



**STUDENT HANDBOOK  
BACHELOR OF SOCIAL WORK DEGREE PROGRAM  
2011-2012**

HAWAII PACIFIC UNIVERSITY

SCHOOL OF SOCIAL WORK

Website: <http://www.hpu.edu/CHSS/SocialWork/BSW/BSWmain.html>

# HAWAII PACIFIC UNIVERSITY

## BSW PROGRAM

### TABLE OF CONTENTS

<b>Preface</b>	-4-
<b>Letter to Social Work Students</b>	-5-
<b>The Social Work Program</b>	-7-
History	-7-
Accreditation	-7-
Mission, Goals, & Objectives	-7-
Faculty and Administration	-10-
Organizations	-11-
Hawaii Social Work Licensure	-12-
<b>Curriculum</b>	-13-
Learning a New Discipline	-13-
Critical Thinking	-14-
Generalist Social Work Practice	-14-
Ecosystems Theory/Perspective	-16-
Design of the Curriculum	-21-
Liberal Arts Foundation	-21-
Social Work Courses	-22-
Major Courses from Other Departments	-23-
Elective Courses	-24-
International Exchanges	-24-
<b>Teaching, Learning, and Grades</b>	-25-
Evaluation	-25-
Standards for Written Assignments	-25-
<b>Performance Standards for Social Work Students</b>	-27-
Violations of Performance Standards	-30-
Disciplinary Action – Policies & Procedures	-31-
<b>Social Work Program Policies &amp; Procedures</b>	-35-
Admission to the Major	-35-
Transfer in of Credit	-36-
Credit for Life Experience	-36-
Advising in the Social Work Program	-36-

Staying Informed	-37-
Field	-37-
Course Offerings and Sections	-38-
Nondiscrimination Policies	-38-
<b>Some Tips for Success</b>	-39-
<b>Financial Aid</b>	-40-
<b>Appendices</b>	-41-
<i>(listed in order)</i>	
Guidelines on Confidentiality	
Selections from HRS Ch 467 E	
Social Work Glossary	
Suggested Resources	
Working & Being a Social Work Student	
<b>Student Agreement Form</b>	
<b>Student Update Form</b> <i>(on back of Student Agreement Form)</i>	
<i>(Please fill out and return the Student Agreement Form/Student Update Form to Social Work Faculty)</i>	

## PREFACE

The Student Handbook Guide to the BSW Degree Program sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction, that govern the BSW program and its students. The Handbook should be used in conjunction with the Hawaii Pacific University Academic Catalog 2011-2013 and the Hawaii Pacific University Student Handbook (2011-2012), which are both available online at the following URLs:

[http://www.hpu.edu/academic\\_catalog/docs/HPU\\_Academic\\_Catalog\\_2011-2013.pdf](http://www.hpu.edu/academic_catalog/docs/HPU_Academic_Catalog_2011-2013.pdf)

[http://www.hpu.edu/CampusPipeline/Publications/Student\\_Handbook\\_061411.pdf](http://www.hpu.edu/CampusPipeline/Publications/Student_Handbook_061411.pdf)

The curriculum, policies, and procedures set forth in the Guide are in effect for the 2011-2012 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2011-2012 academic year.

Faculty of BSW School of Social Work Program and of the Hawaii Pacific University as a whole, however, reserves the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students and is aligned with the 2008 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

## Letter to Social Work Students

Dear Social Work Student:

Welcome all students, whether new or continuing, to the social work program at Hawai'i Pacific University. You have identified social work as your future profession, and have entrusted us with your professional education. We will do our best to live up to this trust by facilitating your learning so that you can increase your mastery of the knowledge and skills you need to practice in an effective and competent fashion. Since Social Work is a value-based profession, we will assist you to understand the values of our profession not only in theory, but also through doing our best to live up to them. We expect your best in trying to live up to them too.

This Handbook is designed to be your companion throughout the Social Work Program. Please read it carefully and keep it as a reference, along with your HPU catalog and, when you are in practicum, your Practicum Handbook. Education for a profession is designed carefully around a philosophy of practice and a sequence of learning. You need to understand the elements of these in order to see how all the pieces--the individual courses you take and the lessons within them--fit together. You will not need some of the information in this Handbook until later in your program, but you need to know that it is here. You may not understand it all at first. As you move through the program, one way to chart your progress is to read this Handbook from time to time. Review the Handbook especially when you have questions about the program or are thinking about courses for the next semester. Of utmost importance are the policy sections on student conduct and behavior (pages 40 through 46). You are responsible to make it your own and abide by it.

As a student accepted into HPU's Social Work Program, you will have many learning opportunities beyond the classroom. You are eligible for membership in the Social Work/Human Services Student Organization, the National Association of Social Workers, and (if you meet the qualifications) Phi Alpha, the national social work honor society. Taking advantage of these opportunities can lead to job opportunities and professional networking--and can be a lot of fun.

Choosing a profession is a serious decision. Our goal is to empower you to help others. Helping, however, is a demanding goal. Along the way, particularly as we challenge you to look at your own behavior and motivations more closely, you may wonder if you have made the right choice. If this occurs, or if you need help with other problems, we encourage you to talk with us, beginning with your faculty advisor. Our concern will be for your well being and for you to succeed. We are committed to your success but it is a two way street and with all opportunities come responsibilities. Each of you will learn that a good social worker knows when to ask for help!

At present, your goal is quite naturally to receive your degree. However, it is impossible to learn in a few years all that is needed for a lifetime of practice. Social conditions, too, are always changing. As long as you are a social worker, you will also be a learner. As any other professional you will identify your learning needs, set appropriate learning goals, and seek out

learning opportunities. This may sound discouraging, but the concept of lifelong learning has its advantages. Students often worry when they graduate, whether with the BSW or the MSW, because they are not completely prepared for practice. Accepting that you will always be a learner means that you always have more chances to learn what you need to know. You need not know everything prior to graduation. You will have the tools for professional practice, to be upgraded and refined as you use them. One of these tools is knowledge about where and how to find information. It is also true that a job that could be mastered in a short period of time would likely be boring after a few years. Whatever social workers say about their jobs, they seldom complain of boredom! Our commitment is to “grow” social entrepreneurs that are able to make a positive impact on the world around them.

I would like to add one more thing. In the BSW program, we train you for entry-level generalist social work practice, and in the MSW for advanced generalist practice. But the generalist method that we teach will be useful to you in personal relationships, and potentially in a wide variety of fields. We are proud of our graduates who go on to practice as social workers. And we are proud of our graduates who go in other directions and do good things with their lives. The most important aspect is regardless of the field you ultimately choose, is that you are making a contribution to the world and its people—and are happy.

We hope that you have a great school year!

With best regards,

A handwritten signature in cursive script, reading "L. C. Marais".

Dr. Lorraine C. Marais  
Director, School of Social Work

## The Social Work Program

### 1. History

Social work is celebrating its fourteenth year at Hawai'i Pacific University. In spring, 1997, after almost two years of planning, we offered our first introductory BSW course. Our first majors began their junior-level core social work courses the following fall and our first graduates received their BSWs in May, 1999. After additional experience and planning, our first MSW students began their work in September, 2005. Our first MSW graduates received their degrees in August, 2007.

HPU began its social work major because of requests from students and interest from the community. In keeping with HPU's large number of non-traditional and working students, as well as the community's need, it was decided to prioritize the needs of working adults. This is reflected in our mission statement. No other social work program in the community accommodates part time, evening/weekend, and year-around study as we do. Core social work courses are offered primarily on Saturdays, with some additional courses on weekday evenings. **Please plan your schedule accordingly.** We recognize that this may not meet the needs of every student, or even every working student. As the program grows, it may be possible to offer more varied schedules than we can today.

### 2. Accreditation

Throughout the United States, social work programs are accredited by the Council on Social Work Education (CSWE). This specialty professional accreditation is in addition to a University's overall accreditation. (HPU is accredited by the Western Association of Schools and Colleges.) Accreditation is a way of ensuring that all social work graduates throughout the United States have a common set of knowledge, skills, and values, and have met certain educational standards. The social work accreditation process is similar to those for medical schools, graduate psychology programs, and nursing programs (including HPU's). Achieving full CSWE accreditation is an exacting process that requires several years.

We are proud that HPU's BSW program received its full accreditation at the June 2002 CSWE meeting. Accreditation was "reaffirmed" in June 2006.

Please visit [www.cswe.org](http://www.cswe.org) to confirm our accreditation status for the BSW and MSW programs.

### 3. Mission, Goals/Core Competencies and Practice Behaviors

A mission statement expresses an organization or program's overall philosophy and "reason for being." The mission statement helps the organization maintain clarity about its purpose. General goals are derived from it, and specific practice behaviors are derived from the goals..

*The mission of Hawaii Pacific University's Bachelors Degree in Social Work is to prepare appropriate undergraduate students, especially working adults, for entry into the competent, effective generalist practice of social work at the beginning level. Hawaii Pacific University's social work students should unashamedly want to "make the world a better place" through caring, professional practice. They should appreciate that social work's heritage, commitment, values, and methods offer one means of doing this.*

There are **ten core competencies or general goals** derived directly from the mission statement. The program's practice behaviors are derived from its goals or core competencies based on the Educational Policies and Accreditation Standards (EPAS 2008) of Council on Social Work Education (CSWE).

### **BSW Goals/Core Competencies and Practice Behaviors**

#### **GOAL 1: Professional Development**

Students develop an appropriate foundation for and a commitment to lifelong learning in social work practice.

**PB 1.1:** Students continue to enhance their professional skills and knowledge to work effectively with client systems of all sizes.

**PB 1.2:** Students demonstrate professional demeanor that reflects awareness of and respect for client systems.

**PB 1.3:** Students practice self-reflection and self-correction as tools for enhancing their professional competence.

**PB 1.4:** Students adhere to professional roles and responsibilities.

**PB 1.5:** Students understand and apply supervision and consultation as a part of their learning process.

#### **GOAL 2: Values and Ethics**

Students internalize, promote and apply the values and ethics of social work in professional practice.

**PB 2.1:** Students are aspiring to acquire and practice within the standards of social work licenses and/or credentials.

**PB 2.2:** Students are aware of their personal values and manage it in a way that allows professional values to guide practice.

**PB 2.3:** Students make ethical decisions and resolve ethical conflicts in practice by critically applying the NASW Code of Ethics and, as applicable, standards of the IFSW.

### **GOAL 3: Critical Thinking**

Students identify and apply critical thinking skills in professional practice with systems of all sizes.

**PB 3.1:** Students assess and integrate multiple sources of information, including research-based knowledge, in professional practice.

**PB 3.2:** Students develop an ability to critically analyze and apply models of assessment, prevention, intervention, and evaluation.

**PB 3.3:** Students demonstrate effective oral and written communication, and build productive relationships with client systems using established professional standards and practices.

### **GOAL 4: Cultural Competence**

Students demonstrate cultural competence to practice social work with diverse populations in systems of all sizes.

**PB 4.1:** Students demonstrate to function as beginning-level social workers within agencies serving diverse populations, using appropriate written and oral communication techniques.

**PB 4.2:** Students recognize cultural practices, beliefs and values as factors that may oppress, marginalize, alienate, or, conversely enhance privilege and power.

**PB 4.3:** Students demonstrate professional competence that reflects awareness of and respect for diversity as a value that shapes practice with diverse populations.

**PB 4.4:** Students recognize clients as experts of their own life experiences, and collaborate with them to effectively implement culturally appropriate practices.

### **GOAL 5: Social and Economic Justice**

Students are committed to promote social and economic justice, and human rights at local, national and global levels.

**PB 5.1:** Students describe the forms and mechanisms of oppression and discrimination.

**PB 5.2:** Students acquire theoretical knowledge of socio-economic justice to promote human rights of marginalized populations including indigenous people.

**PB 5.3:** Students participate in advocacy processes in collaboration with people who are deprived from and in need of services.

**PB 5.4:** Students engage in culturally and policy sensitive practices that mobilize resources to meet the needs of minority populations.

**PB 5.5:** Students incorporate practices that promote social and economic justice in organizations, institutions and society.

**GOAL 6: Research/EBP**

Students demonstrate evaluation skills to apply research-generated information and methods in social work practice.

**PB 6.1:** Students locate, evaluate and critically analyze current research literature in their areas of interest.

**PB 6.2:** Students critically understand beginning level of policy analysis, evidence-based and research-informed practices in systems of all sizes.

**GOAL 7: Human Behavior and the Social Environment**

Students develop a proficiency to critically understand and, where appropriate, apply knowledge of human behavior and the social environment while working with client systems of all sizes

**PB 7.1:** Students are knowledgeable about the social and cultural systems in which people live and the ways in which those systems facilitate or hinder them in maintaining or achieving well-being.

**PB 7.2:** Students apply the social work generalist model to understand and critically analyze their chosen populations and their interactions with socio-economic environment.

**GOAL 8: Policy**

Students develop knowledge and skills related to social work policy practice and advocacy to advance social and economic well-being and deliver effective social work services.

**PB 8.1:** Students understand and critically analyze that direct social work practices occur in a policy context.

**PB 8.2:** Students recognize linkages among social work history, current social policies and societal structures.

**PB 8.3:** Students collaborate with social workers, other professionals, clients and community in order to demonstrate effective policy action.

**GOAL 9: Contexts**

Students are informed, resourceful and proactive in responding to the changing nature of socio-economic and political contexts that influence well-being of people.

**PB 9.1:** Students are skillful to access current information about changing socio-economic and political contexts, innovations and changing trends to provide relevant services.

**PB 9.2:** Students understand the significance of information technologies and organizational analysis techniques for relevant service delivery to clients and communities.

**PB 9.3:** Students practice beginning level leadership skills to promote sustainable change to improve quality of service delivery.

**GOAL 10: Generalist Social Work Practice**

Students develop professional competency in the use of the generalist problem-solving model with client systems of all sizes

**PB 10.1:** Students describe, assess and apply the generalist problem-solving model to practice with systems of all sizes.

**PB 10.2:** Students demonstrate professional knowledge and skills to assess clients' situation, strengths and limitations that enable them to work together with clients for goal-setting and developing outcome-based intervention plans.

**PB 10.3:** Students acquire knowledge and strategies to empower clients in preventing and resolving problem.

**PB 10.4:** Students demonstrate their evaluation skills to critically analyze, monitor and evaluate various stages of practice – from engagement to follow-up.

#### 4. **Faculty and Administration**

##### **HPU Administration:**

##### **Steven Combs**

*Dean, College of Humanities and Social Sciences (CHSS)*

**Office:** MP 437      **Phone:** 544-0274

**Email:** [scombs@hpu.edu](mailto:scombs@hpu.edu)

##### **BSW Leadership Team and Program Faculty:**

##### **Lorraine Marais, M.S.W., Ed.D**

*Director, School of Social Work and Associate Professor of Social Work*

**Office:** MP 201D      **Phone:** 566-2475

**Email:** [lmaraishpu.edu](mailto:lmaraishpu.edu)

##### **Margo Bare, M.S.W.**

*Director, Field Education*

**Office:** MP 201G      **Phone:** 544-1487

**Email:** [mbarehpu.edu](mailto:mbarehpu.edu)

##### **Michaela Rinkel, M.S.W., Ph.D.**

*BSW Program Director and Assistant Professor of Social Work*

**Office:** MP 201D      **Phone:** 544-2489

**Email:** [mrinkelhpu.edu](mailto:mrinkelhpu.edu)

##### **William J. (Bill) Hummel, M.S.W.**

*Instructor of Social Work*

**Office:** MP 201F      **Phone:** 566-2482

**Email:** [whummelhpu.edu](mailto:whummelhpu.edu)

##### **Paul Tran, M.S.W.**

*Instructor of Social Work*

**Office:** MP 201D      **Phone:** 544-0855

**Email:** [ptranhpu.edu](mailto:ptranhpu.edu)

##### **Shubheksha (Subu) Rana, M.S.W.**

*Social Work Administrative Assistant*

**Office:** MP 201A      **Phone:** 544-0234

**Email:** [sranahpu.edu](mailto:sranahpu.edu)

## 5. Organizations Affiliated with the Social Work Program

- A. The **Social Work/Human Services Student Organization (SWHSSO)** is a club that is open to any HPU student, graduate or undergraduate, with an interest in social work or human services. (The student need not be a social work major or admitted to the social work program.) SWHSSO engages in activities that provide service to the community, helps members learn more about/network with the social work profession, and engages in fun activities as well. Meetings are held regularly during the school year.

Note: The SWHSSO is encouraged to elect, from their officers or membership, a BSW student representative to attend SWRK Faculty Meetings where appropriate. (Alternates may also be designated.) If they do not elect a representative, the highest ranking officer of SWHSSO who is a BSW student and the highest ranking officer who is an MSW student will be deemed to be the representatives to the Advisory Committee. The student representatives must be approved by the faculty. No student on probation is eligible to serve as a representative.

- B. **Phi Alpha** is a national honor society for social work students. HPU's chapter is Theta Omicron. Requirements for membership are:

- *Undergraduates:* declared social work major, at least sophomore status, completion of at least 9 semester hours of social work courses, overall GPA of 3.0 in all college work (including transfer credit), and GPA of at least 3.25 in social work courses.
- Payment of a \$10 fee to cover the cost of the honor cord. (National dues are paid by the local chapter.)
- Students on probation are not eligible for Phi Alpha.

A common application form for all honor societies is distributed at the beginning of each semester. Students may belong to as many honor societies for which they qualify. Mark Fox ([mfox@hpu.edu](mailto:mfox@hpu.edu)) is the faculty advisor.

- C. The **Social Work Advisory Committee** is composed of social workers and others interested in social work education from the community. The purpose of the advisory committee is to help the faculty plan an effective social work program, and to bridge the gap between the program and the practice community. The president of SWHSSO is also a member of the Advisory Committee, and students are also encouraged to elect a representative to the Advisory Committee. The student representatives must be approved by the faculty. No student on probation is eligible to serve as a representative.
- D. **NASW** - Students are encouraged to join the National Association of Social Workers (NASW), and to affiliate with and be active in the Hawaii chapter (NASW-HI).

**Student malpractice insurance, which we recommend, is also available at reasonable cost through NASW Hawaii ([www. nasw-hi.com](http://www.nasw-hi.com)).**

## **6. Hawaii Social Work Licensure**

Beginning in 2004, after many years of work on the part of NASW-Hawaii and the profession (including HPU students and faculty), social workers in Hawai'i were eligible for licensure at three levels:

- Licensed Bachelor Social Worker (LBSW). In addition to graduating with a B.S.W. from a school accredited by C.S.W.E., the candidate must make application to the State and must pass an examination given by the Association of Social Work Boards.\*
- Licensed Social Worker (LSW): the applicant must hold a master's degree from a social work program accredited by C.S.W.E., must make application to the State, and must pass an examination given by the Association of Social Work Boards.\*
- Licensed Clinical Social Worker (LCSW), the applicant: must hold a master's degree from a social work program accredited by C.S.W.E., must make application to the State, must pass an examination given by the Association of Social Work Boards\*; and must provide evidence of successful completion of at least three thousand hours of post masters clinical social work experience under supervision completed within no fewer than two years, but within no more than five years. Please see the law and contact the Department of Commerce and Consumer Affairs for current regulations regarding details relating to these practice hours and required supervision.

BSW graduates are eligible for licensure upon graduation.

Further information on licensure in Hawaii is available from the Hawaii Department of Commerce and Consumer Affairs (DCCA):

<http://www.hawaii.gov/dcca/areas/pvl/programs/socialworker>

To obtain an application or additional information, call (808) 586-3000.

\*The names of the examinations offered by ASWB have changed since the Hawaii law was enacted. Be sure to check with DCCA regarding the correct exam for the category of license you are seeking.

Two books to assist in your study for the licensure exam are on reserve in Meader Library. They can be borrowed at the circulation desk (3<sup>rd</sup> floor) for use within the library only. NASW-HI ([www.nasw-hi.com](http://www.nasw-hi.com)) and other organizations sponsor review courses from time to time, especially in spring or early summer. Please contact NASW-Hawaii for more information about the licensing exam. Review programs are also found on the Internet. HPU does not guarantee or recommend any of these resources.

Information on licensure in other states can be found at

<http://www.aswbdata.powerlynxhosting.net/> or from the state in question.

## The Social Work Curriculum

### 1. Learning a New Discipline

In *How to Study & Learn a Discipline* (Dillon Beach, CA: Foundation for Critical Thinking, 2001), Richard Paul and Linda Elder point out that all academic areas, such as social work, represent “a systematic way of thinking about a particular set of things.” That is, learning Social Work means, most basically, learning to think like a social worker. This includes taking on the worldview that social workers have; understanding the purposes of social work; and knowing the questions that social workers ask about problems, the data sources they find relevant, and the kinds of answers they generate.

Using this perspective, your Social Work texts are not compilations of facts that you must memorize. They are examples of social workers thinking about the profession and its work, and they are guides to you in taking on the thinking of the profession. Paul and Elder (2007) suggest that excellent students will do the following:

- Understand thoroughly the “requirements of the class, how it will be taught, and what will be expected of you.”
- “Become an active learner. Be prepared to work ideas into your thinking by active reading, writing, speaking, and listening.”
- “Become a questioner.”
- “Look for interconnections. The content in every class is always a SYSTEM of interconnected ideas, never a random list of things to memorize. . . . Study like a detective, always relating new learning to previous learning.”
- “Relate content, wherever possible, to issues and problems and practical situations in your life. If you can’t connect it to life, you don’t know it.”
- “Figure out what study and learning skills you are not good at. Practice those skills whenever possible.”
- “Frequently ask yourself, ‘Can I explain this to someone not in class?’ If not, then you haven’t learned it well enough.”
- “Test yourself . . . by trying to summarize . . . the main points of the previous class meeting [or your reading]. If you cannot summarize the main points, you haven’t learned them.”
- “Use writing as a way to learn by writing summaries in your own words of important points from the textbook or other reading material. Make up test questions. Write out answers to your own questions.”
- “Frequently evaluate your listening. Are you actively listening for main points? Can you summarize what your instructor is saying in your own words? Can you elaborate what is meant by key terms? . . . Don’t sit back passively, waiting for knowledge to fall into your head. . . . It won’t.”
- “Frequently evaluate your reading. Are you reading the text book actively? Are you asking questions as you read? Can you distinguish what you understand from what you don’t?” [Are you bringing questions to class or your professor’s office hours about what you don’t understand?]

## 2. Using Critical Thinking (CT) and Critical Analysis (CA)

CT and CA skills are paramount if you want to be a successful social work student and practitioner. CT and CA are YOUR ability to use the Social Work knowledge base, along with your own assumptions, theories and observations, to develop a solution that is appropriate to the situation and clients' needs. It's your ability to devise creative solutions to new situations and problems. CT and CA also mean being open to various ways of looking at a problem, and being open to learning and growing. Some elements of CT and CA include:

- Reflecting on thinking and assumptions that lie beneath your feelings and emotions
- Supporting your decisions with facts and reasoning, i.e., data, not feeling or self-interest
- Holding back decisions and conclusions until enough data have been gathered and evaluated
- Appraising the trustworthiness of sources on which you base your beliefs
- Differentiating between facts, opinions and inferences, and stating clearly which is which
- Utilizing your liberal arts knowledge base to illuminate a current situation

*Adapted from Elder, L. & Paul, R. (2007). The miniature guide to critical thinking concepts and tools. CA: Foundation for critical thinking press.*

CT and CA are essential for success in your classes. The more you are able to move flexibly among perspectives, opinions, facts, and theories, weighing each and coming to reasoned conclusions, the better student and professional you will be.

## 3. Generalist Social Work Practice

Our social work curriculum is focused on "generalist practice." Although all approaches to generalist practice have many things in common, each program develops its own definition. At HPU, we have defined generalist practice as:

*The application of social work knowledge, skills, and values to a variety of settings, population groups, and problem areas. Generalist practitioners are able to be flexible, eclectic, and pragmatic in their approach to situations needing social work intervention. They recognize the inter-relatedness of individual problems, life conditions, social institutions, and social problems. Because of this understanding, generalist practitioners are able to analyze situations, recognize the potential for change, and apply the generalist problem-solving method appropriately at the micro- mezzo-, and macro-levels.*

Appropriate settings, groups, and problem areas may include individuals (micro level); families and other small groups (mezzo level); and communities, organizations, and societies (macro level). Potential clients/client groups include those of various ethnicities, traditions, lifestyles, economic conditions, and life experiences/circumstances. Thus generalist practice consists of attitudes, values, and skills that are "portable." It provides a "tool box" that you can take into any situation and use appropriately, according to the

needs of your client/client group(s). If we succeed in teaching generalist practice, you should find that your social work education is relevant and helpful wherever you work.

Advanced generalist practice prepares students for a more autonomous/independent level of work. Knowledge is more thorough in areas such as populations in context and intersectionality (the convergence of multiple roles/statuses), and intervention is based on a broader range of counseling and other theories and techniques. Advanced generalist practitioners are competent in a wider range of evidence-based practices, research techniques, and in a range of administrative skills. They have beginning knowledge of law as applied to social work practice. All the mentioned knowledge and skills are framed within the context of cultural competence and sensitivity to diversity.

Within the generalist model of helping, at the “basic” and advanced levels, there is a sequence of tasks, often called the “problem solving process” or generalist intervention model. This process recognizes that people--as individuals or in families, small groups, communities, or organizations--seek help from social workers, or are identified as needing intervention, around personal and/or social problems. The goal in helping is to assist and empower these clients to solve their own problems, using their own strengths.

Although different authors use slightly different terminology, the stages of the problem-solving process as defined by HPU are:

- A. **Engagement:** forming a relationship with the client/client system of all sizes.
- B. **Assessment:** mutually decide what the problem is and what strengths the client/client systems bring(s) to solve the problem.
- C. **Planning:** collaboratively decide what could be done to solve the problem.
- D. **Contracting:** coming to agreement with the client/client system over what will be done and what each parties’ role and responsibility will be in the process.
- E. **Intervention:** following or “working” the plan.
- F. **Evaluation:** pausing from time to time to assess what is working and what needs change and what the final outcomes and impacts will be.
- G. **Termination:** ending the close working relationship or renewing the relationship to start a new phase.
- H. **Follow up:** checking to see if clients/client groups have maintained progress and are still doing well. This stage can also help agencies find out what the impact of their work is in the process of service provision.

The generalist practice model although depicted here as linear is in fact cyclical. Often when in one part of the process you will have to go back to a previous part to check and change things based on new knowledge. This may sound like a very mechanical approach to helping people. Experience has shown, however, that knowledge of the process helps guide workers toward effective helping and also aids them in understanding what has happened when things go wrong. Many helping situations flounder, for example, because a trusting relationship was never established, because the client/client group never really agreed to the work of problem-solving, or because there was no real plan for what would be accomplished.

#### **4. The Ecosystems Perspective**

The HPU Social Work Program has chosen Ecosystems Theory for our conceptual framework. Ecosystems theory complements generalist practice because it sees the person in a rich context (“deep ecology”), and looks at practice at all three areas. Below is a brief discussion of Ecosystems theory, which will be supplemented by material in your texts and class discussions.

##### **A. Why be concerned about a theory for practice or theories of change?**

“Social workers . . . use theories to help guide and then organize their observations. Theories also help social workers to explain why people/communities and organizations behave as they do, to better understand how the environment affects behavior, to guide interventive behavior, and to predict what is likely to be the result of a particular social work intervention. A social worker’s actions are not random, but tend to reflect the theories, implicit or explicit, that he or she accepts and uses. Theory tends to shape what the practitioner sees, what he or she makes of it, and what he or she decides to do about it. *The complexity of human concerns with which social workers deal, argues against a ‘hit or miss’ approach to their solution.* Rather, this complexity makes imperative the need for a consciously held, logical justification for the purposeful conduct of practice.” (Greene in Greene and Ephross, pp. 4-6, ordering changed)

“The choice for a practitioner is not whether to have a theory but what theoretical assumptions to hold. All persons acquire assumptions or views on the basis of which they construe and interpret events and behavior, including their own. These assumptions are frequently not explicit . . . Thus, the appeal for practitioners to be atheoretical amounts simply to an argument that theory ought to be implicit and hidden, not explicit and self-conscious. It is difficult, however, to defend an argument favoring implicit theory that, by definition, is not susceptible to scrutiny and objective validation and therefore cannot be distinguished from idiosyncratic bias.” (Briar and Miller, quoted in Greene and Ephross, p. 5)

Ecosystems theory is sometimes called a “perspective,” because it is a very broad way of looking at the world and social work practice. It is not the kind of theory that tells a worker exactly what to do in every situation; rather, it challenges the worker to build interventions based on this way of looking at the world.

## B. What are the basics of the theory?

- The basic assumptions of the Ecological Perspective (EP; Greene in Greene and Ephros, p.271) are:
  - Person and environment form one system, with two-way interactions. It is not person *plus* environment (1+1), but a unit of this person in this setting.
    - You cannot separate people from (or understand people apart from) their environment. If people have life problems, these must be understood within the full person-environment context.
    - The environment influences people. This influence can be positive or negative.
    - People influence their environment. This influence can be positive or negative.
    - The individual's subjective understanding of the environment is key to his/her development
  - People may fit well or poorly into their environment—a concept called “Goodness of fit.”
  - “People are goal directed and purposeful. Humans strive for competence.”
  - What the individual thinks about/experiences from the environment is key to development, and it is an individual matter.
  - Personality is the result of long-term interactions between the person and the environment.
  - Miley (p.36) says that factors like race, culture, SES, and gender are very powerful in creating “our worlds,” because of the messages they send to individuals about who they are, and the opportunities that are open or denied to those people.
  - Changing the environment can change the people in it.
  - A change to one part of a system may “reverberate” (via, for example, reciprocal interactions) throughout the system, and cause further intended and unintended changes.
  - Social workers can help clients through a variety of interventions in the client's “life space.” Potentially, several interventions could have the same result. The worker may want to start with the simplest, or the one that gives the most “leverage” (“bang for the buck”).
  - Germain & Gitterman say that most people become involved with social workers because they are facing “life stressors.” Once people judge something to be a stressor, they try to bring their coping methods to bear. They muster

their personal and environmental resources; these may or may not be effective. If coping is not effective, stress gets worse and may lead to other stresses (e.g., a person is depressed and nothing seems to help; he loses his job and now has financial pressures). Sometimes coping efforts themselves cause additional problems—a person confronts a troublesome neighbor, gets into a fight, and is arrested.

EP sees the *transactions* between the person and the environment as the focus of change. Transactions are messages back and forth between the person and the environment that bring about change or mutual influence. They are more than interactions between one person and another. Transactions accumulate, to become a flow of influence back and forth across time. Transactions can be positive, negative, or neutral. Transactions act together, so that the whole message is greater than its parts. When environments make more demands than individuals can meet, or are unsupportive of individuals' needs, they create problematic stress and "problems in living." (EP does NOT consider these to be "pathologies.") "Each of us takes part in innumerable transactions every day. When we talk with friends, have dinner with family members, or buy groceries, we are interacting with people around us. We are also part of larger systems which engage in transactions. Examples of larger system transactions include a social agency that trains a group of volunteers, sends staff members to a conference, or runs public service announcements on a local television station. Transactions are the means by which people and systems exchange resources with their environments. Therefore, productive transactions serve as sources of energy to sustain a system's functioning and fuel change. Deficient transactions inhibit growth and possibly even threaten basic sustenance.

### **C. How does the EP affect social work practice?**

- In EP, the most basic job of the social worker is seen as bringing about rapprochement between the client/client group and the environment. The social worker often serves as facilitator, not "fixer."
  - Using the EP changes the way that social workers name, define and look at problems. A client is not judged as "deviant" or "maladaptive" or "pathological" (all of which attribute the problem to the individual). Rather, the client/client group and the environment are "out of synch." Redefining problems to focus on synchronicity can lead to innovative and successful solutions. The perspective forces us always to look at micro, mezzo, and macro around any problem.
  - "It makes sense from an ecological perspective that inner cities have high crime rates, family breakdown, and other related problems. These kinds of problems are not a symptom of an inner city dweller's inability to control id impulses, as will be argued by a Freudian, but instead are a result of a hostile social environment that does not provide the supports needed for growth and development. Social intervention . . . must be at both the micro- and macro-levels. . . ."

Thus, the effective social worker must become enmeshed in the political process. . . .” (Pardeck, pp.39-40) Garvin & Seabury say that for individuals to grow and thrive, their needs (think Maslow’s hierarchy) must be matched by resources in the environment, their aspirations must be matched by opportunities in the environment, and the demands of the environment must match their capacities. It is unlikely that these will ever be perfectly balanced, especially because the individual and the environment are constantly changing. Social workers are especially aware of the power of “isms” to limit resources, opportunities, and, often, demands (too little is expected of people, or conversely they are expected to do the impossible). Social work roles include trying to improve the balances between the individual and the environment around these dimensions.

- The perspective is positive and hopeful. It suggests that both people and environments can change for the better. Positive change can result from life experiences. It sees difficulties as “problems in living,” not pathology. It is oriented towards growth. The perspective promotes diversity. “The more complex the network is, the more resilient it will be.” (quoted in Mattaini , p.8) Thus, promotion and protection of diversity is not simply a matter of “political correctness” or law, but a matter of survival for the group, since diversity brings new resources into the system.
- The strengths perspective is important in the EP. Strengths are not seen as “things” that a person possesses, as much as they are seen as skills/resources that a person brings to transactions. Each person or group, including the client/client group, has skills and resources that it could bring to the situation to help resolve the problem.
  - EP allows us to look at multifactorial causation. “There are no separate actors in an event; the actions of one person are understood in relation to the actions of other people, and in relation to spatial, situational, and temporal circumstances in which the actions are embedded. These different aspects of an event are so intermeshed that understanding one aspect requires simultaneous inclusion of other aspects in the analysis.” Werner, et al, quoted in G&G p. 8. EP also accommodates multifactorial resolution.
- The EP organizes the social worker’s activities around six basic roles. Presentation of these roles hopefully helps students understand that “counseling” (the “conferee” role) is not the only or even the chief role of a social worker.
  - Conferee: the social worker “confers” with clients around their problems.
  - Enabler: An unfortunate name. In EP, it refers to the practitioner doing things to improve system functioning. “Environmental modification.”
  - Broker: The worker links the consumer with needed resources. This may involve more than just referral.

- Mediator: The social worker tries to reconcile parts of the system that are in conflict.
- Advocate: The worker speaks on behalf of the client, or takes action to build what is needed but does not now exist or is currently unresponsive.
- Guardian: The worker exercises a social control or protective function for clients who cannot protect themselves.
- Educator: The social worker teaches clients/client groups things that they need to know.
- Facilitator: Social workers facilitate processes, create space and opportunities for clients to grow and develop.
- Change agent: Social workers work collaboratively with client groups to bring about positive change to unresponsive systems.

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## 5. Design of the Curriculum

When you understand how the curriculum is designed, you will understand why you are asked to take particular courses and how the curriculum as a whole fits together. Your courses can be thought of as threads in a tapestry. When you complete a course, don't assume that you can "file the information away" and need never be responsible for it again. Recognize that each course is a brick that builds on other bricks and in turn is built upon to make a solid and useful wall.

### A. The Liberal Arts Foundation

The university's general education requirements are designed to provide you with the understanding of the world that is expected of college graduates. CSWE calls this the "liberal arts foundation," and it is one of the differences between a technician, who simply applies a set of methods, and a professional who is able to see problems in context and make more complex judgments about which course of action to pursue. In addition, these general education classes will form the basis for the social work courses that BSW students take during your junior and senior years. Some examples:

- The ability to write is not only vital for college success but for effective work with and on behalf of clients. Throughout your career, you must be able to write clear, grammatically correct reports, letters, and case notes. Your professional reputation and your clients' welfare will often depend on how effectively you present yourself and your perspective in writing. Therefore, your lower division preparation stresses effective writing. Writing skills development and practice continue throughout all University courses. The social work faculty take your writing seriously, and may factor it into your grade, ask you to re-do papers, or suggest that you seek tutoring if your writing is not of acceptable quality.
- The role of biological and chemical factors (especially brain chemistry) in influencing behavior is increasingly being understood. Your clients will also face decisions (for example, in relation to health care) that are related to scientific discoveries. As a social worker, you must have a basic understanding of science.
- Social work is practiced within a community, national and global contexts. The resources available--or not available--to clients/client groups are largely determined by government agencies. Social workers often try to influence laws and policies as a means of solving social problems. In order to do this effectively, and to understand approaches to solving social problems that have been used in the past, they must understand how governments work. You gain this through knowledge of history and political science.
- To analyze public and agency policy, understand statistics in the articles you read, work with agency budgets, or even teach clients money management skills, social

workers must possess a basic knowledge of mathematics. So we require a basic knowledge of mathematics and statistics.

- To avoid burnout and have a “self” full of riches to share with your clients, social workers must develop their spiritual and aesthetic interests. Thus you are required to study literature and humanities, and encouraged to broaden your interests through electives.
- Social workers must understand individual behavior and group behavior. Since social workers try to understand and influence behavior, it is essential to understand the factors that lead people to behave as they do. As mental health professionals, social workers must understand about mental illnesses. Since social workers try to solve social problems, it is also essential that they know what a social problem is, how it is created, and some information about some common social problems. Thus we have included courses in the social sciences in the curriculum.

## **B. The BSW Curriculum**

Your “major” courses (those that must be completed by all social work majors) can be divided into social work courses and courses from other fields that provide essential information for social workers.

### **1. Social Work Courses:**

- *SWRK 2000, The Profession of Social Work*, was designed to introduce you to the knowledge, skills, and values of the profession. In addition to beginning your professional education, it is intended to help you think through your decision to become a social worker, as well as to help us get to know you.
  - a. *Classroom-based/online courses:* The generalist social work education teaches you, via theories and models in the context of modern society through the Human Behavior in the Social Environment (HBSE) courses: SWRK 3003 and 3005. The Methods courses (SWRK 3000, 3010, 4000, and 4010) builds on the HBSE foundation and move through the problem-solving process with clients and client groups of all sizes (families, small groups, communities and organizations). In SWRK 3570, American Social Welfare Policy students are introduced to both public and agency policies, past and present with the emphasis on “Policy is practice” - an approach that prepares students to critically analyze, influence and change existing policies and develop new policies within the context of policy advocacy and social justice. SWRK 3300: Research and Writing in Social Work introduces students to research within the Social Work profession.

- b. *Field-based courses*: Social work skills cannot simply be learned in the classroom. A vital component of professional education is supervised practice in the field. Students are first introduced to practice settings in the community during the fall of their junior year, and normally begin their practicum the following semester. (See the suggested sequence and scheduling of courses in the Social Work program brochure and social work website: [www.hpu.edu/sw](http://www.hpu.edu/sw) ) HPU maintains relationships with many social services agencies in the community, and your suggestions of possible practicum sites are always welcomed. Students may have some choice in the selection of their practicum site, but this cannot be guaranteed. An important component of field instruction is the student's own statement of goals for the practicum, called the "learning contract." Further details about practicum instruction are given in the Field Instruction Manual, which you will receive when you begin practicum. Your contact person for field is: Margo Bare, Director of Field Education ([mbare@hpu.edu](mailto:mbare@hpu.edu)). CSWE require students to take a minimum of 400 hours of field education in the BSW program. At HPU SWRK it is broken down in 3 field courses: SWRK 3900, SWRK 4900 and SWRK 4910.

## 2. Major Courses from other Departments

- *Psychology 3235 (Cross-cultural) OR: Sociology 3380, Cross-cultural*: These courses help students understand how human thought and behavior are shaped by cultural memberships, and the importance of cultural identity.
- *Psychology 3600 (Abnormal Psychology)*: In this course students are introduced to the range of mental illnesses as well as the social factors that determine how some behaviors are defined as mental illnesses. As a social worker, you must be able to recognize when your client is mentally ill, what kind of mental illness is present, and what the implications are for your planning with the client. You must also be able to speak with other professionals about clients with mental illness. This course is one of the prerequisites for the MSW program.
- *Sociology 2100 (Fundamentals of Research) **OR** Sociology 3100 (Methods of Social Inquiry) **AND** Sociology 3200 (Social Statistics)*. Social workers are doers and consumers of research. As consumers of research, they must be able to understand what they read about practice methods, client situations, and social problems. As researchers, they evaluate the effectiveness of their own practice through the practice of evidence-based inquiry, gather information about individuals and groups affected by social problems, and build professional knowledge.
- *PSY 3400 (Human Development)*: If you are considering continuing on to the MSW program then it would be wise to take this course in your undergraduate program.

- *SOC 3650 (Global Systems and development)*: This course specifically prepares students to work within a cross national context and lay the foundation for collaborative partnerships on a global scale. In addition it lays the foundation for “macro” social work practice.

### 3. Elective Courses

You will also have room in your program to select additional courses according to your interests. Courses in any of the social sciences are appropriate electives; NUR 3810/SOC 3420 (Family Dynamics: Violence), and courses in Religious Studies and Humanities are also recommended. However, students are also encouraged to be creative and to enrich their programs and their lives. HPU offers opportunities in art, music, physical education, creative writing. These can become the basis for a lifetime of enrichment.

Students who graduate with a BSW are well on their way to certification as a Substance Abuse Counselor (CSAC) through the Alcohol and Drug Abuse Division (ADAD) of the State of Hawaii Department of Health. Students who are interested in substance abuse counseling should consider taking as electives JADM/SOC 3520 (Drug Abuse and Justice) and PSY 3140 (Psychology of Substance Abuse). Senior practicum should also be done in an agency serving clients with substance abuse problems. For further information about requirements for Certification as a Substance Abuse Counselor in Hawaii, call the Alcohol and Drug Abuse Division (ADAD) at 692-7506.

It is particularly suggested that students consider the study of a foreign language as a complement to the study of social work. Even a basic knowledge of another language can be a major asset in forming a relationship with clients--and in getting a job. On the Mainland, and increasingly in Hawaii, social workers who can speak some Spanish are in high demand. As you meet with your social work faculty from semester to semester for advisement on your program, you may discuss your personal interests and receive suggestions about possible electives.

For your convenience, a list of all SWRK major courses, when they are generally offered, and their prerequisites, is on the next page. This is in the form of the “Permission to Register” form that **must be completed with your faculty advisor before you register each semester**. Use this form to help plan your courses for the coming semesters. Most are offered only once a year, so if you miss a course when it is offered, your progress may be seriously delayed. Please talk with your faculty advisor for more detailed information about the social work curriculum requirements or elective courses.

### International Exchanges and Travel

International Exchange opportunities are possible through HPU or through Mainland and International programs, but require careful planning and coordination. Interested students must contact one of the social work faculty members as soon as possible to determine how the proposed exchange will affect the student’s course schedule, and whether HPU will accept credit from the exchange towards BSW or other HPU courses. Consultation with other HPU faculty or

advisors does not substitute for discussion with the social work faculty. The Social Work Program conducted two trips to South Africa (Summer of 2008 and 2009), under the direction of Dr. Lorraine Marais and one trip to Vietnam (Winter 2010) under the direction of Paul Tran. We will keep you posted on any plans involving travel.

## **Teaching, Learning, and Grades**

Students are expected to become self-directed, responsible and accountable for the major share of the learning process. The amount of learning that takes place is up to you. Obtaining missed lecture material, handouts and assignments is your responsibility. Class participation and attendance are expected of you as a social work student, just as they will be expected of you as a professional social worker.

Faculty members serve as facilitators and evaluators of learning, advisors, role models and mentors. We don't believe in rote learning. We rarely teach out of the book. We do encourage you to think and question. We do routinely warn you (both orally and in the syllabus) of requirements, such as upcoming tests. However, having heard the requirement or having it in the syllabus, you now own it. "Nobody told me!" is not an excuse. You should also be cognizant of the old adage about making assumptions. It is also your responsibility to identify your own need for assistance and to follow through and seek assistance when needed and in a timely manner.

We believe that you are entitled to a passing grade **only** if you earn it. Grades are earned not given. The faculty member awards grades based on your performance. The faculty member, as an expert in the field, is considered the final authority in the matter of grading.

### **1. Evaluation**

Evaluation is one of the steps of the generalist model, and is also a very important part of the Social Work Program. The faculty has a commitment to you, the student, to give you the best education possible. The faculty also has an obligation to the profession, to the community and to your future clients to ensure that you have been appropriately educated. Ongoing evaluation of our educational program helps to accomplish these commitments and obligations. You may be asked to complete various inventories, data collection forms, and course evaluations, during and after your time at HPU. These are always voluntary, but we would appreciate your *kokua*.

### **2. Standards for Written Assignments**

All written assignments submitted for course work will adhere to the following standards described below unless alternative criteria are designated by the instructor for a particular course or assignment. When papers do not meet the standards, they will not be accepted by the faculty and will be returned to the student for revision. Late penalties may be assessed.

- Term papers are to follow the documentation style found in the Publication Manual of the American Psychological Association, 5th Ed., (2001 or most current edition).

Formal papers (not logs or in-class exams) must be typed or word processed, double spaced, unless otherwise specified by the instructor.

- The sources or references you use should reflect the depth, breadth and variety of available research and literature sources. Whenever possible, references must represent viewpoints about the topic. You should turn to the professional literature (books and articles written by and for social workers or other professionals) before using general interest websites and encyclopedias. In general, it is a good idea to use references that are to be up-to-date, usually in the last five to ten years except for books and articles that may be considered classics in a particular field.
- Writing style, spelling, and grammar should reflect college- or graduate-level proficiency. Your paper should use complete sentences, be logically sequenced, and have coherent paragraphs. Outlining is highly recommended to help you build your argument.
- Your writing should follow the instructions given for the assignment. No matter how good the work is, you will not receive credit for it if it is not responsive to the assignment or topic.

Again, we urge you to use one of the APA templates easily available online or through purchased software such as End Note. Consult your HPU librarian, Sharman Meehan ([smeehan@hpu.edu](mailto:smeehan@hpu.edu)) for additional information about APA, and other social work resources available to you through the HPU library. These will make your job much easier.

If you need help with your writing, the HPU Tutoring Center is available to assist you. Call them at 544-9334 or visit them at 1060 Bishop St 6<sup>th</sup> Floor. There are also specific courses that are designed to help students who have serious writing problems.

## **Performance Standards for Social Work Students**

Social work values and professional conduct are at the heart of what we teach. The most widely used statement of social work values and professional conduct is the Code of Ethics of the National Association of Social Workers. This can be found in Appendix 5 of this Handbook. Read it. **HPU students are responsible to understand and adhere to the NASW Code of Ethics, whether NASW members or not.** If you have questions about whether something poses an ethical challenge, please ask your faculty advisor or instructor.

We have developed **Performance Standards** as a way of communicating what we expect in students.

**These Performance Standards include four general areas:**

- Area 1: Basic ability to acquire professional skills;
- Area 2: Mental and emotional abilities;
- Area 3: Professional performance skills; and
- Area 4: Scholastic performance.

Behavior inside and outside of the classroom is covered by these Performance Standards.

These Performance Standards apply to all students accepted into the Hawaii Pacific University Social Work Program. They are in addition to the Code of Student Conduct in the University's Student Handbook. Because social work students are preparing for a profession which holds high standards, and because the Social Work Program has responsibilities to the community and your present/future clients, as well as to one another, **we watch and evaluate your professional behavior and attitudes**, not just what material you have learned. The ultimate goal of the standards is to help students become successful social work professionals. In some cases, the standards may lead to a decision that social work is not the right profession for the student.

All students are expected to read, **resolve any questions about,** and apply these standards. Students will be required to sign an acknowledgement verifying their understanding of and intent to abide by these standards. The form will be kept in the student's file.

### **Area 1: Students are expected to have the basic capacity to acquire professional skills**

- **Communication Skills:** Students who meet this standard demonstrate sufficient written, verbal, and nonverbal skills to comprehend information and communicate ideas and feelings clearly and appropriately.
  - They write clearly, use correct grammar and spelling, and apply appropriate writing styles, including American Psychological Association (APA) referencing as required. They cite and document sources appropriately. They have sufficient skill in reading English to understand content presented in the program and to

complete adequately all written assignments as specified by faculty members and practicum supervisors.

- They communicate effectively and sensitively with other students, faculty, staff,

clients, professionals, and community members encountered as part of their educational experience. They express ideas and feelings clearly and demonstrate willingness and ability to listen to others. They have sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement.

- Their nonverbal communication demonstrates courtesy, respect, and openness to the ideas, opinions, and presentations of other students, faculty, staff, clients, professionals, and community members encountered as part of their educational experience.

- **Interpersonal Skills:** Students who meet this standard demonstrate capacity to relate and to fulfill the ethical obligations of the profession effectively with other students, faculty, staff, clients, professionals, and community members encountered as part of their educational experience. They take appropriate responsibility for their own actions and consider the impact of these actions on others. These interpersonal skills demonstrate compassion, empathy, altruism, integrity, and respect for and consideration of the feelings, needs, and rights of others.
- **Cognitive Skills:** Students who meet this standard exhibit the ability to learn and understand course content in the classroom and field, and apply this content to professional practice. As they move through the program, they demonstrate the ability to integrate and apply previous learning to new situations. They are able to state the stages of the generalist model and Ecosystems theory, and apply these to real and hypothetical situations.
  - The grade of “I” (Incomplete) is given only when pressing or urgent situations (e.g., serious illness, family emergency) prevent completion of work for a course. It is not appropriate when a student has failed to budget time appropriately, or is generally “behind” in the course. Students must “clear” any I grade before progressing to another SWRK course for which the incomplete course was a prerequisite. Note that, ordinarily, a grace of I converts to an F if the work is not completed within 6 months.
  - In the case of SWRK 7350 Professional Paper, a student who has not completed the professional paper document satisfactorily within one calendar year of the start of the course must re-enroll in SWRK 7350.
- **Physical Skills:** Students who meet this standard exhibit sufficient motor and sensory abilities to attend and participate appropriately in class and practicum, with or without reasonable accommodations. Students who need accommodations make this need known to their faculty advisor, so that appropriate steps can be taken for their own protection and that of their clients.

## **Area 2: Students are expected to have the mental and emotional capacity for academic and professional performance**

- **Emotional and Mental Capacities:** Students who meet this standard use mature judgment. They seek out and effectively use help for physical and emotional problems that interfere with academic and professional performance. If requested, they provide evidence that appropriate help with personal problems, substance abuse or mental health difficulties has been obtained. No student will be allowed to continue if personal situations:
  - compromise scholastic performance or performance in the field
  - interfere with professional judgment and behavior
  - jeopardize the safety or best interests of other students, faculty/staff, or clients
  - jeopardize the safety of the student him/herself
- **Stress Management:** Students who meet this standard demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. They handle stress effectively using suitable self-care and developing supportive relationships with colleagues, peers and others.

## **Area 3: Students are expected to develop the professional commitment, behaviors, and skills necessary for ethical work with clients**

- **Professional Commitment:** Students who meet this standard show a commitment to the goals and ethical standards of the social work profession. They demonstrate commitment to the essential values of the health and human services professions including respect for the dignity, worth, and rights of each individual, and abide by the Code of Ethics of the National Association of Social workers. They:
  - Demonstrate nonjudgmental relationships and attitudes in work with others
  - Strive to comprehend others' ways of life and values.
  - Use empathic communication and support of the client as a basis for a productive professional relationship.
  - Demonstrate an appreciation of the value of cultural pluralism.
  - Provide appropriate service to others, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
  - Do not impose personal, religious, sexual, and/or cultural values on clients.
  - Demonstrate respect for the rights of others and a commitment to others' rights to freedom of choice and self-determination.
  - Maintain confidentiality as it relates to classroom self-disclosure, and field placement.
  - Demonstrate honesty and integrity by being truthful about background, experiences and qualifications, doing one's own work; giving credit for the ideas of others; reporting practicum hours honestly; and providing proper citation of source materials.
  - Demonstrate clear, appropriate, and culturally sensitive boundaries. In this connection, they do not verbally or sexually harass or abuse others, make

threats of any kind, or become involved in personal or sexual relationships where conflicts of interest may exist.

- **Professional Behavior:** Students who meet this standard:
  - Comply with Program policies, University policies, agency policies, and State and Federal laws in the classroom, field, and community. They know and practice within the scope of practice as defined by Hawaii Revised Statutes for their level of education. (See appendix)
  - Are punctual and dependable, prioritize responsibilities appropriately, attend class regularly, observe deadlines, complete assignments on time, and keep appointments. If they are unable to do any of these, or have difficulty, they notify/seek help from their classroom and/or field instructor and/or faculty advisor (as appropriate).
  - Accept supervision and constructive criticism. Show a willingness to accept feedback and supervision, as well as use such feedback to enhance their continued professional development
  - Work effectively and collaboratively with those at, above, and below their level.
  - Reflect, in their hygiene, dress, and general demeanor, a professional manner in keeping with usual standards for the classroom and the agency in which they are placed for practicum.
  - Advocate for themselves appropriately and responsibly, using proper channels for conflict resolution.
  
- **Professional Self Awareness:** Students who meet this standard are able to discuss how their personal values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships. They can accurately assess their strengths, limitations, and suitability for professional practice. They show awareness of how other people perceive them and their behavior. They are willing to examine and change their behavior and attitudes when these interfere with work with clients and other professionals.

#### **Area 4: Scholastic performance.**

Students who meet this requirement:

- Maintain a 2.75 GPA per semester for BSW students in their Social Work courses
- Students who are falling under these requirements are put under probation by either or both the university and the School of Social Work (See policy section for more details)
- Meeting the criteria for scholastic achievement is necessary but not sufficient alone to ensure continued enrollment in the program.

#### **1. Violations of the Performance Standards**

Throughout students' involvement with the social work program, their suitability for the profession, in keeping with the Performance Standards, continues to be assessed. The normal expectation when a student is admitted to the social work program is that the student has the potential for success. Disagreements may occur and mistakes may be

made, but these are usually part of the learning process. Faculty and students, working together, will generally be able to overcome “rough spots” in an atmosphere of mutual respect and concern.

**When a faculty member has concerns about a student meeting any of the Performance Standards, that faculty member will:**

- Promptly discuss those concerns directly with the student and seek to work with the student to resolve the difficulties
- Inform the student’s social work Faculty Advisor of the concerns in order to identify potential patterns and issues, and in order that the Faculty Advisor can assist with problem resolution if necessary
- Document dates and content of meetings with students for the student’s file

If this is not sufficient to resolve the problem, a meeting including the Social Work Program Director (PD), concerned faculty member, student’s Faculty Advisor, and student will be called. The Director of the School of Social Work would be the next in line in problem solving. If no solution can be found the Dean of the College of Humanities and Social Science (CHHS) may be involved at the discretion of either the faculty or the student. If the outcome of this meeting affects the student’s participation in the program, or if corrective action is decided upon, the student will be informed in writing within seven days by the Program Director, and the Faculty Advisor will be responsible to develop and monitor a corrective plan with the student.

**Disciplinary Action – Policies and Procedures**

- a. Suspension:** The Director of Field Education, Social Work Program Directors and the Director of the School of Social Work have the authority to immediately suspend a student from practicum, from the classroom, and/or from the program. Such action is taken if a student places him/herself or others in jeopardy or commits such a serious violation of the Performance Standards that the student should not continue in the classroom or at the practicum site while the issue is being resolved.

**A student who is being suspended receives:**

1. An immediate verbal notification
2. A letter from the Director of Field Education or Program Director or Director of the School stating the reason(s) for the suspension, the terms of the suspension, and the next steps to be taken. This letter is mailed within seven days of the suspension to the student. A copy of this letter is given to the student’s Faculty Advisor and a copy is also placed in the student’s file.
3. Information about appeal rights (see below).

- b. Probation:** If a Program Director (PD), in collaboration with the Director of the School, judges that a student’s continuation in the program is in jeopardy unless visible changes are made, the PD may place the student on probation for a specified period of time.

The following are two of the situations that may lead to being placed on probationary status:

**1. Unsatisfactory Academic Status:** For undergraduate students: a grade of D or F in any required SWRK course, regardless of overall GPA is deemed to be unsatisfactory status.

**2. Violation of the law, the NASW Code of Ethics, the student conduct code of Hawaii Pacific University or the HPU Social Work program student code.** For probation, the faculty as a whole must find that these violations are not sufficient to justify termination from the program.

The student will be informed in writing, within seven days, of the probationary status, and will be required to develop, with the assistance of the Faculty Advisor, a plan which indicates when and how any deficiencies will be made up, and any other conditions required to remediate the situation. The student is to write the plan, which must be approved and signed by the student's Faculty advisor within one month of the student's being placed on probation. The Faculty Advisor will report to the Program Director on whether progress is being made in keeping with the plan. Failure to carry out the plan developed during a probationary period, according to the timeline specified in the plan, may result in termination from the program.

**c. Termination from the program:** It is not common for a student to be asked to leave the Social Work Program, but it can occur. When there are serious violations of the Professional Standards or failure to progress while on probation, the faculty (acting as a committee of the whole) may recommend to the Program Director that the student should not continue in the program. This may result from a single grave incident or from a pattern of behaviors. Field experience as well as academic performance may be considered in determining whether a student should be terminated from the Program.

Reasons for termination include, but are not limited to:

1. Failure to meet or maintain academic requirements
2. Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic or practicum documents/records
3. Any threat or attempt to harm oneself or someone else
4. Commission of a criminal act that is contrary to professional ethics or practice
5. Serious failure to meet any of the Standards for Professional Practice Education

**The following steps are taken if a faculty member believes that a student should be considered for termination:**

1. The Faculty Advisor discusses the situation with the Program Director (PD). If the Program Director concurs that the student should be considered for termination, the PD will schedule a meeting with those directly involved with the problem, including the student. This meeting should be scheduled within two weeks of the initial discussion with the PD.
2. The Director of the School chairs the meeting, the purpose of which is to gain more information, allow the student an opportunity to tell his/her side, and determine whether it is necessary to proceed with the termination process. A letter informing the student of the outcome of this meeting will be mailed

within seven days. If the decision is to proceed with termination, the student is informed that he/she may submit a written statement for consideration by the faculty. At this meeting, the Faculty Advisor's function is, among others, to ensure that the student's point of view is adequately expressed.

3. If the decision is to proceed with termination, the PD presents the situation to the faculty, along with any statement from the student or other pertinent information. This should take place within one month of the meeting described above. The faculty will then consider the situation and make a recommendation to the Program Director and Director of the School.
4. Within one week after the meeting with the faculty, the student will be notified in writing by the Director of the School of the decision and the reasons for it. If the student is terminated from the program, information about appeal rights will also be included.

**d. Appeal rights:** If the student believes that the action has been unfair, the HPU Student Academic Review Procedures will be followed. (see University Academic Catalog and/or the HPU Student Handbook.). These procedures allow review progressively at the level of the Dean of Humanities and Social Sciences (CHSS), the Vice President of Academic Administration, and a specially-composed Student Review Board.

**e. Re-admission:** A student who is terminated from the Social Work major may be readmitted if the problems that led to the decision have been resolved. The burden is on the student to demonstrate that this is the case.

Students dismissed from the BSW program may request consideration for readmission to the program by submitting their request in writing, accompanied by any materials considered appropriate, to the Director of the School for a readmission request review. The Director of the School will appoint an ad hoc student committee to conduct a review of the readmission request. The committee will consist of the PD and a minimum of two faculty members (full time or adjunct) of the Program, including the student's faculty advisor if available. A member of the committee will be appointed to chair the committee. The information available in the student's file and in the student's review request will be made available to the committee. The committee may also request information, either oral or written, from any other faculty member or practicum supervisor. The committee will consider the information available to them, will meet with the student and/or others as appropriate, and will make a recommendation to the faculty regarding the student's readmission to the program. Conditions under which readmission may occur--for example, which courses might need to be repeated--will be worked out on an individual basis if the ad hoc committee recommends readmission. If they do not, and the student continues to desire readmission, Student Academic Review Procedures will be followed.

**NOTE: A student may only be re-admitted once after being terminated from the Program.**

## Other Social Work Program Policies and Procedures

### 1. Admission to the Major

When students are admitted to the University, they may declare their intention to major in social work. They are welcome to participate in the activities of the Social Work Student Organization, and will begin taking general education and social sciences courses appropriate for social work majors. There is a formal process for admission into the major. There is no guarantee that a student desiring to major in social work will be automatically admitted to the major or allowed to remain in it.

For students already enrolled at HPU, formal affiliation with the social work program begins with SWRK 2000, The Profession of Social Work. This course, generally taken in the sophomore year, is designed to help prospective majors explore their understanding of and suitability for the profession. At the end of this course, students who are still interested in a social work major write a formal letter asking to the BSW Program Director to be accepted into the program. Students are admitted based on the faculty's perception of their overall suitability for social work study and practice. This overall suitability includes:

- Ability to master academic material, as demonstrated by success in course work already taken, particularly in the social sciences. The student must receive a grade of C or better in SWRK 2000 for admission to the Program.
- Ability to work productively with others, demonstrated in classroom, extracurricular activities, and in a work environment if applicable.
- Personal stability and maturity, demonstrated through written assignments and classroom discussions that show capability for self-reflection and objectivity, as well as meeting of academic requirements such as deadlines. Students whose past experience includes mental/emotional illness, substance abuse, or other problems are expected to have these under control sufficiently that they will not interfere with the student's role as a helper.

Students applying to the program are not expected to be perfect. But the social work faculty also do not believe that students are benefited by being admitted to a major in which they will have little chance of success.

Students who have already taken a course comparable to SWRK 2000, taught by a professionally-qualified social worker, at another college or university need not repeat it at HPU. Their application process includes a letter requesting admission as well as references. A personal interview is required. The criteria for admission are the same as for other students.

If a student has not been accepted into the program and believes that this decision is in error, the student should meet with the BSW Program Director. At this meeting, the reasons for the decision will be explained and the student may present pertinent information. If this meeting

does not resolve the issue, the “Student Academic Review Procedures” in the University Catalog (p. 41) apply.

In brief, these allow for consultation with first the Director of the School of Social Work and if not resolved with the Dean of Humanities and Social Sciences (CHHS). If the matter remains unsettled, a hearing is arranged by the Vice President of Academic Administration.

## 2. Transfer in of credit

Students wishing to transfer in social work courses from other accredited colleges and universities must, by HPU policy, present official transcripts. They must cooperate in providing information about the course descriptions, assignment, text, and syllabi if requested, so that an adequate determination can be made of the equivalency of the course to HPU’s course(s). In order for students to receive appropriate socialization into the profession, social work methods and field courses will not be transferred in except from social work programs accredited by the Council on Social Work Education. BSW students wishing to transfer in courses equivalent to SWRK 2000 must demonstrate that the course was offered by a CSWE-accredited social work program.

## 3. Credit for life experience

Students with experience in social services sometimes ask whether this experience may substitute for some of the social work courses or practicum. As a matter of accreditation and sound educational practice, we *do not give academic credit for life experience*.

Lack of academic credit does not mean that the work or other experience was not valuable; such experience has often shaped the student’s understanding of the field and been a significant contribution to the community. Students in this position are also asked to be open to the new learning and the new ways of doing things that they will learn in graduate school.

## 4. Advising in the Social Work Program

Within the Social Work Program, advisement is an opportunity for students to receive guidance on the sequencing of courses, options for electives that may complement their interests, and discussion of other areas of academic, personal, or professional concern. It is a form of mentoring, and is **the first “point of contact” for all issues and problem resolution**, even those relating to practicum. **Students must meet with their Faculty Advisor prior to registration, and receive a “Permission to Register” (PTR) form. This meeting should be held before the end of the preceding semester.** Your faculty advisor after meeting with you sends the PTR form to the university advisors (Jill Merl ([jmerl@hpu.edu](mailto:jmerl@hpu.edu)) for students over 25 years of age or Chad Watanabe ([cwatanabe@hpu.edu](mailto:cwatanabe@hpu.edu)) for students under 25 years of age. The university advisor then clears you in the HPU system to enable you to go online and register for your courses. The university advisor only clears you for the courses but you have to select your sections. When you meet with your faculty advisor please bring with you your “Plan of Study” (list of course taken and to be taken) if you have it. If you do not have one your faculty advisor will develop one with you. Your Faculty Advisor will give you the best advice he/she can, but the ultimate responsibility for knowing and following University policies is yours.

**Responsibilities of the Advisor:**

- Confers with students during the semester to review performance
- Assist student in developing a “Plan of Study” (PoS)
- Helps student choose appropriate courses
- Maintains up to date materials in the student file
- Works closely with advisee in the event of academic probation
- Counsels advisee about academic, professional, and career issues
- Initiates meetings with advisee as needed to discuss issues
- Performs as an academic manager and coordinator for their assigned students
- Serves as a student advocate during student review committee

**Responsibilities of Student Advisee:**

- Initiates contacts with advisor for concerns or next semester’s registration
- Informs advisor of academic progress and standing (includes course work and field work)
- Confers with advisor about program and course selection
- Provides current information (address, phone numbers, name changes, etc.)
- Consults with advisor regarding changes in personal situation that will affect academic plan.

For the 2011-2012 academic year, a faculty advisor will be appointed to each student in the beginning of the Fall semester.

Although close contacts with the faculty are welcomed, faculty advising is not therapy and faculty cannot function effectively in the dual role of teacher and therapist. Students whose personal concerns are interfering with their performance in the classroom or field, who are experiencing personal distress, or who show potential for growth through intensive examination of personal issues will be referred to appropriate University or community resources.

**5. Staying Informed**

Students are responsible for knowing and adhering to the policies and procedures in this Handbook, the HPU Catalog, the HPU Student Handbook, and the Practicum Handbook while they are in practicum.

You are responsible to activate your HPU Pipeline account and to check your email regularly for college and program announcements. We will send these either to your Pipeline account or to the account you have given us on your update form.

**6. Field Education**

Complete policies related to Field Instruction are available in the Practicum Handbook. Prior to placement, you need to be aware of the following policies:

- 1) **A student who does not accept placement at two field agencies which, in the judgment of the Director of Field Education, would be appropriate, and who does not withdraw from the course, will be deemed to have failed the practicum course.**
- 2) No students will be placed in an agency unless they complete an application to field form (forms are available on the SWRK website under BSW field education).
- 3) Under no circumstances are students allowed to find their own field placements.

## **7. Course offerings and Sections**

The course schedules/bulletins published by the University reflect what we intend to offer, and the days/times/faculty members we intend to associate with the course. Sometimes, between the time the schedule is made and the time that courses are actually offered, these conditions change. We therefore reserve the right to cancel, consolidate, or change course offerings, to add sections as the volume of registration requires, **and to move students from one section to another without prior notice.** In general, students will remain with the same Practicum section (A or B) throughout two-semester practicum experiences unless this is changed by the Director of Field Education for compelling reasons. The time slot (early vs. late) may change at the discretion of the instructor to provide parity between sections.

## **8. Nondiscrimination Policies**

### **Hawaii Pacific University – Comprehensive Nondiscrimination Notice**

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

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

**Linda Y. Kawamura**  
**EEO/Affirmative Action Officer**  
**Hawai'i Pacific University**  
1166 Fort Street, #201  
Honolulu, HI 96813  
**Telephone:** (808) 544-1191  
**Email:** lkawamura@hpu.edu

Inquiries regarding Federal law and regulations concerning nondiscrimination in education or the University's compliance with those provisions may also be directed to:

**Office for Civil Rights, Region X**  
**U. S. Department of Education**  
915 Second Avenue, Room 3310  
Seattle, WA 98174-1099  
**Telephone:** (206)220-7900

### **Social Work Program Disability Statement**

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Students who are eligible for ADA accommodations are encouraged to register with Deneen Kawamoto, 544-1198. Without proper registration, accommodations for disability cannot be provided. It is the student's responsibility to contact Ms. Kawamoto and to propose accommodation as needed. Accommodation does not compromise standards of behavior required for success in the professional discipline, including the Performance Standards for Social Work Students.

### **Social Work Program Cultural Diversity Statement**

As stated in the National Association of Social Worker's Code of Ethics and consistent with the Social Work Program's mission, we:

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the Social Work Program, the University, our profession, and our community.
3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience and promote peace individually and collectively as global citizens.

## Some Tips for Success

The following helpful ideas have been generated by the faculty and students. Please contribute to them if you have other thoughts.

- **Do what the faculty recommends.** If you are told to follow through, do it. If you are given an assignment that calls for answering several questions, make sure you address each one. If you find that you cannot do what is recommended, discuss this with the appropriate faculty member or advisor as soon as possible.
- **Be responsible.** Be at class, and especially at practicum, when you are supposed to be there. **Be prepared for class.** Call if you are going to be late to practicum. Set a schedule and stick to it. If you accept a task for the club, do it.
- **Admit to problems that are occurring.** Attempting to cover up a problem only makes matters worse.
- **Ask for help.** Don't be afraid of the faculty. They will make every effort to help you, and want you to succeed. But they cannot know what problems you are facing unless you tell them.
- **Consider forming a study group.** Many students have found that studying with others is an excellent way to gain insight and support.
- **Always back up your data** and keep a copy of assignments you have submitted. Your faculty are human too.
- **Keep track of your course credits.** Your Degree Plan, available on Pipeline, is an excellent way to do this. Don't wait until just before graduation to resolve any discrepancies. If you are told different things by different people, talk to your Faculty Advisor or University Advisor.

## **Financial Aid**

The Financial Aid Office of the University is “headquarters” for learning about assistance with the costs of school, including programs administered by the federal government, private agencies, and HPU. The following information is specifically applicable for social work.

### **A. Betty G. and J. Gurney Stoebe Scholarship**

The University offers a small scholarship specifically for students in social work. Application forms are available through the Scholarships and Honors office.

### **B. Perkins Loan Repayment**

Students who have Perkins Loans can pay these back through work in the following types of positions:

- Full time teaching in a public or nonprofit school or Head Start program designated as serving a high concentration of low income students
- Full time provision of early intervention services to children with disabilities
- Full time employees of public or nonprofit child/family service agencies providing services to low-income, high-risk children or their families
- Peace Corps or ACTION (domestic volunteer) service
- Service in the military

Loan “forgiveness” for social workers is pending in Congress. The NASW website is usually up-to-date on this topic.

The amounts of the loan that can be cancelled vary with the position. For further information, contact the University’s Financial Aid Office at 544-0253, or visit them on campus at 1164 Bishop Street (Finance Factors Building), Suite 201.

You may also be able to receive “Students in Service” credit for your practicum hours.

### **Students have also provided the following hints for finding financial aid:**

- File taxes as early as possible (or have your parents do so) if the income is being considered for financial aid. You will need information from the tax forms.
- File your FAFSA (Free Application for Federal Student Aid) and obtain your SAR (Student Aid Report) as early as possible. You need to file your FAFSA every year.
- File for loans and scholarships early.
- Get to know someone personally in the Financial Aid Office.
- Get a Scholarship Seekers Guide from the Financial Aid Office and check those that pertain to specific majors, heritages, hobbies, disabilities, gender, etc. Also, check on line.
- **DO NOT PAY FOR SCHOLARSHIP INFORMATION.**

## Appendices

### Guidelines on confidentiality

Social workers come to know the most private thoughts, feelings, plans and statuses of clients. Sharing this information with those who are not authorized to receive it may harm or embarrass clients. Under certain circumstances, it is illegal, especially if it is “protected health information.” The following suggestions will protect client confidentiality while still allowing appropriate supervision and classroom discussion.

1. Do not reveal names of or information about specific agency clients with anyone outside the agency unless you have the client’s permission. You may discuss the fact that you are placed at an agency, and your general experience there.
2. Do not put names of clients in journals, logs, or reports that you write for classes. Use initials that are different from the real name of the client (“Mr. A.”) or make up a name.
3. Do not share information that would allow a client’s identity to be readily guessed. This is especially necessary in a small community like Hawaii.
4. If you see clients on the street, let them greet you or not, as they wish.
5. Do not remove original or copied records from an agency unless you have the agency’s permission and it is absolutely necessary. If you have such records with you, be careful about reading them in a public place where names/details might be visible. Be especially careful not to lose them.
6. You are allowed to discuss details of client interactions, including names, with your practicum and agency supervisors and (as necessary to accomplish the job) with agency colleagues. NEVER agree with a client--especially in advance--that you will keep absolutely secret what is revealed to you. You may not be able to keep this promise.
7. Some situations, such as child and dependent adult abuse, must be reported as a matter of law. These should be discussed first with your supervisor for advice on informing the client and protective agency.
8. You are allowed to present case situations for discussion in social work class, as long as names are omitted and highly identifying details are changed. All social work faculty and students are bound by confidentiality for such discussions. If you need to present a case situation in a non-social work course, consult with your agency supervisor or the social work faculty. You are always allowed to discuss troubling situations with appropriate social work faculty, revealing details and names as appropriate. Such sharing should occur in private rather than in the classroom or corridor.
9. While working in an agency setting, be careful of situations in which client records are visible to the public, your conversations may be overheard.

10. Occasionally, students, faculty, or guests may inadvertently reveal in class material that is personal and best kept out of the stream of gossip. If this occurs, the Golden Rule applies.
11. Confidentiality does NOT mean that you can never share information. It means that information should be shared in the way that the “owner” of the information wants, revealing it when that is the person’s wish, keeping it private if the person wants it kept private.

**Note:** *Any information disclosed during any student meetings with faculty or University staff, and which raises concerns about professional performance, will be shared among the faculty, including field instructors, as necessary for the protection of present and future clients. University employees may and will share pertinent information with each other for the purpose of identifying student issues and solving problems.*

**Selections from Hawaii Revised Statutes, Ch. 467E**  
**Regulating the practice of social work in Hawaii**

**§467E-1 Definitions.** As used in this chapter: . . . "Practice of social work" means applying the formal knowledge base, theoretical concepts, specific functional skills, and essential social values that are used to effect change in human behavior, emotional responses, and social conditions, and helping individuals, couples, families, groups, and community organizations enhance or restore their capacities for personal and social functioning while preventing and controlling social problems. Social work practice is the professional application of social work values, principles, ethics, and techniques in the following areas:

- (1) Information, resource identification, referral services, mediation services, advocacy services, and education of individuals, groups, couples, and families;
  - (2) Preparation and evaluation of assessments and development and implementation of social work service plans;
  - (3) Case management, coordination, casework intervention, and monitoring of social work service plans in the areas of personal, social, or economic resources, conditions, or problems;
  - (4) Administration and development of social service programs, policies, community organization, planning, implementation, and involvement in the evaluation of social systems and social policies;
  - (5) Social work consultation and resource development;
  - (6) Research through the formal design and methodology of data collection and the analysis and evaluation of data, social work programs, social systems, and social policies;
  - (7) Psychosocial assessment, diagnostic impressions, treatment of individuals, couples, families, and groups, prevention of psychosocial dysfunction, disability, or impairment, including emotional, mental, and behavioral disorders, and evaluation of practice effectiveness; and
  - (8) Clinical diagnosis or psychotherapy, or both, provided by a licensed clinical social worker.
- "Social worker" or "S.W." means a person who has been issued a license as a licensed bachelor social worker, licensed social worker, or licensed clinical social worker to practice within the scope of practice as provided in this chapter.

**§467E-1.5 Limitations of scope of practice.** In accordance with the definition of the practice of social work, there shall be limitations on the scope of the practice of social work as follows:

- (1) The "licensed bachelor social worker" or "L.B.S.W." may perform duties as defined in paragraphs (1) to (4) of the definition of the practice of social work in section 467E-1 in an agency setting under supervision;
- (2) The "licensed social worker" or "L.S.W." may perform duties as defined in paragraphs (1) to (7) of the definition of the practice of social work in section 467E-1; and
- (3) The "licensed clinical social worker" or "L.C.S.W." may perform duties as defined in paragraphs (1) to (8) of the definition of the practice of social work in section 467E-1.

**§467E-5 License required.** No person shall purport to be a "social worker", "licensed bachelor social worker", "licensed social worker", "licensed clinical social worker", or use the letters "S.W.", "L.B.S.W.", "L.S.W.", or "L.C.S.W." in connection with the person's name, or use any words or symbols indicating or tending to indicate that the person is a social worker, licensed bachelor social worker, licensed social worker, or licensed clinical social worker, or engage in

the practice of social work as defined in this chapter without meeting the applicable requirements and holding a license as set forth in this chapter.

**§467E-6 Exemptions.** Licensure shall not be required of: . . .

(3) Any student enrolled in an accredited educational institution in a recognized program of study leading toward attainment of a degree in social work; provided that the student's activities and services are part of a prescribed course of study supervised by the educational institution, and the student is identified by an appropriate title such as "social work student", "social work intern", or any other title which clearly indicates the student's training status;

## A Social Work Glossary

### A. HPU terms and acronyms

Center for Graduate and Adult Services – Also known as the Grad Center. It is a program specially designed for graduate and/or non-traditional students, that provides academic advising and personal counseling for all social work students who request it.

College of Liberal Arts – The department of Hawai'i Pacific University in which the Social Work Program is home-based.

MP Building -- 1188 Fort Street Mall

Department Chairs or Director — The faculty member who takes responsibility for administration of certain disciplines.

SWRK program Directors: *The faculty member who takes responsibility for administrative functions within a specific SWRK program such as the BSW or MSW or Field Education.*

SWHSSO -- HPU's Social Work/Human Services Student Organization

SWRK -- The catalog designator for social work courses

### B. Professional terms and acronyms

Affect -- Emotional tone. Example: "the client had a flat affect."

Advocacy -- "going to bat" for a client, speaking for clients who cannot speak for themselves.

ADHD -- Attention deficit hyperactivity disorder. "Hyperactivity."

BPD -- The Association of Bachelors of Social Work Program Directors. (Also has non-social work meanings)

BSW -- Bachelor's degree in social work

Brokering -- Arranging for a client to receive services from another agency. Brokering implies work beyond simple referral.

Boundary/ies -- Appropriate limits for relationships. For example, inviting your client to socialize in your home would ordinarily be a breach of appropriate professional boundaries.

Burnout -- a condition of emotional depletion resulting from excessive work pressure.

CSWE -- Council on Social Work Education, the accrediting agency for social work education programs.

Case management -- Having overall responsibility for arranging and supervising a package of services that a client is receiving. The case manager may or may not provide any of those services.

Content -- what is actually said in an interview, as contrasted with process, the (often nonverbal) way, ordering, etc. that things are done.

DSM IV -- the Diagnostic and Statistical Manual of Mental Disorders, 4th ed. An American Psychiatric Assn. book that describes definitional criteria for various mental illnesses.

Dual diagnosis — Having two mental illness diagnoses simultaneously. Most often used when a person is both a substance abuser and mentally ill.

Dual relationship – “wearing two hats” in relation to someone, especially a client. Example: your client is also your hairstylist. Dual relationships are not always unethical, but they always raise ethical questions.

Empowerment -- helping clients gain the ability to solve their own problems

Field instruction, field instructor -- see practicum.

Generalist -- a social worker who knows methods applicable to practice in many settings.

IEP -- Individualized educational plan, as for special education students. The IEP is developed at the end of an assessment process, through joint work with the assessing team, teachers, and parents.

LBSW – licensed bachelor social worker (Hawaii; acronyms differ by state)

LCSW – Licensed clinical social worker; a social worker with advanced training and experience in counseling. (Hawaii; acronyms differ by state)

LSW -- licensed social worker (Hawaii; acronyms differ by state)

MSW -- master’s degree in social work.

Munchausen by Proxy – a form of maltreatment, usually of children, in which parents or other caretakers cause a person under their care to have problems or appear to have problems. This is a special area of research and practice for Dr. Sheridan.

NASW -- National Association of Social Workers

Networking -- getting to know many people/agencies in a community and using these contacts to solve client problems.

Practicum (field instruction) - Student work in a social agency under close supervision. Four hundred total hours of practicum are required for the BSW.

Practicum instructor (field instructor) - An agency employee who supervises students in practicum.

Problem-solving process -- (see “Generalist Social work Practice”)

Process -- (see “content”)

Process recording -- a transcription of an interview that is as close to word-by-word, gesture-by-gesture, feeling-by-feeling as possible. Process recordings are often required for interviews done as part of practicum, and are used to help students and instructors understand what is going on in a client session and improve interview techniques.

PTSD -- Post traumatic stress disorder. This is a special area of research and practice for Assistant Professor of Social Work, Dr. Lori Daniels.

Self-determination -- the social-work value that competent clients generally have the right to make decisions for themselves, even if the worker feels that the decisions are unwise.

“Start(ing) where the client is” -- focusing on the client’s areas of concern before the worker’s. Example: beginning an interview by asking why the client came for help rather than by asking the client to fill out eligibility forms.

SOAP -- a method of writing in client records in which information is categorized into “subjective” (what client says), “objective” (what worker sees), “assessment,” and “plan.” Used in some agencies.

WEG -- warmth, empathy, and genuineness -- qualities found to be valuable in helping others.

**C. Medical terminology sometimes used in social agency records.** (*Students are cautioned to be very careful in using or interpreting medical terminology, as it is complex and some terms can change with institution or context.*)

ADL -- activities of daily living -- basic tasks which people do to meet their everyday needs, such as bathing, eating, grooming, etc.

AOD -- alcohol and other drugs

BID -- twice a day

Dx -- diagnosis

ETOH -- chemical abbreviation for alcohol (the drinking kind)

HS - bedtime (hour of sleep). Example: “take 2 tablets HS” (at bedtime)

ICF -- a nursing home in which the nurse provides supervision, but most of the care is “custodial” (bathing, feeding, supervision, etc.)

PRN -- “as needed”

Px -- prognosis -- what is expected to happen in the future

Q -- every. Example: q 4 hours = every 4 hours.

QID -- four times a day.

R/O -- Rule out -- a *possible* diagnosis that needs to be investigated. Example: “This patient has fever and coughing. Impression: Rule out bronchitis.”

Rx -- prescription

S/P -- “status post” -- has had in the past. Example. “Patient is S/P appendectomy.”

SNF -- a nursing home that provides “skilled” care, such as physical therapy.

TID -- three times a day

Tx -- treatment

UA – urinalysis

- D. Agency and Program terms and acronyms** (*These represent only a small number of the providers in the community.*) This list is provided for the assistance of students in learning the language of social work. No endorsement or lack of endorsement is implied by inclusion or exclusion from this list.

ADAD -- the Alcohol and Drug Abuse Division of the Hawaii Department of Health. Provides training on substance abuse and related mental health issues, licenses certified substance abuse counselors.

ADC—see TANF.

ARC -- American Red Cross -- provider of community health classes including

cardiopulmonary resuscitation (CPR), and relief for local/national/international disasters.

APS -- Adult Protective Services -- a branch of the Hawaii Department of Human Services (DHS) charged with investigating abuse of elders and dependent adults, and taking follow-up action.

Big Brothers/Big Sisters – an agency that partners children in need of special attention with adult mentors. BB/BS also runs mentoring programs within the schools.

CHOW -- sterile needle exchange program for drug abusers to reduce transmission of diseases such as hepatitis and HIV.

Clubhouse – an organization serving the mentally ill. At the clubhouse, clients are “members” who plan and run programs, rather than “patients” to be “treated.” The clubhouse is also active in returning clients to work.

CPS -- Child Protective Services -- a branch of the Hawaii Department of Human Services (DHS) charged with investigating child maltreatment and taking follow-up action.

CSAC -- certified substance abuse counselor.

DASH -- Drug Addiction Services of Hawaii, provides methadone clinic and other substance abuse counseling, community classes on HIV awareness.

DHS -- the Hawaii Department of Human Services

DOE -- Hawaii Department of Education

DOH --Hawaii Department of Health

DVR -- Division of Vocational Rehabilitation -- organization providing training and other equipment/services to handicapped clients when such services may allow the client to go to work.

Felix consent decree -- the outcome of a lawsuit charging the state with failure to provide adequate mental health services for children. Many specialized services have been implemented as a result of this agreement.

Helping Hands HI -- provider of crisis shelters, case management, community clearinghouse, volunteer opportunities.

IHS -- Institute for Human Services -- a homeless emergency shelter

Life Foundation -- provider of services for persons who are HIV positive. Also does community outreach and education.

Lighthouse Shelter – a homeless shelter in Waipahu. HPU Social Work students have a student unit there.

Medicare -- federal health insurance program primarily for the elderly, administered by Social Security

Medicaid -- state-supported health insurance program for low income persons, especially those on welfare.

MHC -- Mental health center. Also: CMHC, community mental health center or clinic.

PACT -- “*Parents and Children Together*” - an agency that provides a number of programs, many of which are related to families.

PONO -- Pursuit of New Opportunities -- Hawaii’s name for Temporary Assistance to Needy Families (TANF), formerly Aid to Families with Dependent Children (“welfare”)

Quest -- Hawaii’s name for some Medicaid programs.

River of Life – a religiously-based program in Chinatown providing meals and other assistance for the homeless. HPU Social Work students provide the bulk of social services in a student unit at River of Life.

Safe Haven – a transitional shelter for the mentally ill homeless, located on Beretania St. near the Downtown campus.

Salvation Army -- provider of programs for substance abuse and emotional/mental illness. ATS is a co-ed addiction program, FTS is for women and children, ARC is for men.

SSI -- Supplemental Security Income -- a welfare program for the aged, blind, and disabled who are not eligible for Social Security. Administered by Social Security.

TANF -- Temporary Assistance to Needy Families -- new name for Aid to Families with Dependent Children (ADC/AFDC), a welfare program.

VA -- the federal Dept. of Veteran Affairs -- provider of medical and counseling services for veterans, especially those with no other source of care.

Weinberg Village -- a transitional program for the formerly homeless, with locations in Waimanalo and at Barbers Point.

“Welfare Reform” -- Federal legislative changes that occurred in the mid-1990s placing limits on the length of time that persons could receive welfare benefits and providing incentives for clients to become self-supporting.

WIC -- Women, Infants, and Children -- a food supplementation program for middle to low income pregnant/breastfeeding women, infants, or children. Recipients must be at nutritional risk; e.g., low birthweight, inadequate growth, anemic, etc.

211 – “Ask Aloha United Way”--Telephone number for directory of social welfare organizations in Hawaii. (Formerly ASK 2000.) Information is also on the web through Aloha United Way.

\*\* If you come across a term or acronym that you believe should be included, or if you have other suggestions for this handbook, please communicate them to the Social Work Program Chair, Dr. Mary Sheridan (see Personnel section of this handbook for contact information).

### **Some Resources for Social Work Students**

#### **Journals in the HPU Libraries**

**Note:** many other journals may be pertinent to your needs, but these are major resources in the social work literature.

*Administration in Social Work*

*Families in Society (for many years, Social Casework)*

*Social Policy*

*Social Problems*

*Social Service Review*

*Social Work*

*Social Work Education Reporter*

*Social Research*

*Social Work with Groups*

#### **On-line databases of special interest**

*CINAHL* -- covers allied health literature, including social work. Also available through the National Library of Medicine website ([www.nlm.nih](http://www.nlm.nih)).

*Newsfile* -- newspaper articles, including sociology, economics, and government

*Proquest* -- indexes 2,300 periodicals of all types

*PsycInfo* — indexes 1,300 periodicals and books related to psychology

EBSCO databases – provide access to a wide variety of scholarly journal articles, many full text. This is available from home via Pipeline, and is invaluable.

#### **Web resources**

[www.ask2000.org](http://www.ask2000.org)                      The Ask Aloha United Way database online

[www.cswe.org](http://www.cswe.org)                        Council on Social Work Education

<a href="http://www.socialworkers.org">www.socialworkers.org</a>	National Association of Social Workers
<a href="http://www.socialworker.com">www.socialworker.com</a>	New Social Worker online; features and job links for students and recent graduates
<a href="http://cosw.sc.edu/swan/">http://cosw.sc.edu/swan/</a>	Social Work Access Network. MANY links of interest to social workers. (Useful for term paper research too!)
<a href="http://www.capitol.hawaii.gov/site1/docs/docs.asp?press1=docs">http://www.capitol.hawaii.gov/site1/docs/docs.asp?press1=docs</a>	Hawaii State Legislature bill status and documents site. Provides access to text and committee hearings of current bills, hearing notices, and searching/text of Hawaii Revised Statutes (state law)
<a href="http://www.charitynavigator.org">http://www.charitynavigator.org</a>	Provides information about and ranking of public charities.
<a href="http://www.nlm.nih.gov/medlineplus/">http://www.nlm.nih.gov/medlineplus/</a>	Medline plus provides consumer-oriented (non-medical language) information on health topics, prescription drugs, and definitions of medical terminology.
<a href="http://www.fedstats.gov/">http://www.fedstats.gov/</a>	Federal statistics homepage. Great resource for term papers.
<a href="http://www.boisestate.edu/socwork/dhuff/XX.htm">http://www.boisestate.edu/socwork/dhuff/XX.htm</a>	Social Work History page

### **General tips for critical thinking about the Internet:**

(Adapted from the College of Communications Graduate Policies and Procedures Guide)

Unlike a library, where a librarian's selection *tends* to result in materials being responsible, the Internet has no limits. Anyone can post a web page, and there is relatively little that can be done about misleading and even untruthful content. There are tremendous resources of high quality on the Internet, and there is also a great deal of opinion presented as fact. Internet users must use good judgment about what materials they trust. Ask yourself:

- **Am I in the right site? Does this site cover my topic? (It's easy to become distracted by a wealth of links)**
- **Is this site reliable?**
  - Who is responsible for this site? Are the authors and their credentials clearly documented? Is this site commercial (someone wants to sell you something), governmental, personal, or academic? (look at the ending of the address: .com, .gov, .edu, etc.) Does it originate in the U.S. or elsewhere? (Legal information, for example, differs from state to state and nation to nation.

- **Is the material current?**
  - (Scientific and medical material, news, etc. change very rapidly. The ability to access up-to-the-minute materials is one of the great strengths of the Internet. However, outdated materials may not have been removed. Double-check.
- **Is this consensus among several sources?**
  - If several reliable sources agree, then it is more likely (although not guaranteed) that material is reliable.
- **How is the site presented?**
  - A site is less likely to be authoritative if it is poorly presented, with inaccurate or misleading graphics, poor documentation, and broken links or those that send you to untrustworthy pages.

## **Working and Being a Social Work Student**

*(Adapted from the HPU Student Nurses' Handbook)*

Many students work either part time or full time. Many of you have to--because you like to eat and want to have a roof over your head. The combination of work, school, and family can create conflicts. The BSW program is designed to consider the needs of the working student, and understands how difficult the combination of work and study can be. We do what we can to help, such as scheduling courses on Saturdays. However, this does not eliminate the stress that you will face as you move through the program.

You need to assess carefully your combination of school and work, and your other life outside of the two. It may be necessary for you to go to school part time if your work and family obligations are heavy. It may be necessary for you to reduce work hours, especially during the semesters when you are taking practicum. Some of you with Type A personalities may have to learn not to drive so hard, or to "settle" for less than perfection. Above all, you must manage your time, plan, and work ahead. These skills are a major asset to your future success, not only in school but in your professional practice and the rest of your life.

Basically, you need to set priorities. Look carefully at all the needs you have to attend to--personal, family, work, school, community--and devise a plan to do the most good for the most people. (Don't short-change yourself, either!) Don't try to be all things to all people. If you need help looking for the big picture, see one of your faculty or the advisors. Use the "calculator" below to determine your available time. Invest in a planner, calendar, or some other time management device, and use it.

Start with 168 hours in a week (24 X 7): 168

Subtract # of hours you work: \_\_\_\_\_

How many credit hours are you enrolled for this semester?

Subtract FOUR TIMES that number to allow for preparation time, study, etc. as well as class hours.

credit hours X 4 = \_\_\_\_\_

Subtract # of hours in practicum \_\_\_\_\_

Subtract travel time: to work, to school, to practicum \_\_\_\_\_

Subtract # of hours you expect to sleep (should not be fewer than 6/night). \_\_\_\_\_

Subtract # of hours for fun/quality time for yourself and your family. \_\_\_\_\_

Subtract # of hours for church, community obligations, etc. \_\_\_\_\_

Subtract # of hours for the “business of living” (cooking, cleaning, eating, grooming, shopping, paying bills, etc.) \_\_\_\_\_

Subtract time for any other commitments, and build in a little for unexpected contingencies. \_\_\_\_\_

???? How much is left???? \_\_\_\_\_

Are you in the minus category? Prioritize! What can you cut out without harm to yourself or others? Can you combine activities? (Example: tape lectures or study notes and listen to them in the car if you spend a lot of time on the road, study on the bus.) Be disciplined; set a schedule and stick to it. But also be realistic, and plan for the “long haul.” You may be able to cut back on sleep for a night or two, but not indefinitely. Your family may understand neglect during “finals,” but months or years of neglect stress relationships. It is not possible to do everything, all at once, perfectly. You must make choices and compromises based on a clear sense of your personal long-term goals. You may find that a slower school pace pays off in the long run in more thorough learning, better family relationships, and personal happiness.

### Student Agreement Form

The purpose of this form is to document that I:

- (1) Have received information to access a copy of the 2011 -- 2012 Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website ([www.hpu.edu/sw](http://www.hpu.edu/sw)) ;
- (2) Understand that it is important to familiarize myself with the expectations contained in the Handbook, and especially with the Social Work Program Performance Standards;
- (3) Will discuss these Standards with my faculty advisor if I have any questions and concerns; and
- (4) Understand that I am bound by these Standards while I am a student in the HPU Social Work Program.

I understand that these Standards are in addition to other behavioral/performance standards that are in the HPU Student Handbook and HPU Catalog, and those that may be specifically required by community service agencies where I am assigned for practicum.

I understand that this form will be kept in my academic file and applies throughout my time in the Social Work Program. Because social work professional education involves responsibility for others who may be dependent on me for services, I understand that any unwillingness on my part to accept personal responsibility for abiding by these performance expectations can result in my termination from the Social Work Program.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

