



**HPU STUDENT HANDBOOK  
BACHELOR OF SOCIAL WORK  
DEGREE PROGRAM  
2019-2020**

HAWAII PACIFIC UNIVERSITY

SCHOOL OF SOCIAL WORK

Website: <https://www.hpu.edu/chs/social-work/ba-sw.html>

**HAWAI'I PACIFIC UNIVERSITY  
BSW PROGRAM STUDENT  
HANDBOOK TABLE OF CONTENTS**

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## 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 other handbook of interest to BSW students is the BSW Practicum Handbook that describes policies and procedures for the field program of the School.

- BSW Practicum Handbook: <https://www.hpu.edu/chs/social-work/student-resources.html>

The Handbooks should be used in conjunction with the Hawaii Pacific University Academic Catalog 2019-2020 and the Hawaii Pacific University Student Handbook (2019- 2020), which are both available online at the following URLs:

- HPU Academic Catalog 2019-2020:  
<https://www.hpu.edu/registrar/academic-catalog/index.html>
- HPU Student Handbook: <https://www.hpu.edu/student-life/files/student-handbook.pdf>

The curriculum, policies, and procedures set forth in this guide are in effect for the 2019-2020 academic year and govern most the educational experiences of students beginning study in the 2019-2020 academic year.

Faculty of the BSW School of Social Work Program and of the Hawaii Pacific University as a whole, however, reserve 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 2015 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

## Letter to Social Work Students

Aloha Social Work Students:

It is my pleasure to welcome all students, whether you are new or continuing, to the BSW 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 in understanding the values of our profession, and also do our best live up to these values in our own work. 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. Your education for this 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 18-22). 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 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 they 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. As you will learn in class, 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 all professionals must do, 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 that 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 graduate with 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. This 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. We are also just as 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 year!

With best regards,

A handwritten signature in black ink, appearing to read "Michaela Rinkel".

**Michaela Rinkel, PhD, MSW**

BSW Program Director, School of Social Work

## **The Social Work Program**

### **History**

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. In the summer of 2019 we began a new chapter in our program as we moved to Waterfront Plaza as the University consolidated campuses!

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. 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.

### **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 most recently "reaffirmed" in June 2014 and continues until 2021. Please visit [www.cswe.org](http://www.cswe.org) to confirm our accreditation status for the BSW and MSW programs.

### **Mission, Program Goals, Core Competencies and Practice Behaviors**

A mission statement expresses an organization's 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 HPU's BSW Program is to prepare undergraduate students in the art and science of social work through competent, effective generalist practice. HPU's social work students should unashamedly want to "make the world a better place" through caring, professional practice in the ever-changing local, national, and global environment.

In accord with this mission statement, the BSW program has the following goals:

1. To develop students' competence in the use of the generalist problem-solving model

with client systems of all sizes.

2. To prepare graduates who practice competently with diverse populations.
3. To prepare graduates who understand the social and policy contexts of social work practice at micro, mezzo, and macro levels, including the changing nature of those contexts.
4. To promote the values and ethics of professional social work, social and economic justice, and human rights in the program and in students' practice.
5. To develop in students an appropriate foundation for and valuing of lifelong learning which is built on research-informed practice and practice-informed research.

In meeting our mission statement and accomplishing the program goals, the curriculum is designed to give you, the student, competency in nine core areas, derived from the Educational Policies and Accreditation Standards (EPAS 2015) of Council on Social Work Education (CSWE). This, really, is a list of what you will graduate with when you complete the program here at HPU.

### **2015 EPAS Goals/Core Competencies and Practice Behaviors**

#### **Competency 1: Student demonstrates ethical and professional behavior.**

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

#### **Competency 2: Student engages diversity and difference in practice.**

- Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.
- Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### **Competency 3: Student advances human rights, social, economic, and environmental justice.**

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

#### **Competency 4: Student engages in practice-informed research and research-informed**

**practice.**

- Student uses practice experience and theory to inform scientific inquiry and research.
- Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Student uses and translates research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Student engages in policy practice.**

- Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Student assesses how social welfare and economic policies impact the delivery of and access to social services.
- Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Student engages with individuals, families, groups, organizations, and communities.**

- Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Student uses empathy, reflection, and interpersonal skills to engage effectively with diverse clients and constituencies.

**Competency 7: Student assesses individuals, families, groups, organizations, and communities.**

- Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.
- Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.**

- Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.



- Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.
- Student facilitates effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Student evaluates practice with individuals, families, groups, organizations, and communities.**

- Student selects and uses appropriate methods for evaluation of outcomes.
- Students applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.
- Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## School of Social Work Faculty and Administration

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## The Social Work 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.

### **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.
  - o Required WRIT 1200: Research, Argument and Writing
  
- Social work is practiced within local 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.
  - o Required PSCI 1400: American Political System or PSCI 2000: Introduction to Politics
  
- 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. Therefore, we require a basic knowledge of mathematics and statistics.
  - o Required MATH 1123: 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.
  - Required PSY 1000: Introduction to Psychology
  - Required SOC 1000: Introduction to Sociology
  - Required SOC 2000: Social Problems and Policy

### **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.

#### **Social Work Courses**

- *SWRK 2010, Social Sustainability, Social Work and Entrepreneurship* is 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.
- *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*) build 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 3700: Special Topics in Social Work*, students learn about current issues in practice, policy and research which are relevant to practice. These topics change each semester and students are required to take one course during their time in the program. Special topics courses can be repeated for credit up to six credits. 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. Finally in *SWRK 4960: Social Work Capstone*, students are asked to integrate knowledge, values and skills developed throughout the program and field experiences through completion and presentation of a project aimed at furthering social work practice in the student’s field agency.
- *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 spring of their junior year in SWRK 3900, the Practice in the Profession course, and normally begin their practicum the following semester. 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. The courses in the field sequence are: *SWRK 3900 Practice in the Profession* taken second semester of the junior year; *SWRK 4900 Practicum II* taken first semester senior year and *SWRK 4910 Practicum III* taken final semester of senior year. Further details about practicum instruction are given in the Field Instruction Manual, which you can find online.

**Major Courses from other Departments**

- *INTR 3500 (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.

**Elective Courses**

- You will have room in your program to select additional courses according to your interests. 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. The field of social work has a long history of incorporating knowledge from disciplines outside of social work. There are many courses, outside of the social work discipline that will build your social work skills, knowledge and values.

Although student schedules may differ, a typical 2-year social work program plan follows:

<b>Junior Year</b>	
<b>Fall</b>	<b>Spring</b>
SWRK 3000 Methods of Social Work I	SWRK 3010 Methods of Social Work II
SWRK 3003 Human Behavior in the Social Environment I	SWRK 3005 Human Behavior in the Social Environment II
SWRK 3300 Writing & Research in Social Work	SWRK 3900 Practice in the Profession
SWRK 3700 Special Topics in Social Work	SWRK 3570 Social Welfare Policy
<b>Senior Year</b>	
<b>Fall</b>	<b>Spring (application to Senior Year)</b>
SWRK 4000 Methods of Social Work III	SWRK 4960 Social Work Capstone
SWRK 4900 Practicum II	SWRK 4910 Practicum III
SWRK 4010 Methods of Social Work IV	Unrestricted Elective
INTR 3500 Global Systems	Unrestricted Elective
Unrestricted Elective	Unrestricted Elective

## 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.

### **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*.

### **Standards for Written Assignments**

All written assignments submitted for course work will adhere to the following standards 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 most current American Psychological Association (APA) documentation style. 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-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 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. There is tutoring available and you can book these appointments online at: <https://services.smarthinking.com/student/services/>

## **Academic and Professional Performance Standards for Social Work Students**

Social work values and professional conduct are at the heart of what HPU teaches in its School of Social Work. The most widely used statement of social work values and professional conduct is the Code of Ethics of the National Association of Social Workers (NASW). Hence, HPU social work students are responsible for understanding and adhering to the NASW Code of Ethics, whether they are NASW members or not. Performance standards for students in the HPU School of Social Work are divided into three general areas:

- Area I: Basic capacity to acquire professional skills
- Area II: Mental and emotional capacity for professional performance
- Area III: Professional performance.
- Area IV: Scholastic (Academic) performance

These Performance Standards apply to all social work students accepted into the Hawaii Pacific University School of Social Work. They are in addition to the Hawaii Pacific University's Code of Student Conduct described in the University's Student Handbook. The ultimate goal of the performance standards is to help students become successful social work professionals in preparation for a profession which holds high standards and because the School of Social Work has a responsibility to the community and students' present/future clients, as well as to one another. Therefore, the faculty will observe and evaluate students' professional behavior and attitudes, in addition to what material students learn. In some cases, the standards may lead to a decision that social work is not the right profession for the student.

### **AREA I: BASIC CAPACITY TO ACQUIRE PROFESSIONAL SKILLS**

The capacity to acquire professional skills and demonstrate core competencies in accordance with CSWE EPAS requires communication, interpersonal, cognitive, and physical skills. The standards for these skills are as follows:

- *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. Therefore, students are expected to:
  - o Write clearly, use correct grammar and spelling, and apply APA formatting and writing styles, in accordance with American Psychological Association (APA) manual, particularly in reference to citing and documenting sources. Students must also have sufficient skill in reading English to understand content presented in the School of Social Work and to complete all written assignments adequately as specified by faculty and practicum supervisors.



- Communicate effectively and sensitively with other students, faculty, staff, clients, professionals, and community members encountered as part of the students' educational experience. The expression of ideas and feelings are done clearly and demonstrate the willingness and ability to listen to others. Having sufficient skills in spoken English is necessary to understand content presented in the School of Social Work and program, complete all or oral assignments adequately, and to meet the objectives of field placements.
- Nonverbally communicate courtesy, respect, and openness to the ideas, opinions, and presentations of other students, faculty, staff, clients, professionals, and community members encountered as part of the students' educational experience.
- *Interpersonal Skills:* Students are expected to demonstrate the 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 the students' educational experience. Hence, students are required to take appropriate responsibility for their 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 are expected to exhibit the ability to learn and understand course content in the classroom (including on-line courses) and field, and apply this content to professional practice. Students should be able to demonstrate the integration and application of previous learning to new situations as they move through the program. For example, students must be able to describe the generalist social work model and the Ecosystems theory, and apply these to real and hypothetical situations.
- *Physical Skills:* Students who meet this standard exhibit sufficient motor and sensory abilities to attend and participate appropriate in class and practicum, with or without reasonable accommodations. Students who need accommodations make this need known to their social work faculty advisor or BSW Program Director so that appropriate steps can be taken for the student's protection and that of the student's clients.

## **AREA II: MENTAL AND EMOTIONAL CAPACITY FOR 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. 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 III: PROFESSIONAL PERFORMANCE**

Students are expected to develop the professional commitment, behaviors, and skills necessary for ethical work with clients. Students who meet this standard demonstrate a commitment to the goals, ethical standards, and essential values of the social work profession, including respect for the dignity, worth, and rights of each individual, and abide by the NASW Code of Ethics. For example, students are expected to:

- 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.
- Avoid any form of bullying and harassment, including intellectual bullying.
- 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.

Students are also required to meet the following professional behavior standards:

- Comply with program policies with the School of Social Work, University policies, agency policies, and State and Federal laws in the classroom, field, and community. Students who meet this standard know and practice within the scope of practice as defined by Hawaii Revised Statutes for their level of education. (See Appendix D)
- 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, on-line, and/or field instructor and/or social work faculty advisor.
- 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
- Respect interpersonal boundaries with other students, faculty, staff, clients, professionals, and community members encountered as part of the students' educational experience.

- 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.

A student will not be allowed to continue in the program if their behavior jeopardizes the safety of other students, faculty/staff or clients. Furthermore, students who meet this standard are able to discuss how personal values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. These students can accurately assess their strengths, limitations, and suitability for professional practice. They are also aware of how other people perceive them and their behavior. Finally, students who meet this standard are willing to examine and change their behavior and attitudes when these interfere with work with clients and other professionals.

#### **AREA IV: SCHOLASTIC PERFORMANCE**

Students who meet this requirement:

- o 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)
- o Meeting the criteria for scholastic achievement is necessary but not sufficient alone to ensure continued enrollment in the program.

### **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
- If the situation is not resolved and sufficient concerns continue, 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.

If no solution can be found the Dean of the College Health and Society 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 and Social Work Program Directors 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 as 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 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) 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/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 Program Director 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.
3. A letter informing the student of the outcome of this meeting will be mailed within seven days. If the decision is to proceed with the termination process, the student is informed that he/she may submit a written statement for consideration by the faculty.
4. 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. At this meeting, the Faculty Advisor's function is, among others, to ensure that the student's point of view is adequately expressed. 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.
5. Within one week after the meeting with the faculty, the student will be notified in writing by the Program Director 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 Complaint 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 Health and Society (CHS), 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 Program Director for a readmission request review. The Program Director 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 Complaint 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

### Admission to the Major

When students are admitted to the University, they may declare their intention to major in social work as a pre-social work major. 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 2010: Social Sustainability, Social Work and Entrepreneurship. 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 complete an application to the program. Students are admitted based on the faculty's assessment of their overall suitability for social work study and practice. This overall suitability includes:

- Adequate academic preparation
  - o At least 40 semester credit hours completed.
  - o All social work pre-requisite courses are met. These include:
    - WRIT 1200 Research, Argument and Writing
    - PSY 1000 Introduction to Psychology
    - SOC 1000 Introduction to Sociology
    - SOC 2000 Social Problems
  - o Completion of SWRK 2010 Social Sustainability, Social Work and Entrepreneurship with a minimum grade of "C".
  - o 2.75 minimum GPA
- Satisfactory completion of admission essay as evaluated by two social work faculty. Faculty will be looking for ability to express one's self in writing as a demonstration of academic readiness and capability for self-reflection and objectivity as a demonstration of personal stability and maturity.

Students applying to the program are not expected to be perfect. However, the social work faculty also do not believe that students benefit by being admitted to a major in which they will have little chance of success. The Application Rating Sheet that is used to assess student's suitability for the program can be found in the Appendix.

Students who have already taken a course comparable to SWRK 2010, taught by a professionally-qualified social worker, at another college or university need not repeat it at HPU. They are encouraged to complete the application to the program, which is available online. 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 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 College of Health and Society (CHS). If the matter remains unsettled, a hearing is arranged by the Vice President of Academic Administration.

### **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). Students wishing to transfer social work courses must also provide a letter of good standing from their previous program. In order for students to receive appropriate socialization into the profession, required social work core 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 2010 must demonstrate that the course was offered by a CSWE-accredited social work program.

### **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 school.

### **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. Students must meet with their Social Work Faculty Advisor prior to registration. This meeting should be held before the end of the preceding semester. When you meet with your faculty advisor please bring with you your Plan of Study (list of course take 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 s/he can, but the ultimate responsibility for knowing and following University policies is yours.

Responsibilities of the Social Work Faculty Advisor:

- Confers with the students at least once per semester to review performance and plan for coursework.
- Assists 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.

A social work faculty advisor will be appointed to each student in the beginning of the Fall semester of their junior year once they are admitted to the program.

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.

**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) and three trips to Vietnam (Winter 2010, Winter 2012, Winter 2018). Please check with your instructors to learn whether one will be offered during your time at HPU.

**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 HPU email regularly for college and program announcements.

**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.

### **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.

### **Nondiscrimination Policies**

#### **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 the Coordinator of Academic Advising and Student Support, 566-2406. Without proper registration, accommodations for disability cannot be provided. It is the student's responsibility to contact the Coordinator of Academic Advising 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, gender identity or expression, immigration status, 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.

## 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. Mary Sheridan Social Work Student Scholarship**

The School of Social Work at HPU offers a scholarship specifically for students in social work. Application forms are available through the School of Social Work 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

### 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?]

### 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.

## Opportunities within the Social Work Program

- A. The **Social Work Student Organization (SWSO)** 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.)

SWSO 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, typically on Saturdays.

Note: The SWSO is encouraged to elect, from their officers or membership, a BSW student representative to attend SWRK Faculty Meetings and Advisory Committee Meetings where appropriate.

- 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.
- 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.

- 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 SWSO 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).

## **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.

## **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.

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.
- C. **Assessment:** mutually decide what the problem is and what strengths the client/client systems bring(s) to solve the problem.
- D. **Planning:** collaboratively decide what could be done to solve the problem.
- E. **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.

### **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 are:

- o 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.
- o 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.
- o The environment influences people. This influence can be positive or negative.
- o People influence their environment. This influence can be positive or negative.
- o The individual’s subjective understanding of the environment is key to his/her development.
- o People may fit well or poorly into their environment—a concept called “Goodness of fit.”
- o “People are goal directed and purposeful. Humans strive for competence.”
- o What the individual thinks about/experiences from the environment is key to development, and it is an individual matter.
- o Personality is the result of long-term interactions between the person and the environment.
- o 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.

- o Changing the environment can change the people in it.
- o 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.
- o 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”).
- o 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?**

- o 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.”
- o 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.

- o “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 be 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.
- o 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.
- o 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.
- o 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.
- o 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.
  - o Conferee: the social worker “confers” with clients around their problems.
  - o Enabler: An unfortunate name. In EP, it refers to the practitioner doing things to improve system functioning. “Environmental modification.”
  - o Broker: The worker links the consumer with needed resources. This may involve more than just referral.

- o Mediator: The social worker tries to reconcile parts of the system that are in conflict.
- o 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.
- o Guardian: The worker exercises a social control or protective function for clients who cannot protect themselves.
- o Educator: The social worker teaches clients/client groups things that they need to know.
- o Facilitator: Social workers facilitate processes, create space and opportunities for clients to grow and develop.
- o Change agent: Social workers work collaboratively with client groups to bring about positive change to unresponsive systems.

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**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 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.
12. Be aware that the same expectations above apply to social media. Do not disclose any identifying information or any information that might lead to someone being able to guess a client's identity by "putting the pieces together." A general rule of thumb is to avoid discussing your clients or your agency on social media.

**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.*

## **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. Get a planner or some other time management device & 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.

**BSW Applicant Rating Sheet**

Applicant: \_\_\_\_\_

Overall GPA: \_\_\_\_\_

Conditions Met: GPA above 2.75  SWRK 2010 Grade C or better  Completion of 40 sem. hours

Completion of prereq C or better grade Writ 1200  Psy 1000  Soc 1000  Soc 2000

<b>SCORES</b>				
<b>GPA</b>	4 (2.35 – 2.70)	8 (2.71 – 3.00)	12 (3.1 – 3.50)	16 (3.51 +)
<b>Writing Ability</b>	4 Many writing errors	8 Several writing errors	12 Few writing errors	16 No writing errors
<b>Personal Statement (capacity for self-reflection and objectivity)</b>	4 Failed to adequately address questions	8 Weak response to questions	12 Satisfactory response to questions	16 Excellent response to questions
<b>Meeting Prerequisites</b>	4 Has not completed SWRK 2010 or other prerequisites	8 Has completed SWRK 2010 but missing at least two prereqs	12 Has completed SWRK 2010 but missing one prereq	16 Has completed SWRK 2010 and all prereqs
			Total Points (64 max)	

0 – 23 points Poorly qualified – not admitted

37 - 56 points Acceptable candidate – admit

24 - 36 points Weak candidate – admit only if strongly offsetting factors admittance

57 + points Excellent candidate – recommend

**Recommendation:**

1. \_\_\_\_\_ Strongly Admit
2. \_\_\_\_\_ Admit
3. \_\_\_\_\_ Conditional Admit (cite conditions)
4. \_\_\_\_\_ Do Not Admit at this Time

Comments:

Rater:

Date:



## Student Agreement Form

The purpose of this form is to document that I:

- (1) Have received information to access a copy of the 2019 -- 2020 Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website: ([https://www.hpu.edu/CHS/Social\\_Work/index.html](https://www.hpu.edu/CHS/Social_Work/index.html));
- (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: \_\_\_\_\_

## Social Work Student Update Form

Providing the following information will help us with a variety of information and advising needs, as well as allowing us to contact you as needed. We appreciate you filling this out.

**Student I.D. Number:** \_\_\_\_\_

**Student Full Name:** \_\_\_\_\_

**Student Preferred Nickname:** \_\_\_\_\_

**Best mailing address:** \_\_\_\_\_

**Best phone number(s):** \_\_\_\_\_

*Please designate whether numbers are home, work, cell, pager, or other.*

**Best email address: (PLEASE print clearly):** \_\_\_\_\_

**Note:** *Students are still responsible to check their HPU campus email address regardless of which email address they prefer to designate as their main.*

### Educational level:

Undergraduate Program: \_\_\_\_\_  BSW Junior  BSW Senior

MSW Regular Program Full Time: \_\_\_\_\_  First year  Second year

MSW Regular Program Part Time: \_\_\_\_\_  First year  Second Year  Third year  Fourth year

MSW Advanced Standing Full Time: \_\_\_\_\_  One year

MSW Advanced Standing Part Time: \_\_\_\_\_  First Year  Second Year

(For advising purposes) **I am attending social work courses:**

Full time, following the regular schedule of my cohort

Part time

Out of sequence with my cohort

(For statistical purposes) **I consider my ethnicity to be:** \_\_\_\_\_