field Practicum Settings section of this manual) before the student signs an Internship Contact with the agency. This meeting can also be used to discuss potential concerns that the student or the Field Education Director may have and to provide the student with individualized instruction and advice.
- 4) During this step, the Field Education Director, the Field Liaison, and the Social Work Program Director collaborate in a meeting to match students with field agencies. Each student's application, logistics form, E-Portfolio, and notes from personal interviews are carefully reviewed to align student strengths and preferences with agency opportunities. This deliberation ensures that placements are conducive to the student's educational goals and the agency's requirements. Once the ideal placement for each student is determined, the Student Internship Secretary sends out individual emails to inform students of the agency recommended by the collaborative review meeting, initiating the next phase of their field placement search.
- 5) Upon receiving their agency recommendation, the student reaches out to the field practicum agency to express interest and inquire about the opportunity to intern. This includes arranging and participating in an interview with the potential field instructor to discuss the practicum's terms and expectations. If the agency confirms availability and mutual interest is established during the interview, the student proceeds to sign a placement agreement form. This document formalizes the student's commitment to complete their field practicum at the agency. Should the agency decline, or the student choose not to accept the recommended placement, the student is responsible for finding an alternative placement that meets the educational standards and objectives set by the Social Work Field Education Program.
- 6) During this final step, the Internship Contact is correctly completed. This includes obtaining signatures from the agency director (or authorized representative), the field instructor, and the student, and then presenting the contract to the Field Education Director for final approval. After the Field Education Director has given final approval and signed the contract, the student is responsible for taking the signed contract to Career Services so they can be registered for their field practicum. The completion of an Internship Contract is considered a binding agreement between the Social Work Field Education Program at Brigham Young University–Hawaii, the field practicum agency, and

the student. The Brigham Young University–Hawaii Social Work Field Practicum Contract can be found in Appendix IV of this manual.

INTERNSHIP PLACEMENT PROCESS

Practicum Preparation Seminar
Enrollment (SOCW 490)



Internship Application and E-
Portfolio Submission



One-on-One Meeting with
Field Education Director



Collaborative Placement
Review Meeting



Student Agency Contact and
Interview



Internship Contract
Completion and Registration

MONITORING AND SUPPORTING STUDENTS IN FIELD PLACEMENTS

Monitoring and supporting students in field practicum placements involve four main components: field instructor supervision, completion of student journals, meetings between the student and Field Liaison, and site visits with the Field Education Director. Each of these will be discussed in detail below.

Field instructors represent the closest form of monitoring and supporting that the student will receive while in their field practicum placement. Field instructors typically work side-by-side with students and are asked to provide at least one hour of supervision to the student each week. Field instructors, in particular, are responsible for ensuring that students comply with agency policies, follow agency safety protocols, engage in ethical practice, and display professionalism in their placement. Field instructors are likely to become aware of potential issues or concerns with students earlier than others, and they are encouraged to contact the Field Education Director to discuss these concerns. The student, field instructor, and Field Education Director will then work together to resolve any identified issues.

Another form of monitoring and supporting will take place as the student completes weekly journals and turns them in to the Field Liaison. After the first week of placement, and every other week thereafter, students are required to submit a 300+ word written journal to the Field Liaison, which provides them an opportunity to discuss any concerns that they may have with their placement and gives the Field Liaison an update on how things are progressing in their placement. The Field Liaison will regularly comment on student journals, providing advice and encouragement. Should any concerns arise that warrant further discussion, the Field Liaison will communicate these to the Field Education Director, prompting a meeting with the student and field instructor to address the issue.

Following the second week of placement, and every other week thereafter, students must submit a 3+ minute video reflection on their practicum experience thus far. They are also given the opportunity to watch the video reflections of their peers. This practice allows students to compare and contrast their experiences with others', potentially uncovering ways to enhance or improve their own practicum. Video reflections also afford the Field Liaison additional insight into the student's progress in their placement.

As an integral component of the field practicum, students are also required to engage in a monthly face-to-face meetings with the Field Liaison, which can occur in person or virtually. These sessions are an avenue for students to articulate what they have learned during their practicum and to voice any concerns about their placement. They also offer the Field Liaison a chance to guide the student in drawing connections between classroom learning and field practice, integrating theory with social work practice, and processing their field experiences. These face-to-face meetings are a vital element of ongoing student supervision and support.

Finally, site visits are also conducted as a means of monitoring and supporting students in their field practicum placements. As a general rule, current placement sites on the island of O'ahu will be visited in person at least once each semester. Site visits will typically be conducted by the Field Education Director, but may be conducted by a designee if needed. Site visits should include a tour of the facility, meetings with the field instructor and student, and an introduction to the agency director, if available. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are

dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. The Field Education Director intends to make at least one trip to the United States mainland or an international location each year, but these visits are again dependent on administrative approval and budgetary constraints. When site visits with current placement locations are not possible, the Field Education Director will make telephone or virtual contact with the student's field instructor at least once each semester.

SUPPORTING STUDENT SAFETY

Student safety in field practicum placements is of paramount importance within the Social Work Field Education Program at Brigham Young University–Hawaii. As previously mentioned, during the semester before their field practicum experience, students are required to complete the SOCW 490 – Practicum Preparation Seminar (Seminar). Safety issues are highlighted throughout Seminar, but one full hour of instruction during Seminar is dedicated specifically to safety issues and concerns. Special trust is also placed upon field instructors to ensure that students are safe while they complete their field practicum within their agency.

Students are asked to take reasonable precautions in their field practicum placements, such as ensuring that they always have a working cell phone with them, traveling and making visits in pairs when possible, making sure that someone always knows where they are and when they plan to return, avoiding dangerous areas at night, and always being willing to ask for a police escort when their safety may be in question. Students are invited to discuss any safety concerns they may have with their field instructor or the Field Education Director at any time.

Please note that Brigham Young University–Hawaii provides liability insurance for student interns in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate amount. As students, interns remain eligible to receive mental health counseling and support from the University Counseling Center.

EVALUATING STUDENT LEARNING

Evaluating student learning in the field practicum placement within the Social Work Field Education Program at Brigham Young University–Hawaii is a cooperative process between the field instructor and the Field Education Director. Prior to the third week in placement, a Social Work Internship Learning Agreement is completed, identifying mutually agreed-upon activities and tasks designed to develop the nine core competencies outlined by the Council of Social Work Education (CSWE). This agreement guides the student's progress, with the field instructor monitoring and evaluating. Before the student's last day of the field placement, the field instructor completes an Intern Evaluation by Field Instructor, rating the student on the twenty required practice behaviors identified by CSWE and suggesting a letter grade for the student. The Field Education Director conducts a comprehensive review, engaging in biweekly meetings with the Field Liaison, who makes monthly face-to-face meetings with students. Written journals and video reflections, submitted every other week, provide continuous reflection and engagement in the learning process. This

multifaceted approach, combining various assessments and regular communication, ensures thorough support and assessment of the student's academic and professional growth in the field placement.

ARTICULATION OF STUDENT PROCESSES AND PROCEDURES

The Brigham Young University–Hawaii Social Work Field Education Program adopts a multifaceted approach to ensure comprehensive communication about the field education process with students and field personnel. First and foremost, the Field Education Program's student processes and procedures are clearly published in this manual (p. 15-21), which is readily available to students and field personnel on the Social Work Program's website (<https://esw.byuh.edu/social-work-program>). Another important aspect of this approach is the Practicum Preparation Seminar (SOCW 490), designed to thoroughly orient students to the field education program, covering essential aspects such as student placement, ongoing support, safety protocols, and evaluation methods aligned with the social work competencies. Additionally, the field education program ensures continuous and update communication through regular email briefings from the Student Internship Secretary, keeping everyone informed about key developments and dates. Timely announcements and reminders also play a crucial role in maintaining awareness and preparedness among all participants. Importantly, the program holds annual trainings for field instructors and other field personnel, aimed at updating their skills and knowledge, ensuring that they are well-equipped to guide and support students effectively. These varied methods of communication, from the preparatory seminar and comprehensive manual to regular emails and announcements, help ensure that every participant in the program is well-informed, prepared, and supported throughout their field education journey.

ACCREDITATION STANDARD 3.3.6 – FIELD INSTRUCTOR QUALIFICATIONS AND ASSIGNMENT

The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.

CREDENTIALS AND PRACTICE EXPERIENCE OF FIELD INSTRUCTORS

The Brigham Young University–Hawaii Social Work Field Education Program requires all field instructors to have a baccalaureate or master's degree in social work from a program accredited by the Council on Social Work Education (CSWE) and at least two years of post-social work degree practice experience in social work. For field instructors holding an international social work degree, that degree must be evaluated and approved by the International Social Work Degree Recognition and Evaluation Services section of CSWE.

The process for becoming a field instructor within the Brigham Young University–Hawaii Social Work Field Education Program is comprehensive and is designed to meet the diverse and inclusive needs of our students. This process begins with the submission of a detailed application. Prospective field instructors are required to complete the Brigham Young University–Hawaii Social Work Field Instructor Application, which can be found in Appendix VII of this manual.

Upon receipt of this application, the Field Education Director undertakes a thorough review. This review serves a dual purpose: first, it assesses the qualifications of the prospective field instructor to ensure that they meet the qualification standards. Second, and crucially, it involves formulating a supervision plan that is not only tailored to meet the specific educational and professional needs of the student, but also addresses the need for diversity and inclusion in field settings.

This tailored approach to supervision reflects the field education program's commitment to providing an education that respects and includes a wide range of perspectives and experiences. Recognizing the unique challenges and opportunities that come with diverse field placements, especially in international contexts, our supervision plans are designed to ensure that all students, regardless of their background or placement location, receive the guidance and support they need to succeed in their field education.

PROVIDING FIELD INSTRUCTION WHEN A QUALIFIED INDIVIDUAL IS UNAVAILABLE

In the Brigham Young University–Hawaii Social Work Field Education Program, we understand the unique challenges presented by the global landscape of social work education. For our social work students placed internationally, particularly in regions where the profession may not be as well-established, we have developed a robust system to ensure the availability of qualified supervision. In situations where local, qualified field instructors are not available, the Field Education Director or the Field Liaison, both of whom meet all education and professional experience requirements, will step in and provide one-on-one supervision for at least one each week. This will be conducted virtually, leveraging technology to deliver consistent and quality guidance to our students, wherever they may be placed around the world.

The process for assigning a qualified field instructor is meticulous and deliberate. When an individual with the required degree and professional experience is not available in the field setting, the program carefully outlines alternative supervision arrangements. This includes the possibility of students in such areas meeting with the Field Education Director to identify a potential external field instructor. If an external field instructor cannot be secured, a comprehensive plan is developed for the Field Education Director or the Field Liaison to provide supervision.

This commitment to providing supervision, regardless of geographical location, not only aligns with our dedication to advancing human rights and social, racial, economic, and environmental justice, but also fosters a more inclusive and accessible educational environment. It allows students from around the globe to participate in a practicum that champions these values, ensuring that students, regardless of their location, have equal opportunities to engage in and contribute to diverse social work practices. This addition underscores the field education program's commitment to promoting equity and accessibility, reflecting the core values of social work and aligning with the mission of Brigham Young University–Hawaii.

ARTICULATION OF FIELD INSTRUCTOR POLICIES AND PROCEDURES

The Brigham Young University–Hawaii Social Work Field Education Program ensures that the processes for assigning qualified field instructors and providing necessary supervision are clearly communicated to both

students and field personnel. This is systematically achieved through the Practicum Preparation Seminar (SOCW 490), where students are not only introduced to our policies, but also learn about our unwavering commitment to provide supervision, especially in cases where local qualified staff or external supports are unavailable. We further reinforce this commitment through specialized training programs for potential field instructors and detailed guidance in this Field Practicum Manual. The Field Practicum Manual is readily available to students and field personnel on the Social Work Program's website (<https://esw.byuh.edu/social-work-program>). These comprehensive educational tools serve to inform and prepare all involved parties, helping to ensure a thorough understanding of our supportive and adaptive approach to field education. Our dedication to facilitating quality supervision underpins our efforts to create an inclusive and accessible learning environment for all our students, regardless of their geographical location or the availability of local resources.

ACCREDITATION STANDARD 3.3.7 – CO-OCCURRING FIELD EDUCATION AND EMPLOYMENT

The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and generalist practice. Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

CO-OCCURRING FIELD EDUCATION AND EMPLOYMENT POLICY

The Brigham Young University–Hawaii Social Work Field Education Program has developed a detailed policy for field placements in organizations where students are also employed. This policy is in accordance with Accreditation Standard 3.3.7 and emphasizes employment integration with field education. The policy allows field placements within a student's place of employment, provided that the tasks and assignments completed during internship hours are directly linked to the nine core social work competencies and generalist practice. This ensures that the field hours within employment settings are educationally relevant and contribute significantly to the student's academic and professional development.

In terms of supervision, the policy permits the field instructor to be the same individual as the employment supervisor, with the condition that at least one hour of supervision for field education is provided each week, distinctly separate from employment supervision. This separation is critical to focusing on educational objectives and ensuring effective learning during the field placement.

In order for a student to undertake a field placement in their place of employment, the student and employer must complete the Social Work Employer-Integrated Field Placement Proposal Form (located in Appendix VIII of this manual). This form is a critical part of the process, as it documents how the proposed field placement

aligns with educational objectives and competencies. Completing this form is mandatory for obtaining approval for the field placement.

When a student becomes unemployed in an organization where field education coincides with employment, the program provides guidance and support to assist the student in continuing their field education in the same setting or transitioning to a new placement. The student should notify the Field Education Director immediately upon their discharge from employment. The Field Education Director, field instructor, and student will then work together to determine whether continuing the student's field education in the same setting is feasible. If not, the Field Education Director and the student will develop a plan to transition the student to a new placement. If a plan can be implemented promptly, the student may still be able to complete their field practicum that semester. In situations where a prompt transition cannot be completed, the student may need to finish their field practicum the following semester.

ARTICULATION OF CO-OCCURRING FIELD EDUCATION AND EMPLOYMENT POLICY

The program ensures that these policies are clearly communicated to students and field personnel through the Practicum Preparation Seminar (SOCW 490), Field Practicum Manual, orientation sessions, and consistent updates from the Field Education Program. The Field Practicum Manual is readily available to students and field personnel on the Social Work Program's website (<https://esw.byuh.edu/social-work-program>). This comprehensive approach ensures that all parties involved are well-informed and prepared to navigate the complexities of integrating employment with field education. Lastly, this policy is designed to provide flexibility and robust support to students in diverse placement scenarios. This approach reflects the Brigham Young University–Hawaii Social Work Field Education Program's dedication to offering an educational experience that is diverse, inclusive, and adheres to the highest standards of social work education.

INVOLUNTARY TERMINATION OF FIELD PLACEMENT

In cases where a student's performance in their field placement raises concerns about successful completion, removal from the placement may be considered. This decision may be based on factors such as a lack of appropriate knowledge, skills, behavior, or values consistent with the social work profession. Incompatibility with professional social work values, endangering practices, serious violations of ethical codes, consistent inability to form productive relationships, or serious personal problems that hinder effective work in the practicum are cited as potential reasons for removal. The emphasis is on maintaining the integrity and standards of the social work profession, prioritizing the well-being and safety of clients, agencies, the University, and fellow students.

APPENDIX I – SOCIAL WORK INTERNSHIP APPLICATION

Brigham Young University–Hawaii

SOCIAL WORK INTERNSHIP APPLICATION

Name: _____ Phone #: _____

Gender: _____ Birthdate: _____ Race/Ethnicity: _____

Local Address: _____

Home Address: _____

Email Address: _____

Emergency Contact: _____ Phone #: _____

When do you plan to complete your internship? (write the year in the blank provided)

Fall _____ Winter _____

Please indicate which of the following courses you have taken (and the grade received), which you are currently enrolled in, and which you are planning to take in the future (and when):

Social Work Foundation Courses

SOCW 357 – HBSE Completed _____ Currently Enrolled Planned _____

SOCW 366 – Policy Completed _____ Currently Enrolled Planned _____

SOCW 371 – Values & Ethics Completed _____ Currently Enrolled Planned _____

SOCW 372 – ADEI Completed _____ Currently Enrolled Planned _____

SOCW 486 – Stats / Research Completed _____ Currently Enrolled Planned _____

Social Work Practice Courses

SOCW 362 – Individual Completed _____ Currently Enrolled Planned _____

SOCW 364 – Group Completed _____ Currently Enrolled Planned _____

SOCW 462 – Macro Completed _____ Currently Enrolled Planned _____

Social Work Exploration Courses (Must Complete 5 Courses)

SOCW 368 – API Completed _____ Currently Enrolled Planned _____

SOCW 390R – Special Topics Completed _____ Currently Enrolled Planned _____

SOCW 463 – Child Welfare Completed _____ Currently Enrolled Planned _____

SOCW 468 – Mental Health Completed _____ Currently Enrolled Planned _____

SOCW 469 – Aging Completed _____ Currently Enrolled Planned _____

SOCW 470 – Substance Abuse Completed _____ Currently Enrolled Planned _____

SOCW 471 – Medical S.W. Completed _____ Currently Enrolled Planned _____

SOCW 474 – School S.W. Completed _____ Currently Enrolled Planned _____

Required Field Practicum Preparation (Semester Prior to Field Practicum)

SOCW 490 – Prep. Seminar Completed _____ Currently Enrolled Planned _____

*** Please note that all courses listed above must be successfully complete with a C- or higher prior to beginning your internship placement.

What relevant volunteer or employment experience do you have?

What languages do you speak, other than English? _____

What potential barriers to successful completion of your internship do you anticipate?

Have you ever been convicted of a felony?

Yes No

If yes, please explain: _____

Do you already have a confirmed internship placement? Yes No

If yes, please list: agency name, qualifications (MSW or BSW on staff, years of experience), and contact information: _____

What other information could assist in matching you with a potential internship site?

*** Please submit this form to the Student Internship Secretary in person (MCK 140A) or by email at socialwork@byuh.edu.

APPENDIX II – SOCIAL WORK INTERNSHIP LOGISTICS FORM

Brigham Young University–Hawaii

SOCIAL WORK INTERNSHIP LOGISTICS FORM

Introduction

The Social Work Field Education Program at Brigham Young University–Hawaii seeks to educate students to become generalist social work practitioners. After formally being admitted to the Social Work Program, students will spend four semesters taking face-to-face courses designed to teach them the basics of social work theory, build social work practice skills, and expose them to some of the many specialty fields within social work. During their fifth and final semester, students will have the opportunity to integrate their classroom learning with actual social work practice during their field practicum. The field practicum consists of a 425-hour internship within a social service agency under the direction of a field instructor with a professional social work degree. Of equal importance to the student’s classroom training, field education represents the signature pedagogy within the social work profession. Field education exposes students to real-life situations that are difficult to replicate within the classroom setting, yet vital to the development of a professional identity as a social worker, the application of theory to practice, and the development of professional social work skills. The field practicum experience helps to ensure that students entering the social work field are prepared and capable of acting as generalist social work practitioners.

Section 1

The Social Work Field Education Program has existing relationships with the locations and potential specialization areas listed below. You will select an area that aligns with your living situation during your internship. However, the Field Education Program will oversee matching and placements. Students who wish to locate their own internship, or have already secured an internship, please proceed to section 2 or 3.

Of the following locations and specializations, please select two preferred placements:

- A. Utah: Child Welfare School Social Work Family Services Residential Treatment Gerontology Mental Health Disabilities

- B. Hawai'i: Child Welfare School Social Work Counseling Family Services Medical Social Work Substance Abuse Gerontology Residential Treatment Mental Health Disabilities

- C. Tonga: School Social Work
- D. Fiji: Family Services School Social Work
- E. Kiribati: School Social Work
- F. New Zealand: Family Services

Section 2 (for individuals choosing their own placement)

Location Placement: Those planning to intern at a location NOT listed above will need to contact the Field Education Director with the location and name of the agency for vetting purposes. Students who choose to find their own internship are responsible for locating, communicating with, and finalizing their internship placement. All contracts will need to be signed by the Field Education Director. Failure to finalize a contract will result in a failing grade. The field education program is not liable for failing to secure an internship for a student who elects to choose their own placement. Please sign below to confirm that you understand Section 2.

Signature: _____ Date: _____

Section 3 (for individuals who have already found a placement)

Finalized Internship Placement: Those who have already found a placement will need to provide the agency's information for vetting purposes. Once approved, the student will be in charge of communicating with and finalizing their practicum experience. Please fill out the agency information below. All contracts must be signed by the Field Education Director. Failure to finalize contracts will result in a failing grade. Please sign below to confirm that you understand section 3.

Signature: _____ Date: _____

Name of Agency: _____

Agency Location: _____

Agency Contact: _____ Phone #: _____

Section 4

Housing and Transportation: I, _____ (enter name), understand that the Social Work Field Education Program is NOT responsible for organizing or securing housing and transportation, as this is the responsibility of the intern. I recognize that the Social Work Field Education Program is NOT liable for any housing or transportation matters, including payments. Sign below to confirm that you understand section 4.

Signature: _____ Date: _____

APPENDIX III – SOCIAL WORK INTERNSHIP AGENCY APPROVAL FORM

Brigham Young University–Hawaii

SOCIAL WORK INTERNSHIP AGENCY APPROVAL FORM

Agency Name: _____ Address: _____

City, State, Zip Code: _____ Country: _____

Agency Contact: _____ Phone #: _____

Email Address: _____

Number of Years in Business: _____

What is your agency's focus? (Check all that apply)

- Mental Health Substance Abuse Child Welfare Aging
 Corrections Medical Social Work School Social Work Disabilities
 Others: _____

Do you have a BSW or MSW on staff, with at least two years of social work experience, who could act as a field instructor and provide our interns with at least one hour of face-to-face supervision each week?

- Yes No

**** Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have two years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

**** Our interns are required to complete 425 hours during a 15-week semester, which is roughly 30 hours a week.*

To be completed by field instructor:

Name of Field Instructor: _____ Program Area: _____

Email Address: _____ Phone #: _____

Gender: _____ Degree: BSW MSW University Issuing Degree: _____

Do You Have a Social Work License: Yes No Level of Licensure: _____

Years of Social Work Experience: _____ Years with Current Agency: _____

**** Please note that new field instructors will be required to complete a short online training before they can supervise student interns. Details on this training will be emailed to you after your Field Instructor Application has been completed and approved.*

Other Information or Comments: _____

**** Please submit this form to the Field Education Director at victor.kaufusi@byuh.edu.*

APPENDIX IV – INTERNSHIP CONTRACT

Brigham Young University–Hawaii
Social Work Field Practicum

INTERNSHIP CONTRACT

This internship contract (“contract”) is entered into on _____ (date) by and between _____ (“agency”) and Brigham Young University–Hawaii (BYUH).

Whereas, Agency and BYUH agree to sponsor a Social Work Field Practicum Program that shall provide meaningful social work learning experiences for social work student interns in relation to helping client systems develop and be better able to cope with life problems, issues and concerns;

Whereas, to facilitate this objective agency and BYUH agree to enter into this contract;

NOW THEREFORE in consideration of the terms and conditions provided herein the parties agree as follows.

I. Objectives:

The student intern shall average 30 clock hours per week during the _____ semester for 15 weeks from _____ through _____. At the conclusion of the practicum, students are required to obtain a minimum of 425 hours. The intern’s practicum experience shall include structured social work learning opportunities that maintain the standards and objectives of the Brigham Young University–Hawaii Bachelor of Social Work Program Field Practicum Manual. The practicum experience shall promote opportunities for the intern to be able to:

- Develop and maintain helping relationships with individuals, families, groups, and/or communities; and to help them identify issues and concerns, and examine a range of alternatives that would enable them to cope with such issues and concerns.
- Function on the generalist level with and advocate for special populations such as the poor, women, children, the aged, ethnic and cultural groups, LGBTQ, religious groups, the physically and mentally challenged, etc.
- Approach problem situations with a spirit of inquiry by seeking new insights and knowledge and developing creative strategies of intervention that tests and validates existing policies, theories, and approaches as well as developing new theories and knowledge.

- Identify gaps in agency services and policies and the broader community; accept responsibility for initiating and participating in change efforts.
- Function within the profession and the community to promote social policies that advance social and economic equality and justice and improve human conditions.
- Contribute to the development of one's own knowledge base through ongoing consumption of research, observation, inquiry, reflection, experience, formal and informal study, dialogue with colleagues, etc.
- Know the NASW Code of Ethics and function within its framework.
- Be aware of their own values and social, cultural, and religious heritage as they impair their ability to work with people from different backgrounds.
- Use the ecological, strengths, and social systems approaches to understand human behavior in the social environment.

The intern shall function under the overall supervision and instruction of _____ (authorized agency representative / field instructor) and shall comply with the policies of the agency and Brigham Young University–Hawaii.

II. Responsibilities.

Participating Agency responsibilities:

1. Select the student intern based on information provided by Brigham Young University–Hawai'i Social Work Department and an interview with the applicant.
2. Arrange for the placement of the student intern after consultation with the Social Work Department.
3. Provide meaningful, challenging social work experiences for the student intern consistent with practicum purposes and objectives, the practicum content, and the Field Practicum Manual.
4. Designate and assign a qualified field instructor, who will provide at least one-hour of supervision and instruction to the student intern each week.
5. Notify the Field Education Director of any student intern who does not willingly and satisfactorily perform any of the assigned tasks while engaged in the Field Practicum.
6. Periodically evaluate the student intern's performance and forward a copy of evaluations to the Field Education Director. The department will provide evaluation forms.
7. Identify the parameters of the student intern role and responsibility within the agency, introduce the student intern to staff members, arrange for the student intern to attend staff meetings, etc.
8. Provide the student intern with every opportunity to become involved in the delivery of direct services to multi-level client systems.
9. Allowing time for the field instructor to collaborate and consult with the Field Education Director and student intern on a regular basis.

Field Instructor responsibilities:

1. Possess an MSW or BSW degree and have at least two years of social work experience, as required by CSWE and approved by the department.
2. Have worked in his/her current social work position for at least one year.
3. Meet weekly for instructional sessions with the student intern to discuss activities including, but not limited to:
 - a. Reviewing evaluation documents and all other practicum documents.
 - b. Reviewing contents of the Field Practicum Manual, practicum syllabus, and the textbook.
 - c. Infusing knowledge, values, skills, and ethics, and inter-relate them across the social work sequences (human behavior in the social environment, policy, micro-mezzo-macro practice, research, practicum, economic equity, special populations, diversity, social justice, values and ethics, etc.)
 - d. Advocating with and for special populations at risk, the diverse people (the poor, the physically and mentally challenged, children, women, LGBTQ, the aged, ethnic and cultural groups, etc.) toward securing social services and social justice.
 - e. Discussing assigned readings and current research that support practicum experiences, client systems, agency services, etc.
 - f. Exploring with the student intern her/his potential growth and professional patterns which become apparent during the practicum.
 - g. Formulating Agency-Specific goals.
4. Complete and submit evaluations of the student to the Field Education Director. All evaluations are found on the Social Work Department's webpage. Evaluations are also included in the Field Practicum Manual.
5. Make professional opportunities available to the student intern (for example, attend court sessions, visit a hospital, help with fundraising, work on a special project, visit related agencies, assist with research, attend staff meetings, engage in outreach, participate in drug abuse prevention workshop sessions, etc.)
6. Provide meaningful social work tasks, activities, and interaction.
7. Communicate regularly with the Field Education Director.
8. Provide a desk, telephone, access to a computer, access to case files, etc. for the student intern or a shared work space which will ensure privacy.
9. Adhere to the contract and Field Practicum Manual.
10. New field instructors will complete the Field Instructor Training found on the IPT (Intern Placement Tracking) website. Specific instructions, including login information will be sent to new field instructors by the Field Education Director.
11. Approve student hours weekly on the Intern Placement Tracking (IPT) website.

12. Field instructors are invited to attend the annual Field Instructor Training held at the University. A video of the training will be placed on the department website for off-island field instructors.
13. As part of the student's agency orientation, field instructors are to go over agency protocols, guidelines, and/or policies regarding safety and security issues associated with the placement, field assignments, client populations, interventions, and practice settings.

Brigham Young University–Hawaii Social Work Department responsibilities:

1. Notify the Agency Director or designee of any student interested in participating in the Field Practicum program.
2. Screening and refer the student based on her/his interest and desire.
3. Be responsible for seminars where the student intern may share her/his practicum experiences.
4. Provide the student intern with the academic base, theoretical knowledge, and fundamental skills needed in practicum.
5. Confer regularly with the field instructor.
6. Provide liability insurance for the student to cover damage or harm caused by the student in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate amount when the contract is signed and returned to the University.
7. Provide annual field instructor training.
8. Provide students with a list of agencies to facilitate selection of an appropriate practicum site.

Student responsibilities:

1. Maintain a satisfactory level of performance while at the field practicum and comply with agency practices, procedures, and policies, including dress standards, signing in, calling in case of absence or tardiness, proof of chest x-ray, tuberculin skin test or 2 step PPD/TB test, criminal background screening, proof of valid driver license, proof of insurance as required by the agency, etc.
2. Observe, test, infuse, and apply in direct service situations, the theoretical concepts, principles, and skills presented in the classroom.
3. Adhere to professional social work values and ethics, as found in the NASW Code of Ethics, including confidentiality, in an effort to help client systems and/or alleviate social problems.
4. Become a resource person by developing knowledge of referral sources within the community.
5. Prepare for scheduled site visits and be available for agency staff meetings when possible.
6. Participate in the seminar and share experiences with other students while maintaining confidentiality.
7. Fulfill Agency-Specific goals, as well as the learning goals and objectives found in the Field Practicum Manual.
8. Complete all evaluations as outlined in the Field Practicum Manual.

9. Discuss with the field instructor any areas of concern regarding the practicum, including any questionable agency practices.

III. Term.

This contract shall commence on _____ and shall continue for the term of one (1) year therefrom, unless terminated or extended in accordance with the provisions set forth herein. This contract may be terminated by either party for any reason by written notice to the other party of at least thirty (30) days, or upon mutual contract evidenced in writing. It is explicitly recognized that in the event of termination of this contract by either party through any of the occurrences outlined herein, neither party shall have any further obligation hereunder except for obligations accruing prior to the date of termination and for obligations, promises, or covenants contained herein which are expressly made beyond the term of this contract.

IV. Liability.

The agency, to the fullest extent permitted by law, shall be responsible for all claims, suits, judgments caused by negligent acts, omissions of its officers or employees engaged in the scope of their duties or employment arising from the performance of such individuals under this contract. Agency will hold harmless and indemnify BYUH against all claims, demands, suits, judgments, expenses and costs of any kind, on account of the injury to or death of persons or loss of or damage to property arising in any manner out of the performance of this contract by agency, its officers, employees, or agents, except for such liability which is due to the negligence or intentional acts of the agency, its officers, agents, or employees.

V. Assignment.

This contract may not be assigned without prior written consent of the other party.

VI. Governing Law.

This contract shall be enforced and interpreted in accordance with the laws of the State of Hawai'i.

VII. Notice.

Any notice required or permitted hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the United States mail, postage prepaid, bearing the following addresses:

To BYUH: BYU–Hawaii Department of Social Work
 BYUH #1923
 55-220 Kulanui Street
 La'ie, HI 96762

To Agency: _____

VIII. Third Party Beneficiary.

The parties do not intend that individuals receiving services pursuant to this contract occupy the position of third party beneficiary to the contract.

IX. Entire Contract.

This contract constitutes the entire contract between the parties with regard to the subject matter contained herein, and supersedes and replaces any prior written or oral contracts with regard to the subject matter contained herein. In any action to enforce any position found herein costs and attorney fees shall be awarded to the prevailing party.

X. Headings.

The headings used in this contract are inserted for convenience of reference only and in no way limit or define the terms thereof.

XI. Severability.

If any provision of the contract is found to be void or illegal for any reason, the remaining provisions of this contract shall continue in full force and effect for the full term of this contract.

XII. Waiver.

The failure or delay of either party to exercise any right, power, or privilege under this contract shall not operate as a waiver of any such right, power, or privilege.

APPROVED BY:

<u>AGENCY</u>	<u>BYU-Hawai'i</u>
_____	_____
Director (Signature) Date	Field Education DirectorDate
_____	_____
Director (Print Name)	Field Education Director (Print Name)

Field Instructor (Signature) Date

SW Student Intern (Signature) Date

Field Instructor (Print Name)

Social Work Student Intern (Print Name)

APPENDIX V – SOCIAL WORK INTERNSHIP LEARNING AGREEMENT

Brigham Young University–Hawaii

SOCIAL WORK INTERNSHIP LEARNING AGREEMENT

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

The Council on Social Work Education (CSWE) expects students graduating with a Bachelors in Social Work (BSW) degree to be proficient in nine core competencies and twenty specific practice behaviors (2022). During their classroom education, students were exposed to each of these core competencies and practice behaviors, but it is during their field practicum experiences that they are able to put these core competencies and practice behaviors into action. Below, in the left column, you will find each core competency listed in bold type, with the corresponding practice behaviors below. For each core competency, in the middle column, please identify at least two specific tasks or activities that you can complete during your field practicum to both demonstrate your existing skill level and enhance your skills as well. In the right column, please specify how your field instructor can monitor or evaluate those tasks and activities. Please discuss this Learning Agreement with your field instructor and obtain their approval in the form of their signature. This Learning Agreement should be used by your field instructor in completing your final evaluation at the end of the semester.

Core Competency Evaluation		
CSWE Core Competencies and Practice Behaviors	Tasks and Activities to Demonstrate and Enhance Skills (at least two for each core competency)	Monitoring or Evaluation Criteria Used by Field Instructor
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</p> <p>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p> <p>c. use technology ethically and appropriately to facilitate practice outcomes;</p> <p>d. use supervision and consultation to guide professional judgment and behavior.</p>		
<p>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>		

Core Competency Evaluation		
<p>a. advocate for human rights at the individual, family, group, organizational, and community system levels;</p> <p>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>		
<p>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)</p> <p>a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;</p> <p>b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>		
<p>4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p>a. apply research findings to inform and improve practice, policy, and programs;</p> <p>b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>		
<p>5. Engage in Policy Practice</p> <p>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>		
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;</p>		

Core Competency Evaluation		
<p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>		
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>		
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities.</p> <p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;</p> <p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>		
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>a. select and use culturally responsive methods for evaluation of outcomes;</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>		

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Field Instructor

Signature: _____ Date: _____
Field Education Director

*** Please submit this form the Field Education Director at victor.kaufusi@byuh.edu.

APPENDIX VI – SOCIAL WORK INTERN EVALUATION BY FIELD INSTRUCTOR

Brigham Young University–Hawaii

SOCIAL WORK INTERN EVALUATION BY FIELD INSTRUCTOR

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

The Council on Social Work Education (CSWE) expects students graduating with a Bachelors in Social Work (BSW) degree to be proficient in nine core competencies and twenty specific practice behaviors (2022). During their classroom education, students were exposed to each of these core competencies and practice behaviors, but it is during their field practicum experiences that they are able to put these core competencies and practice behaviors into action. As your assigned intern’s field practicum is coming to a close, please rate the intern on their proficiency in each of the twenty practice behaviors identified by CSWE. Please base your rating off of your observations and interactions with the intern during their placement at your agency. During the first few weeks of their internship, interns were asked to complete a Learning Agreement with their field instructors, which should be used in determining ratings. A rating of 5 is the highest and a rating of 1 is the lowest.

Evaluation by Field Instructor	
1. Demonstrate Ethical and Professional Behavior	(5 is highest, 1 is lowest)
a. Intern makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	5 4 3 2 1
b. Intern demonstrates professional behavior; appearance; and oral, written, and electronic communication;	5 4 3 2 1
c. Intern uses technology ethically and appropriately to facilitate practice outcomes;	5 4 3 2 1
d. Intern uses supervision and consultation to guide professional judgment and behavior.	5 4 3 2 1
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	(5 is highest, 1 is lowest)
a. Intern advocates for human rights at the individual, family, group, organizational, and community system levels;	5 4 3 2 1
b. Intern engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	5 4 3 2 1
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)	(5 is highest, 1 is lowest)
a. Intern demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;	5 4 3 2 1
b. Intern demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	5 4 3 2 1
4. Engage in Practice-Informed Research and Research-Informed Practice	(5 is highest, 1 is lowest)
a. Intern applies research findings to inform and improve practice, policy, and programs;	5 4 3 2 1
b. Intern identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	5 4 3 2 1
5. Engage in Policy Practice	(5 is highest, 1 is lowest)

Evaluation by Field Instructor	
a. Intern uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;	5 4 3 2 1
b. Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	5 4 3 2 1
6. Engage with Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)
a. Intern applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;	5 4 3 2 1
b. Intern uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	5 4 3 2 1
7. Assess Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)
a. Intern applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;	5 4 3 2 1
b. Intern demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	5 4 3 2 1
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)
a. Intern engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;	5 4 3 2 1
b. Intern incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	5 4 3 2 1
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)
a. Intern selects and uses culturally responsive methods for evaluation of outcomes;	5 4 3 2 1
b. Intern critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	5 4 3 2 1

What letter grade do you believe the intern deserves for their time at your agency? _____

*** Once you have completed this evaluation, please review it with your assigned intern and discuss with them any strengths or areas of concern that you have identified. Please have them sign the form as acknowledgement that they have reviewed the evaluation with you. This evaluation is mandatory for a student to receive a grade for their field practicum. Please complete it prior to the last day of the intern's placement at your agency.

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Field Instructor

Signature: _____ Date: _____
Field Education Director

*** Please submit this form the Field Education Director at victor.kaufusi@byuh.edu.

APPENDIX VII – SOCIAL WORK INTERNSHIP EVALUATION BY STUDENT

Brigham Young University–Hawaii

SOCIAL WORK INTERNSHIP EVALUATION BY STUDENT

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

Evaluation is an important step in the social work process. Prior to the last day of your field practicum placement, we would ask you to rate your internship experience. You will be asked to give ratings regarding the agency where you were placed, your field instructor, and the social work internship program as a whole at Brigham Young University–Hawaii. We would ask that you be honest, as your answers may be used to make improvements to the program in the future. Your answers and feedback will be used internally by the Social Work Field Education Program at Brigham Young University–Hawaii and will not be shared with the agency or field instructor. A rating of 5 is the highest and a rating of 1 is the lowest.

Evaluation by Student	
Your Field Practicum Agency	(5 is highest, 1 is lowest)
1. Were the agency and agency employees accepting of you as an intern?	5 4 3 2 1
2. Were agency employees, other than your field instructor, willing to allow you to shadow them on actual social work interactions?	5 4 3 2 1
3. Were agency employees, other than your field instructor, helpful to you during your internship experience?	5 4 3 2 1
4. Do you feel employee workloads were reasonable within the agency?	5 4 3 2 1
5. Do you feel the practices of the agency were ethical?	5 4 3 2 1
6. Do you feel the physical facilities of the agency were sufficient?	5 4 3 2 1
7. Rate the overall morale of the agency.	5 4 3 2 1
8. Do you feel this agency is a good example of effective social work practice?	5 4 3 2 1
9. How likely would you be to recommend this agency to a fellow student?	5 4 3 2 1
10. Rate your overall experience with your field practicum agency.	5 4 3 2 1
Additional comments or concerns about your field practicum agency (please provide comments on any low ratings above):	
Your Field Instructor	(5 is highest, 1 is lowest)
1. Do you feel your field instructor was knowledgeable?	5 4 3 2 1
2. Do you feel your field instructor had enough social work experience and enough experience at your field practicum agency?	5 4 3 2 1
3. Was your field instructor available when you needed them?	5 4 3 2 1
4. Did your field instructor provide at least one hour of face-to-face supervision each week?	5 4 3 2 1
5. Did you have sufficient opportunity to observe your field instructor in real social work interactions?	5 4 3 2 1
6. Did your field instructor allow you to have meaningful face-to-face interactions with clients?	5 4 3 2 1

Evaluation by Student					
7. Do you feel you were given enough independence by your field instructor?	5	4	3	2	1
8. Do you feel the workload given to you was reasonable and sufficient?	5	4	3	2	1
9. Do you feel your field instructor was a good role model of effective social work practice?	5	4	3	2	1
10. Rate your overall experience with your field instructor.	5	4	3	2	1
Additional comments or concerns about your field instructor (please provide comments on any low ratings above):					
The BYU-Hawai'i Social Work Field Education Program					
(5 is highest, 1 is lowest)					
1. Do you feel you were adequately prepared for your internship?	5	4	3	2	1
2. Do you feel the Practicum Preparation Seminar (SOCW 490) was effective in preparing you for your internship?	5	4	3	2	1
3. Do you feel the process of obtaining a field practicum placement was easy to understand?	5	4	3	2	1
4. Was the Field Education Director helpful to you in obtaining your field practicum placement?	5	4	3	2	1
5. Rate your experience getting your Internship Contract signed.	5	4	3	2	1
6. Do you feel the Field Practicum Manual was helpful to you as an intern?	5	4	3	2	1
7. Do you feel you had sufficient contact with the Field Education Director during your internship placement?	5	4	3	2	1
8. Do you feel the grading procedures for the field practicum are fair?	5	4	3	2	1
9. Rate your overall experience with the Field Education Director.	5	4	3	2	1
10. Rate your overall experience with the BYU-Hawaii Social Work Field Education Program.	5	4	3	2	1
Additional comments or concerns about the BYU-Hawaii Social Work Field Education Program (please provide comments on any low ratings above):					

Signature: _____ Date: _____
Student

*** Please submit this form the Field Education Director at victor.kaufusi@byuh.edu.

APPENDIX VIII – EMPLOYER–INTEGRATED FIELD PLACEMENT PROPOSAL FORM

Brigham Young University–Hawaii

SOCIAL WORK EMPLOYER–INTEGRATED FIELD PLACEMENT PROPOSAL FORM

Student Information

Name: _____ City, State: _____

Phone #: _____ Email: _____

Placement Start Date: _____ Placement End Date: _____

Agency Information

Agency Name: _____ Agency Address: _____

Student’s Job Title: _____ Number of Year Employed in Position: _____

Current Supervisor: _____ Supervisor Title: _____

Supervisor Phone #: _____ Supervisor Email: _____

Proposed Field Instructor

Name: _____ Title: _____

Phone #: _____ Email: _____

Degree: _____ Years of Social Work Experience: _____

Organization Description and Current Job Role

Description of your organization, including mission, program areas, size, staff, locations:

Discuss your current job responsibilities and how you fit within the organization:

Additional Activities for Internship

Describe any additional activities that your agency would support as part of your internship, which are not part of your current role:

Supervision Requirements

Describe your plan to meet the supervision requirements for field education:

Nine Core Social Work Competencies

Please provide at least one potential activity for each competency that you will participate in during your internship:

1. Demonstrate Ethical and Professional Behavior

Proposed Activity: _____

2. Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Proposed Activity: _____

3. Advance Human Rights and Social, Economic, and Environmental Justice

Proposed Activity: _____

4. Engage in Practice-Informed Research and Research-Informed Practice

Proposed Activity: _____

5. Engage in Policy Practice

Proposed Activity: _____

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Proposed Activity: _____

7. Assess Individuals, Families, Groups, Organizations, and Communities

Proposed Activity: _____

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Proposed Activity: _____

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Proposed Activity: _____

Organization Endorsements

We, the undersigned, attest to the accuracy of the statements and support the academic needs of this employee. We agree to provide the experiences noted and understand the requirements for an approved field placement.

Student / Employee Signature: _____ Date: _____

Employment Supervisor Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Field Education Director: _____ Date: _____

APPENDIX IX – SOCIAL WORK FIELD INSTRUCTOR APPLICATION

Brigham Young University–Hawaii

SOCIAL WORK FIELD INSTRUCTOR APPLICATION

Name: _____ Phone #: _____

Agency Name: _____ Program Area: _____

Address: _____

City, State, Zip Code: _____ Country: _____

Email Address: _____

Gender: _____ Degree: B.S.W. M.S.W.

University Issuing Degree: _____

Do You Have a Social Work License: Yes No Level of Licensure: _____

Number of Years of Social Work Experience: _____

Number of Years with Current Agency: _____

*** As part of their internship experience, social work students must be supervised by a BSW or MSW with at least two years of experience.

*** Our interns are required to complete 425 hours during a 15-week semester, which is roughly 30 hours a week.

*** Please note that new field instructors will be required to complete a short online training before they can supervise student interns. Details on this training will be emailed to you after your Field Instructor Application has been approved.

*** Please submit this completed form to the Field Education Director at victor.kaufusi@byuh.edu.

APPENDIX X – SOCW 490: PRACTICUM PREPARATION SEMINAR SYLLABUS

Brigham Young University–Hawaii

SOCIAL WORK 490: PRACTICUM PREPARATION SEMINAR

Fall 2023 Course Syllabus

Instructor:	Kori Napa’a MBA, LCSW	Office:	Open
Classroom:	MCK 129	Office Hours:	Open
Class Time:	Wednesday 8:00 – 8:50 am	Phone #:	808-234-3247
Credits:	1.0	Email:	haiolak@byuh.edu
Prerequisite:	Admission to the Social Work Major		

Mission Statement:

The mission of the Brigham Young University–Hawaii Social Work Program is to prepare knowledgeable, competent, and effective social work professionals, with the highest degree of integrity, committed to the elimination of poverty, the alleviation of human suffering, and the promotion of peace within individuals, families, communities, and societies throughout the world. Consistent with this mission, the Social Work Program is committed to:

- preparing students to be generalist social work practitioners, who value scientific inquiry and view the world through a person-in-environment framework;
- developing empathy within students, with a deep respect for the dignity and worth of every individual, an appreciation of all forms of human diversity, and a commitment to build and nurture human relationships;
- fostering within students an abiding commitment to pursue and advocate for social justice in all its forms, including racial, economic, and environmental justice, and the realization and achievement of human rights for all people;
- maintaining a special focus on the needs of students indigenous to Hawai’i, Oceania, and the Asian Rim; and
- supporting the overall mission of the University and the Church of Jesus Christ of Latter-Day Saints in preparing our students to be lifelong disciples of Jesus Christ.

Course Description:

Social Work 490: Practicum Preparation Seminar is a one-credit course that should be taken by social work majors during the semester immediately preceding their internship. The Practicum Preparation Seminar is designed to assist students in transitioning from the classroom to field education. During the course, students will learn the importance of field education and their internship experience, receive guidance in selecting an appropriate internship site based on their preferences and professional aspirations and work on refining their resumes and interviewing skills. Students will also participate in safety discussions during the internship, the NASW Code of Ethics and ethical decision-making, professionalism, and self-care. The course will culminate with the student obtaining an approved and signed contract from a social service agency agreeing to provide a 425-hour internship opportunity for the student. This contract will generate the enrollment process for the Field Practicum and Seminar [SOCW 491 L/R] the following semester.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Students will be able to discuss the importance of field education as the signature pedagogy in social work education.
2. Students will be able to articulate their role as an intern in a social service agency.
3. Students will be able to articulate the role of their field instructor in the field education experience.
4. Students will have produced a professional resume appropriate for applying for an internship or employment at a social service agency.
5. Students will have participated in a live mock interview with their peers as an interviewer and an applicant.
6. The student will be able to demonstrate the fundamentals of ethical decision-making based on the NASW Code of Ethics principles.
7. Students will be able to articulate effective strategies for self-care during their internship experience.
8. Students will be able to discuss the importance of safety and strategies that they will implement to remain safe during their internship experience.
9. Students will be able to describe the fundamental principles of professionalism they will display during their internship experience.
10. Students will have obtained a signed contract from a social service agency agreeing to provide a 425-hour internship opportunity for the student.

Credit Hours and Variations in Obtaining Credit Policy:

The University's Credit Hours and Variations in Obtaining Credit Policy can be found at: <https://policies.byuh.edu/credit-hours-and-variations-to-obtaining-credit>. As this course is a three credit course, three hours in the classroom and at least six hours of out of class preparation time is expected. (Note: The University has determined that fifty minutes of classroom or direct faculty instruction reasonably approximates one hour of classroom or direct faculty instruction.)

University, Program, and Course Policies:

1. Student Academic Grievance Policy

Students, who feel that their work has been unfairly or inadequately evaluated by an instructor, are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <https://catalog.byuh.edu/policies-procedures/grievances>.

2. Final Exam Schedules

Final exams are to be offered on the specific day and time as determined by the official final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.

Exceptions to this policy should be submitted in writing to the Dean of the appropriate faculty unit as soon as possible. (Please ask your instructor if you are not sure). See <https://registrar.byuh.edu/registrar/final-exam-schedule>.

3. The Honor Code

The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see: <http://honorcode.byuh.edu/>.

4. Discrimination

The University is committed to a policy of nondiscrimination on the basis of race, color, national or ethnic origin, religion, sex, pregnancy condition, age (40 and over), disability, genetic information, or veteran status (collectively the "Legally Protected Categories"). For specific information see the non-discrimination policy at: <https://policies.byuh.edu/>.

5. Title IX and Sexual Misconduct

The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see: <https://titleix.byuh.edu/>.

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to Title IX.

Title IX Office
Lorenzo Snow Administrative Building
55-220 Kulanui Street
La'ie, HI 96762
Office Phone: (808) 675-4585
Email: titleix@byuh.edu

6. Accommodating Students with Disabilities

Disability Services is dedicated to assisting students with disabilities by providing opportunities for success and equal access at Brigham Young University – Hawaii. We are committed to coordinating reasonable accommodations as outlined by Federal and State law.

To learn more about available supports:

Go to <https://disability.byuh.edu/>.

Go to Lorenzo Snow Administration Building, Room 202.

You may also email disabilityservices@byuh.edu with questions.

7. Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at BYUH, please contact Counseling Services at (808) 675-3518. Services are free and confidential. For more information, visit <https://counseling.byuh.edu/>.

Free mental health self-help resources are available through TAO Connect. To access them, simply go to <https://us.taoconnect.org/register> and sign in using your BYUH email address.

In a crisis situation, or after hours, please contact BYUH Campus Safety at (808) 675-3911 or call 911 if you are off campus. You can also call the 24-hour crisis hotline at 1-800-753-6879 or contact the Crisis Text Line at 741-741.

8. REPORT A CONCERN

If you have a concern to report go to <https://about.byuh.edu/reportaconcern>.

If you have reason to believe a student or dependent of a student is a danger to self or others, please do one of the following depending on the urgency of the situation:

- a. Call 911,
- b. Call BYUH Public Safety (675-3911),
- c. REPORT A CONCERN to the Behavior Intervention Team.

9. Academic Dishonesty

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the **Honor Code** and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment.” Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University – Hawai’i requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty.

10. Statement on Content and Academic Inquiry

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual

development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.

11. Electronics in the Classroom

Computers

Students will be required to bring their laptops to class each day. When a computer is not being used for class, it must be closed or put away. Teachers will design lessons and classroom activities based on students having access to their laptops. All students are responsible for bringing their laptops to school fully charged each day. Students can contact the Media Services in the library to check out laptops for class.

<https://oit.byuh.edu/oit/ito/media-scheduling> (Links to an external site.)

Internet Connection (Required)

Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. Suppose you experience problems with your Internet connection while working on this course. In that case, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi® hotspot.

12. Late Assignments

To be successful in the field of social work, students must learn how to work with deadlines. In social work, federal or state laws often set field deadlines, and the consequences for missing deadlines can be severe. For these reasons, no late work will be accepted in this class. Any assignment turned in after the due date will be given a zero.

Required Textbook:

Royse, D., Dhooper, S.S., Rompf, E. L. (2018). Field Instruction: A Guide for Social Work Students (7th Ed.) Upper Saddle River, N.J.: Pearson Education

Course Requirements:

Attendance & Professionalism – The Practicum Preparation Seminar is expected to be very experiential, so class attendance is critical. The student will be deducted **20 points** for each unexcused absence. **A total of 5 unexcused absences will result in a Failing grade. Students that receive a Failing grade will need to re-take the course in the upcoming (Winter/Fall) Semester.**

Logistics Form: Students will complete a logistics form to confirm lodging and transportation, in addition to selecting a geographical location and specialization areas of focus to consider for an internship placement.

Internship Application – Students will be given an Internship Application that they will be required to complete and submit. Students **MUST** complete the logistics form before/on the DUE date in order to receive the Internship Application. These applications will be used to ensure that you are eligible to begin your internship and to find potential internship placements for you.

IPT Registration: Students will need to finalize IPT registration. Students **MUST** complete all documents necessary to receive an IPT account. The Student Internship Assistant (socialwork@byuh.edu) will work in correspondence with students to finalize the IPT registration process.

Resume: Securing an internship placement site is typically very similar to finding a job and a strong resume is an essential tool for a student to possess. Students will be asked to utilize the BYU-H Career Services website to assist with preparing a draft of their resume. Likewise, all students **MUST** submit their resumes to VMOCK [Career Services] for feedback. Students will receive feedback from the VMOCK process and then will be asked to submit their final resumes. Resumes will be worth **50 points**, and both the draft and final resume will be considered in grading. <https://career.byuh.edu/resumes> (Links to an external site.)

Placement Agreement Form: Another critical part of securing an internship placement site involves an interview in person, via phone, or electronically. Students will be allowed to participate in a mock interview process, both as an interviewer and an applicant, and these interviews will be observed by their peers.

Mid-Term E-Portfolio: Students who have participated in this process have found it very beneficial to see the interview process from both sides of the table and receive constructive feedback from their peers.

- a. **Professional cover letter [work with Career services]**
- b. **Your updated resume**
- c. **List various course work/assignments and grades relevant to agency purpose/goals**
- d. **3–5-minute professional video**

Micro Agency Presentations: Students will submit a micro-presentation about their potential internship placement agency. The presentation will cover various areas such as history, purpose, services, population served, etc.

In-Class Activities: At various times throughout the semester, assignments will be given in class, each worth 10 points. It will consist of both individual and group activities. Chapter assignments may include reflection papers, research projects, class presentations, journals, quizzes, games, video discussions, case studies, skill practice, etc. The assignments will cover topics from the textbook.

Final Exam: Internship Contract and Handshake Application: Obtaining a signed contract from a social service agency that agrees to provide the student with a 425-hour internship experience is the most critical element of the Practicum Preparation Seminar.

- a. Handshake Application must also be approved before the Final Date of the semester.

No contract will be accepted after the final examination. Students who have not signed contracts before the final examination will not be approved to complete their internship the next semester. Students without a contract will receive an F grade and will need to retake the course.

Point Breakdown:			
Assignment	Due Date	Points Breakdown	Weighted Grades
Attendance/Professionalism	Dec. 7	100	10%
Logistics Form	Sept. 15	100	2.5%
Internship Application	Sept. 15	50	2.5%
Resume	Sept. 22	50	5%
Mid-Term Exam: E-Portfolios a. Professional Cover Letter b. Resume c. Coursework /volunteer/ service/ class projects relevant to Field Placement	Sept. 29	200	5%
Meeting w/ Dr. Kaufusi	Oct. 6	100	5%
IPT Registration	Oct. 11	50	2.5%
Placement Agreement Form	Oct. 25	50	2.5%
Micro Agency Presentations	Nov. 22	100	5%
Final Exam: Internship AND Handshake Applications must be Approved	Dec. 7	400	60%
		Total: Up to 1200 points	100

Grading:

94-100% = A

77-79% = C+

60-63% = D-

90-93% = A-

74-76% = C

0-59% = F

87-89% = B+

70-73% = C-

84-86% = B

67-69% = D+

80-83% = B-

64-66% = D

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

Tentative Class Schedule:

(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

Tentative Class Schedule			
Date	Lecture	Reading	Due Dates
August 30	Introduction		
Sept. 6	Overview of Forms, Due Dates & IPT Dr. Kaufusi & Bailee Atkins		
Sept. 13	Overview of Course: Syllabus Internship Application Professional		
Sept. 20	Online Video: CSWE Standards		Internship Application, IPT Registration, Logistics Form
Sept. 27	Practice: Cover letters, Resumes, and WMOCK score		
Oct. 4	Placement Agreement Form		Resume
Oct. 11	Mock Interviews		Placement Agreement Forms
Oct. 18	491 L/R Course Overview:		E. Portfolios
Oct. 25	Learning Agreement Overview Handshake Process		Schedule Interviews
Nov. 1	Final Evaluations & Internship Processes		
Nov. 8	Research Social Agency, Evidence Based Practices		Completed Interviews

Tentative Class Schedule			
Nov. 15	Micro-Agency Presentations		
Nov. 22	Micro-Agency Presentations		
Nov. 29	Review Practicum Processes & Documents		
Dec. 6	Final Exam: Finalized Internship Contracts & Handshake Application approved		Final Exam

The Spirit of Aloha:

BYU–Hawaii is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU–Hawaii is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai’i, children were taught the Spirit of Aloha from a very young age. The book “Tales of the Night Rainbow” by Koko Willis and Pail Jae Lee provides the following as being a part of the teaching of young Hawaiians in ancient days:

Aloha is being a part of all and all being a part of me.

When there is pain – it is my pain.

When there is joy – it is mine also.

...

This is Hawaiian – this is Aloha!

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU–Hawaii and take it with you wherever your life may take you.

Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Students will be able to discuss the importance of field education as the signature pedagogy in social work education.
2. Students will be able to articulate their role as an intern in a social service agency.
3. Students will be able to articulate the role of their field instructor in the field education experience.
4. Students will have produced a professional resume appropriate for applying for an internship or employment at a social service agency.
5. Students will have participated in a live mock interview with their peers as an interviewer and an applicant.
6. The student will be able to demonstrate the fundamentals of ethical decision-making based on the NASW Code of Ethics principles.
7. Students will be able to articulate effective strategies for self-care during their internship experience.
8. Students will be able to discuss the importance of safety and strategies that they will implement to remain safe during their internship experience.
9. Students will be able to describe the fundamental principles of professionalism they will display during their internship experience.
10. Students will have obtained a signed contract from a social service agency agreeing to provide a 425-hour internship opportunity for the student.

Program Learning Outcomes (PLOs) for the BYU–Hawaii Social Work Department:

Upon completing a major in Social Work, students will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

*** Please note that these are also the nine core competencies identified by the Council on Social Work Educations (CSWE) Educational Policy and Accreditation Standards (EPAS) that all graduates from schools of social work are expected to possess.

Institutional Learning Outcomes (ILOs) for Brigham Young University–Hawaii:

Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:

1. Knowledge – Both breadth and depth of knowledge.
2. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.
3. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
4. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Integrity – Integrating spiritual and secular learning and behaving ethically.
6. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
7. Service – Using knowledge, reasoning and research to solve problems and serve others.

Alignment of SLOs, PLOs, and ILOs:

Alignment of SLOs, PLOs, and ILOs		
Student Learning Outcomes (SLOs)	Related Program Learning Outcomes (PLOs)	Related Institutional Learning Outcomes (ILOs)
SLO1	PLO1, PLO9	ILO1, ILO4
SLO2	PLO1, PLO9	ILO1, ILO4, ILO6, ILO7
SLO3	PLO1, PLO9	ILO1, ILO4
SLO4	PLO1, PLO9	ILO4
SLO5	PLO1, PLO3, PLO9	ILO1, ILO2, ILO3, ILO4
SLO6	PLO1, PLO2, PLO3, PLO9	ILO1, ILO2, ILO3, ILO4, ILO5
SLO7	PLO9	ILO6
SLO8	PLO3, PLO9	ILO1, ILO4
SLO9	PLO1, PLO2, PLO9	ILO1, ILO4, ILO6, ILO7
SLO10	PLO1, PLO9	ILO4, ILO7

APPENDIX XI – SOCW 491R – FIELD PRACTICUM SYLLABUS

Brigham Young University–Hawaii

SOCIAL WORK 491R: FIELD PRACTICUM

Fall 2023 Course Syllabus

Instructors:	Dr. Victor Kaufusi & Kori Napa’a, LCSW	Office:	McKay 140C
Classroom:	Online/ Canvas	Office Hours:	Open
Class Time:	Weekly	Phone #:	Dr. Kaufusi: 808-675-3658 Napaa: 808-234-3247
Credits:	12.0	Email:	vmr@byuh.edu haiolak@byuh.edu

Prerequisite: Admission to the Social Work Major or Instructor Consent

Mission Statement:

The mission of the Brigham Young University–Hawaii Social Work Program is to prepare knowledgeable, competent, and effective social work professionals, with the highest degree of integrity, committed to the elimination of poverty, the alleviation of human suffering, and the promotion of peace within individuals, families, communities, and societies throughout the world. Consistent with this mission, the Social Work Program is committed to:

- preparing students to be generalist social work practitioners, who value scientific inquiry and view the world through a person-in-environment framework;
- developing empathy within students, with a deep respect for the dignity and worth of every individual, an appreciation of all forms of human diversity, and a commitment to build and nurture human relationships;
- fostering within students an abiding commitment to pursue and advocate for social justice in all its forms, including racial, economic, and environmental justice, and the realization and achievement of human rights for all people;
- maintaining a special focus on the needs of students indigenous to Hawai’i, Oceania, and the Asian Rim; and
- supporting the overall mission of the University and the Church of Jesus Christ of Latter-Day Saints in preparing our students to be lifelong disciples of Jesus Christ.

Course Description:

The seminar course is designed to support the field education (internship) experience with educational direction. The purpose of the seminar course is to assist social work students in the application, integration, practice theory, and reflection of placement learning activities; in addition, evaluating effectiveness of practice and program through research.

The seminar is a structured model for student reflection through weekly assignments, alternating between written journals and videos, posted as discussions. Students will give and receive feedback through peer reviews, which enhances student's knowledge of issues, practice, agency, perspective, and researching evidence related to various topics provided by other students.

A social work internship is the capstone experience and signature pedagogy of a social work education. During their internship, social work students will have the opportunity to work for a social welfare agency to witness real-life social work, observe professionals in a professional setting and apply their knowledge. Students integrate classroom learning into work with client systems in his/her chosen agency, specific population, problem area, method of intervention, perspective, or approach to practice; therefore, merging classroom theory to the field of practice. Social work students will integrate professional values and personal perspectives to enhance his or her understanding of the true meaning of social work.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Demonstrate the knowledge and skills necessary for generalist social work practice within a comprehensive range in types and sizes of client systems.
2. Incorporate into practice the person-in-environment perspective, applying knowledge of the bio-psycho-social influences as they affect individual development.
3. Demonstrate social work values and competencies through internship experiences, as they relate to work with persons from diverse populations.
4. Identify existing social policy, the policy-making process within the agency, and the effects of policies on the client systems.
5. Demonstrate willingness and ability to be reflective and self-evaluating.
6. Develop foundational knowledge through ongoing observations, practice, research, reflection, and dialogue with colleagues, clients, and scholars.
7. Students will demonstrate effective oral and written communication through the completion of weekly journal / video reflections.

8. Students will demonstrate effective oral and written communication through the completion of weekly journal / video reflections.
9. Students will demonstrate the ability to establish appropriate professional boundaries with Field Instructors, agency employees, and clients as documented by their Field Instructor on the final evaluation.
10. Students will display sound ethical decision making as documented by their Field Instructor on the final evaluation.
11. Students will show the ability to integrate knowledge learned in the classroom with real-life social work experiences through the completion of weekly journal / video reflections, and as supported by their Field Instructor on the final evaluation.

Credit Allocation and Time Commitment:

Field Placement Time: Students commit to approximately 30.4 hours per week, summing up to 425 clock hours over the 14-week semester.

Credit Hours: Students will be granted 12 credits for this course, compliant with the university's criteria where 45 hours equate to 1 credit.

Components:

Direct Field Experience: 425 hours. Approximately 30.4 hours per week for 14 weeks. (9 Credits).

Supervised Activities and Peer-to-Peer Interactions: These activities include weekly interactions with field instructors, professors, peers, and field site visits. (1 credit)

Academic Requirements: Students must maintain a weekly journal documenting their experiences, challenges, and learning outcomes. (1 credit)

Additional Component: This includes planned faculty instructions and one-on-one consultation with the professor. (e.g., Faculty Instruction, Additional Academic Activities). (1 Credit)

University, Program, and Course Policies:

1. Student Academic Grievance Policy

Students, who feel that their work has been unfairly or inadequately evaluated by an instructor, are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <https://catalog.byuh.edu/policies-procedures/grievances>.

2. Final Exam Schedules

Final exams are to be offered on the specific day and time as determined by the official final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.

Exceptions to this policy should be submitted in writing to the Dean of the appropriate faculty unit as soon as possible. (Please ask your instructor if you are not sure). See <https://registrar.byuh.edu/registrar/final-exam-schedule>.

3. The Honor Code

The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see: <http://honorcode.byuh.edu/>.

4. Discrimination

The University is committed to a policy of nondiscrimination on the basis of race, color, national or ethnic origin, religion, sex, pregnancy condition, age (40 and over), disability, genetic information, or veteran status (collectively the “Legally Protected Categories”). For specific information see the non-discrimination policy at: <https://policies.byuh.edu/>.

5. Title IX and Sexual Misconduct

The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see: <https://titleix.byuh.edu/>.

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to Title IX.

Title IX Office
Lorenzo Snow Administrative Building
55-220 Kulanui Street
La’ie, HI 96762
Office Phone: (808) 675-4585

Email: titleix@byuh.edu

6. Accommodating Students with Disabilities

Disability Services is dedicated to assisting students with disabilities by providing opportunities for success and equal access at Brigham Young University – Hawaii. We are committed to coordinating reasonable accommodations as outlined by Federal and State law.

To learn more about available supports:

Go to <https://disability.byuh.edu/>.

Go to Lorenzo Snow Administration Building, Room 202.

You may also email disabilityservices@byuh.edu with questions.

7. Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at BYUH, please contact Counseling Services at (808) 675-3518. Services are free and confidential. For more information, visit <https://counseling.byuh.edu/>.

Free mental health self-help resources are available through TAO Connect. To access them, simply go to <https://us.taoconnect.org/register> and sign in using your BYUH email address.

In a crisis situation, or after hours, please contact BYUH Campus Safety at (808) 675-3911 or call 911 if you are off campus. You can also call the 24-hour crisis hotline at 1-800-753-6879 or contact the Crisis Text Line at 741-741.

8. REPORT A CONCERN

If you have a concern to report go to <https://about.byuh.edu/reportaconcern>.

If you have reason to believe a student or dependent of a student is a danger to self or others, please do one of the following depending on the urgency of the situation:

- a. Call 911,
- b. Call BYUH Public Safety (675-3911),
- c. REPORT A CONCERN to the Behavior Intervention Team.

9. Academic Dishonesty

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the **Honor Code** and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment.” Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University – Hawaii requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty.

10. Statement on Content and Academic Inquiry

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.

11. Inclusive Access Information

SOCW 491R will be participating in Inclusive Access this semester. “Inclusive Access” is the course content solution that is giving you access to the eBook and/or course materials on the first day of school at a lower price. To access the eBook and/or course materials, go to Canvas, click on VitalSource Bookshelf. From there you are able to access the eBook and/or coursework. If you have already purchased your book and don’t need access to the eBook and/or coursework, please be sure to opt out. The deadline to opt-out and avoid your student account being charged is 14 days after the first day of school, after which refunds will not be provided. This charge will be listed on your student account as a “digital fee” with the course name. The price of your course materials will be sent to you directly in a

separate email. If you have any questions or concerns, regarding Inclusive Access, please contact the textbook manager at textbooks@byuh.edu

NOTE: There are some courses that have coursework linked to their Inclusive Access that students won't be able to purchase access on their own. For example, Pearson won't link access purchased outside of Inclusive Access to the instructor's course. Students must use Inclusive Access to be able to get access and do the coursework.

12. Late Assignments

To be successful in the field of social work, students must learn how to work with deadlines. In social work, federal or state laws often set field deadlines, and the consequences for missing deadlines can be severe. For these reasons, no late work will be accepted in this class. Any assignment turned in after the due date will be given a zero.

Course Requirements:

Practicum Hours – Students are required to complete 425 hours at their internship placement. This translates to an average of 30 hours per week during the 15-week semester. Students will be required to report these hours, and have their Field Instructors initial them, on the IPT (Intern Placement Tracking) website, weekly. All hours must be completed between the first day of class and the last day of finals, according to the academic calendar at Brigham Young University – Hawaii. Students will be deducted 1% point from their final grade for each hour they are short of the required 425 hours. Any students recording less than 400 hours will automatically receive a failing grade for their internship and will be required to complete a new placement prior to graduation and receiving their B.S.W. diploma.

Completion of 425 hours is 50% of your final grade.

Learning Agreement – Students are required to complete a Learning Agreement in collaboration with the Field Instructor prior to the completion of the fourth week of their field practicum. The Learning Agreement can be found on the BYU–Hawaii Social Work website. Learning Agreement is due by: Friday, September 15th @ 1159pm (HST)

Learning Agreement is worth 100 points.

Mid-Semester Site Visit – At the mid-semester mark, Dr. Kaufusi will meet with the student and their assigned Field Instructor to complete a mid-semester evaluation, no longer than 30 minutes. The evaluation will include an update of the student's progress, a discussion of areas of

improvement and strengths, and to review student's internship track to meet all course outcomes and complete the required hours.

Site visits will be scheduled directly with the Field Instructor and performed either in-person or virtually.

Mid-Semester Site Visit is worth 50 points.

Intern Evaluation by Field Instructor – At the end of the semester, your Field Instructor will complete the Intern Evaluation by Field Instructor. Field Instructors will be asked what grade they believe the intern deserves and will also be asked to rate the student on numerous criteria. The Field Instructor is asked to review this evaluation with the student prior to submitting it. The Intern Evaluation by Field Instructor can be found and completed on the IPT site under the "My Forms" tab. This evaluation is to be completed by the Field Instructor prior to the last day of Finals. Points will be awarded through a combination of the grade the Field Instructor believes the student deserves and the individual ratings given to the student.

Field Instructor Evaluation is worth 100 points.

Seminar

Weekly Journal Chronicle & Video Reflection – Journal and video reflections allow students to learn from direct experience and thoughtful self-reflection. Journals and videos will be interchanged, weekly, and submitted via Canvas and posted to our class discussion board by Wednesday.

Journal Chronicle: Journals are text of 300 words or less. Journals are meant to provide students an opportunity to write/document their internship experiences, that will connect their knowledge to field experiences.

Reflection Video: is a (minimum) 3-minute video, capturing your thoughts, emotions, and expression of your learning up until that point. The video is a way for students to verbally share their learning experiences to signify learning, but to also share perspectives with their classmates.

Peer Reviews: promote learning from others' experiences, to provide reflective feedback, and to support each other's internship journey. Canvas will auto-assign students (2) peer reviews to complete. Students will respond to their assigned peers by Friday.

Potential Points are up to 20 points per week X 11 weeks = 220 points possible.

**Please review the rubric for each week to get the maximum points.

Monthly Class Seminar – Once each calendar month, our class will meet via Zoom to intersect theory and practice. Students are encouraged to critically reflect upon their developing professional identity, explore aspects of social work practice, and dialogue about personal, professional, and practical challenges. Monthly seminars will be scheduled on the last Thursday of every month. Each seminar will be recorded for students who are unable to attend due to internship obligations. For these students, they must watch the recording, and submit a reflection paper, in APA format, 1-full page in length.

Potential Points are up to 30 points per week X 4 sessions = 120 points possible.

Point Breakdown		
Assignments	Points	Weight
Practicum Hours		50%
Learning Agreement	100	
Monthly Class Seminar	120	
Mid-Semester Site Visit	50	
Field Instructor Evaluations	100	
Journal Chronicles & Video Reflections	220	
Total	590	

Grading:

94-100% = A

77-79% = C+

60-63% = D-

90-93% = A-

74-76% = C

0-59% = F

87-89% = B+

70-73% = C-

84-86% = B

67-69% = D+

80-83% = B-

64-66% = D

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

Tentative Class Schedule:

(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

Tentative Class Schedule	
Assignment	Due Date
Learning Agreement	Sept. 15
Weekly Journal	Weeks #: 2, 4, 6, 8, 10, 12 By Wednesdays
Weekly Video Reflections	Weeks #: 3, 5, 7, 9, 11, 13 By Fridays
Mid-Semester Field Visit	TBD
Practicum Hours Field Instructor Evaluations	December 7, 2023 @ 1159pm HST

The Spirit of Aloha:

BYU–Hawaii is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU–Hawaii is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai’i, children were taught the Spirit of Aloha from a very young age. The book “Tales of the Night Rainbow” by Koko Willis and Pail Jae Lee provides the following as being a part of the teaching of young Hawaiians in ancient days:

Aloha is being a part of all and all being a part of me.

When there is pain – it is my pain.

When there is joy – it is mine also.

...

This is Hawaiian – this is Aloha!

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU–Hawaii and take it with you wherever your life may take you.

Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Demonstrate the knowledge and skills necessary for generalist social work practice within a comprehensive range in types and sizes of client systems.
2. Incorporate into practice the person-in-environment perspective, applying knowledge of the bio-psycho-social influences as they affect individual development.
3. Demonstrate social work values and competencies through internship experiences, as they relate to work with persons from diverse populations.
4. Identify existing social policy, the policy-making process within the agency, and the effects of policies on the client systems.
5. Demonstrate willingness and ability to be reflective and self-evaluating.
6. Develop foundational knowledge through ongoing observations, practice, research, reflection, and dialogue with colleagues, clients, and scholars.
7. Students will demonstrate effective oral and written communication through the completion of weekly journal / video reflections.
8. Students will demonstrate effective oral and written communication through the completion of weekly journal / video reflections.
9. Students will demonstrate the ability to establish appropriate professional boundaries with Field Instructors, agency employees, and clients as documented by their Field Instructor on the final evaluation.
10. Students will display sound ethical decision making as documented by their Field Instructor on the final evaluation.
11. Students will show the ability to integrate knowledge learned in the classroom with real-life social work experiences through the completion of weekly journal / video reflections, and as supported by their Field Instructor on the final evaluation.

Program Learning Outcomes (PLOs) for the BYU–Hawaii Social Work Department:

Field Practicum Manual, Pg. 75

Upon completing a major in Social Work, students will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

*** Please note that these are also the nine core competencies identified by the Council on Social Work Educations (CSWE) Educational Policy and Accreditation Standards (EPAS) that all graduates from schools of social work are expected to possess.

Institutional Learning Outcomes (ILOs) for Brigham Young University–Hawaii:

Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:

1. Knowledge – Both breadth and depth of knowledge.
2. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.
3. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
4. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Integrity – Integrating spiritual and secular learning and behaving ethically.
6. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
7. Service – Using knowledge, reasoning, and research to solve problems and serve others.

Alignment of SLOs, PLOs, and ILOs		
Student Learning Outcomes (SLOs)	Related Program Learning Outcomes (PLOs)	Related Institutional Learning Outcomes (ILOs)
SLO1	PLO1, PLO10	ILO7

Alignment of SLOs, PLOs, and ILOs		
SLO2	PLO1, PLO2, PLO3, PLO7, PLO9	ILO4
SLO3	PLO1, PLO2, PLO3, PLO9	ILO3, ILO4, ILO5, ILO6
SLO4	PLO1, PLO2, PLO4, PLO9	ILO1, ILO4, ILO5
SLO5	PLO1, PLO2, PLO3, PLO4, PLO5, PLO8, PLO9	ILO2, ILO3, ILO5, ILO6, ILO7
SLO6	PLO1	ILO1, ILO4
SLO7	PLO1, PLO2, PLO3, PLO5, PLO6, PLO7, PLO8	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7
SLO8	PLO1, PLO2, PLO4, PLO5, PLO8, PLO9	ILO1, ILO4, ILO5, ILO6, ILO7
SLO9	PLO2, PLO6	ILO4, ILO5
SLO10	PLO1, PLO2, PLO3, PLO4, PLO5, PLO7, PLO8, PLO9	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7
SLO11	PLO2, PLO6	ILO1, ILO4

APPENDIX XII – NEW SOCIAL WORK FIELD INSTRUCTOR TRAINING

Brigham Young University–Hawaii

NEW SOCIAL WORK FIELD INSTRUCTOR TRAINING

Congratulations on being approved as a field instructor for the Social Work Field Education Program at Brigham Young University–Hawaii. A field instructor is critical to the learning and success of our students and we are grateful that you are willing to assist them in continuing their education. As a prerequisite to entering their field practicum placement, social work students must successfully complete all social work classes required for graduation. As such, students have been exposed to the basic theories of social work, have practiced social work skills in simulation environments, have been taught social work values and ethics, and are likely excited to see and experience social work in action. The field practicum allows students a bridge between the classroom and the field and gives them an opportunity to observe actual and experience actual social work practice with real clients in a supervised environment. We look to you, as a field instructor, to direct the student’s experience in their field practicum. Again, that role is critical. This training is designed to ensure that you understand your role as a field instructor and the expectations that accompany that role. We do not expect this training to require a major time commitment on your part, likely less than an hour. Please read the following sections carefully and acknowledge your agreement after each section by answering the questions listed. When you have completed this training, please sign the document electronically to acknowledge completion.

*** Please note that you must click on the SAVE WORK buttons at points throughout the form or at the bottom of this training to save any information entered or changed before closing or printing, or your information will be lost.

Field Instructor Name: _____

Email Address: _____

Agency Name: _____

CSWE CORE COMPETENCIES AND PRACTICE BEHAVIORS

As you are probably aware, the Council of Social Work Education (CSWE) is the accrediting body for social work programs in the United States. CSWE has identified nine core competencies and twenty practice behaviors that social work students are required to develop prior to graduating with a Bachelor

of Social Work (BSW) degree. During their classroom education, students were exposed to each of these core competencies and practice behaviors, but it is during their field practicum placement that they will be able to see these competencies and practice behaviors in action and be able to practice them with real clients. As a field instructor, we would ask that you assist your assigned student in this pursuit. The nine core competencies and twenty practice behaviors are listed below for your review (practice behaviors are listed under the competency they correspond to).

1. Demonstrate Ethical and Professional Behavior
 - a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
 - b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
 - c. use technology ethically and appropriately to facilitate practice outcomes;
 - d. use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
 - a. advocate for human rights at the individual, family, group, organizational, and community system levels;
 - b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)
 - a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
 - b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice
 - a. apply research findings to inform and improve practice, policy, and programs;
 - b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice
 - a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery or and access to social services;
 - b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;
 - b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;
 - b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;
 - b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. select and use culturally responsive methods for evaluation of outcomes;
 - b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Again, it is our expectation that field instructors will help teach students and facilitate opportunities for students to develop the core competencies and practice behaviors listed above.

I have read the nine core competencies and twenty practice behaviors identified by CSWE and agree to help teach and facilitate opportunities for students to develop these skills.

Yes No

LEARNING AGREEMENT

As a field instructor, it is expected that you will give students assignments that will assist them in developing the core competencies and practice behaviors listed in the preceding section. A tool that will assist in this process is the Learning Agreement. Prior to the end of the third week of a student's field practicum, they are required to complete a Learning Agreement with their field instructor. During the completion of a Learning Agreement, the student and field instructor will work cooperatively to come up with at least two tasks or activities that correspond to each core competency that will be completed by the student during their field practicum. These tasks and activities should assist the student in

developing the competency. During the completion of the Learning Agreement, the student and field instructor also identify how the field instructor will monitor or evaluate the student’s completion of the task or activity. The student and field instructor will repeat this process for all nine core competencies. The practice behaviors corresponding with each core competency are listed on the Learning Agreement to assist. Below is an excerpt from the Learning Agreement for one of the core competencies.

Excerpt from the Learning Agreement for one of the core competencies		
CSWE Core Competencies and Practice Behaviors	Tasks and Activities to Demonstrate and Enhance Skills (at least two for each core competency)	Monitoring or Evaluation Criteria Used by Field Instructor
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</p> <p>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p> <p>c. use technology ethically and appropriately to facilitate practice outcomes;</p> <p>d. use supervision and consultation to guide professional judgment and behavior.</p>		

In the middle column, the student and field instructor will identify tasks and activities that will be completed by the student and in the right column the student and field instructor will identify how the field instructor will monitor or evaluate the activity. Again, the Learning Agreement is to be completed prior to completion of the student’s third week of their field practicum. A copy of the Learning Agreement can be found in the Field Practicum Manual, which is available on the Brigham Young University–Hawaii Social Work Field Education Program website at <https://esw.byuh.edu/socialwork/field-education>.

I agree to complete a Learning Agreement with any student placed under my supervision prior to the completion of their third week of practicum.

Yes No

INTERN EVALUATION BY FIELD INSTRUCTOR

An important step in the social work process is evaluation, and evaluation is a critical component of a student's learning. As a field instructor, you will be asked to complete an Intern Evaluation by Field Instructor for each student placed under your supervision, prior to the last day of their field practicum. This evaluation is considered mandatory for the student and they cannot receive a grade without its completion. During the evaluation you will rate the student's competency on each of the twenty practice behaviors identified by CSWE.

On the evaluation, a rating of 5 is the highest and a rating of 1 is the lowest. The Learning Agreement that was completed with the student at the beginning of the field practicum should be used in determining ratings. The field instructor is also asked to indicate what letter grade (A, B, C, D, F) they feel the student deserves for their field practicum as well. After the Intern Evaluation by the Field Instructor is complete, it should be reviewed with the student, with special emphasis placed on strengths and areas of concern. A copy of the Intern Evaluation by Field Instructor can be found in the Field Practicum Manual, which is available on the Brigham Young University–Hawaii Social Work Field Education Program website at <https://esw.byuh.edu/socialwork/field-education>, but the evaluation should be completed on the IPT (Intern Placement Tracking) website, which will be explained in the next section.

I agree to complete the Intern Evaluation by Field Instructor for any student placed under my supervision prior to the last day of their field practicum.

Yes No

IPT (INTERN PLACEMENT TRACKING)

As a field instructor, you will use the IPT (Intern Placement Tracking) website for a variety of purposes, including completing new field instructor training (which you are doing now), ensuring that your contact information is up to date, signing off on an intern's hours each week, and completing the Intern Evaluation by Field Instructor prior to the last day of the student's field practicum. In the future, Learning Agreements may be incorporated into IPT. After a new field instructor has been approved, they are emailed a default username and password, which they will change after their initial log-in. The IPT website is located at <https://www.alceasoftware.com/web/login.php>. The Organization ID should always be **byuhsw**. It is recommended that field instructors bookmark the IPT website on their internet browser.

I agree to keep my contact information on IPT current and complete any and all required practicum forms on IPT for students that I am assigned to supervise.

Yes No

TRACKING INTERN HOURS

Intern hours are tracked on the IPT website, which was detailed in the previous section. Students are required to input their hours for the previous week by 11:59 p.m. (Hawaiian time) each Monday. Field instructors are asked to regularly check the hours of students that they are assigned to supervise and, if the student has input all of their hours for the week, field instructors are asked to initial those hours in IPT. When a field instructor initials a student's hours in IPT, it locks the student's hours so that they cannot be changed. Students are required to obtain a total of 425 hours during their field practicum and field instructors should monitor the student's hours and help ensure that all required hours are complete prior to the last day of placement.

I agree to regularly monitor and initial the hours of any student I am assigned to supervise in IPT.

Yes No

INTERN SUPERVISION

The Council on Social Work Education (CSWE) requires that field practicum students receive at least one hour of face-to-face supervision from their field instructor each week. Ultimately, as a field instructor, you are a student's supervisor and you are responsible for their education while placed at your agency. The importance of a field instructor cannot be overstated. Field instructors are critical. Supervision may include training, case conferences, debriefing after the student observes you or you observe the student in real social work interactions, or numerous other activities. As a field instructor, we ask that you make yourself available to the student and make every effort to assist them in skill and knowledge development.

I agree to provide at least one hour of face-to-face supervision each week to any student that I am assigned to supervise.

Yes No

CONTACT WITH THE FIELD EDUCATION DIRECTOR

The Field Education Director at Brigham Young University–Hawaii is available to answer any questions or concerns that you may have as a field instructor and is a partner with you in the education of field practicum students. Field instructors should feel free to contact the Field Education Director at any time. Contact information for the current Field Education Director can be found on the Faculty and Staff page for Brigham Young University–Hawaii Faculty of Education and Social Work at <https://esw.byuh.edu/esw/faculty-staff>.

If your agency is on the island of O‘ahu, the Field Education Director or the Field Liaison will ask to visit your agency each semester that students are assigned to your agency. If your agency is located on an outer Hawaiian Island, it is likely that the Field Education Director or the Field Liaison will attempt to visit your agency each semester that students are assigned to your agency as well, but those visits are pending administration approval and budgetary constraints. Agencies on the United States mainland or an international location should expect the Field Education Director or the Field Liaison to make contact virtually if an in-person visit is not possible.

I understand how to contact the Field Education Director if needed and will make myself available for site visits or other types of communication as needed.

Yes No

ANNUAL FIELD INSTRUCTOR TRAINING

Annual field instructor training will be held on the Brigham Young University–Hawaii campus in La‘ie. All approved field instructors are invited to attend these trainings and will be notified of them via email at least one month in advance. On occasion, these trainings may be held at an alternate location on O‘ahu and field instructors will be notified in advance. For field instructors who are located off-island or cannot attend, video recordings of the trainings will be placed on the Brigham Young University–Hawaii Social Work Field Education Program website at <https://esw.byuh.edu/socialwork/field-education>. Trainings will cover a variety of topics that will prove useful to field instructors.

I understand that I am invited to attend annual field instructor trainings.

- Yes No

FIELD PRACTICUM MANUAL

The Brigham Young University–Hawaii Social Work Field Education Program has produced a Field Practicum Manual that explains the field practicum and field education policies in much greater detail. Field instructors are invited to review the Field Practicum Manual and consult it with any questions or concerns. The Field Practicum Manual is available on the Brigham Young University–Hawaii Social Work Field Education Program website at <https://esw.byuh.edu/socialwork/field-education>.

I understand how to access the Field Practicum Manual.

- Yes No

Again, mahalo for your willingness to serve as a field instructor. Your service is greatly appreciated and we hope that you will find it fulfilling to assist in the education of the next generation of social workers.

I acknowledge that I have completed this training in its entirety.

- Yes No

APPENDIX XIII – N.A.S.W. CODE OF ETHICS

National Association of Social Workers (NASW)

CODE OF ETHICS

PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: **Service**

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: **Competence**

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

ETHICAL STANDARDS

1. Social Worker's Ethical Responsibilities to Clients

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable

alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with their level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

- (a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.
- (c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.
- (d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social

workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform

participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Worker's Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a

sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Worker's Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) 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.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) 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.

(d) 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Worker's Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion. (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Worker's Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and

responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Worker's Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social,

economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.