



**STUDENT HANDBOOK GUIDE TO THE
MASTER OF SOCIAL WORK DEGREE
PROGRAM
2018-2019**

HAWAII PACIFIC UNIVERSITY

SCHOOL OF SOCIAL WORK

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

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PREFACE

The Student Handbook Guide to the MSW Degree Program sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction, that govern the MSW program and its students. The Handbook should be used in conjunction with the Hawaii Pacific University Academic Catalog 2018 - 2019 and the Hawaii Pacific University Student Handbook (2018-2019), which are both available online at the following URLs:

<https://www.hpu.edu/registrar/academic-catalog/files/2018-19-catalog.pdf>

<https://www.hpu.edu/student-life/files/student-handbook.pdf>

The curriculum, policies, and procedures set forth in the Guide are in effect for the 2018-2019 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2018 - 2019 academic year.

Faculty of MSW School of Social Work Program and of the Hawaii Pacific University as a whole, however, reserves the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students and is aligned with the 2015 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

WELCOME MESSAGE FROM THE DIRECTOR OF THE MSW PROGRAM

Aloha kakoa

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

This Handbook is designed to be your companion throughout the Social Work Program. Please read it carefully and keep it as a reference, along with your HPU catalog and, when you are in practicum, your Practicum Handbook. Education for a profession is designed carefully around a philosophy of practice and a sequence of learning. You need to understand the elements of these in order to see how all the pieces--the individual courses you take and the lessons within them--fit together. You will not need some of the information in this Handbook until later in your program, but you need to know that it is here. You may not understand it all at first. As you move through the program, one way to chart your progress is to read this Handbook from time to time. Review the Handbook especially when you have questions about the program or are thinking about courses for the next semester. Of utmost importance are the policy sections on academic and performance standards for social work students (pages 37 through 46). You are responsible to make it your own and abide by it.

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

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

At present, your goal is quite naturally to receive your degree. However, it is impossible to learn in a few years all that is needed for a lifetime of practice. Social conditions, too, are always changing. As long as you are a social worker, you will also be a learner. As any other professional you will identify your learning needs, set appropriate learning goals, and seek out learning opportunities. This may sound discouraging, but the concept of lifelong learning has its advantages. Students often

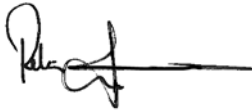
worry when they graduate, whether with the BSW or the MSW, because they are not completely prepared for practice. Accepting that you will always be a learner means that you always have more chances to learn what you need to know. You need not know everything prior to graduation. You will have the tools for professional practice, to be upgraded and refined as you use them. One of these tools is knowledge about where and how to find information. It is also true that a job that could be mastered in a short period of time would likely be boring after a few years. Whatever social workers say about their jobs, they seldom complain of boredom! Our commitment is to train you to become competent in your chosen fields of practice and become social entrepreneurs and innovators able to make a positive impact on the world around you.

A commitment therefore, to producing global leaders in social work and to expanding your knowledge and understanding of Hawaiian culture and the practices and experiences of life in the Asia Pacific region are important to the program's goal to helping you grasp and contextualize your practice and to appreciate the importance of place.

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

We hope that you have a great school year!

Mahalo, with best regards,

A handwritten signature in black ink, appearing to read 'Peter J. Mataira', followed by a long horizontal line extending to the right.

Peter J Mataira, PhD.

MSW Program Director, School of Social Work

HAWAII PACIFIC UNIVERSITY

Hawai'i Pacific University (HPU) is an independent, not-for-profit, coeducational, nonsectarian, career-oriented university founded in 1965. It is Hawai'i's largest private institution of higher learning, with approximately 7,500 students. The University offers degrees at the associate, baccalaureate, and masters levels. Degrees are offered in 58 undergraduate concentrations, including the Bachelor of Social Work, and 14 graduate fields including the Masters of Social Work.

Hawai'i Pacific University identifies itself as a teaching/learning university and is proud of the many ties between its faculty and the local, national, and international business and professional communities. HPU celebrates its small class size and personalized relationships with students, with the maximum course enrollment ranging between 19-25, and a student-faculty ratio of 20:1.

HPU especially prides itself on its diversity, with students from all 50 U.S. states and 100 foreign nations. It is considered one of the most diverse universities for its size in the world (Institute for International Education, 2010, U.S. News and World Report, 2012 and the Almanac of Higher Education, 2012). In addition to diversity related to culture, there is also diversity in the ages and personal situations of many students admitted to HPU, particularly those from Hawai'i. For many local students, HPU is a "second chance" at education that was not taken immediately after high school. Many students are "nontraditional" in age, are military service members or dependents, or are economically disadvantaged. This diversity makes an exciting teaching and learning atmosphere. Although HPU is an American University in its values, orientation, and methods, students learn and socialize with those of differing backgrounds on a day-to-day, class-by-class basis.

The mission of Hawaii Pacific University is:

Hawaii Pacific University is an international learning community set in the rich cultural context of Hawaii. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate program anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society (HPU Academic Catalog, 2018-2019:p. 1).

As reflected in its mission statement, HPU is an institution built on diversity. In creating an environment that welcomes students from Hawaii, the U.S. mainland, and a multitude of other nations, HPU hopes to "make the world a better place." In basing its general education on the foundation of the liberal arts, and in valuing and welcoming diversity, HPU is congruent with the purposes of social work education. In addition, the emphasis of HPU on preparing citizens who are

active members of a global society is entirely consistent with the global perspective called for in this description of purpose.

SCHOOL OF SOCIAL WORK

HISTORY

Hawaii Pacific University School of Social Work was established in the spring of 1997 with the introduction of the first BSW course. After additional experience and planning, the MSW program was established in 2005.

The establishment of the School of Social Work was in response to requests from students and interest from the community. In keeping with University's large number of non-traditional and working students, as well as the community's needs, it was decided to prioritize the needs of working adults. No other School of Social Work in the community accommodates part-time, evening/weekend, and year-round study as Hawaii Pacific University. Core social work courses, for example, are offered primarily on Saturdays and evenings on weekdays. In addition, several of the social work courses are also offered on-line or as hybrids, which is a blend of in-class and on-line sessions.

LOCATION

In the summer of 2014, the School of Social Work moved to the *Hawai'i Loa campus*, which is located on the windward side of the island of Oahu. Its faculty has joined forces with the faculty of the Department of Baccalaureate Nursing Programs, Department of Health Related Programs, Department of Graduate and Post Graduate Nursing Programs, and the Transcultural Nursing Center and the Department of Public Health to establish a new College of Health and Society. In addition to the spacious classrooms and stunning view of the Ko`olau Mountains, the Hawai'i Loa campus offers the following amenities: dining commons, a library, bookstore, recreational facilities, a computer center, and student parking. Shuttle services are also available to and from the Downtown campus and Hawaii Loa.

Due to the sale of the Hawai'i Loa campus the College of Health and Society will be relocating to a new HPU premises in the downtown Honolulu area. This is expected to happen before by the start of fall 2019 academic year.

ACCREDITATION

The Council on Social Work Education (CSWE) accredited MSW program was initially awarded full accreditation in June 2009 and has been reaffirmed until 2020. This specialty professional accreditation is in addition to the University's overall accreditation by the Western Association of Schools and Colleges (WASC). Accreditation is a way of ensuring that all social work graduates throughout the United States have a common set knowledge, skills, and values, and have met certain educational standards. For more information, visit www.cswe.org.

MISSION

HPU's MSW program mission statement sets forth several key elements of social work practice that is grounded on Council on Social Work Education's (CSWE) Educational Policy Statement (1.1 through 1.2), the National Association of Social Work (NASW) Code of Ethics and Standards for Culturally Competence in Social Work Practice. In particular, it reflects the purpose of social work articulated by CSWE (2015), which states:

The purpose of social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (p. 1).

The mission of Hawaii Pacific University's MSW program is to:

Graduate qualified advanced generalist social workers who are competent, ethical, and effective practitioners. MSW students utilize critical thinking and leadership skills to advocate for human rights, and social and economic justice with systems of all sizes. MSW students honor and respect the diversity and differences in the ever-changing local, national, and global environment.

MSW PROGRAM GOALS

The goals of the MSW program were directly derived from the program's mission. The goals are as follows:

1. To prepare graduates who will demonstrate competence in social work practice at an advanced level with client systems of all sizes.
2. To prepare graduates who will be able to work effectively with diverse populations in multicultural settings.
3. To prepare graduates who understand the social contexts of social work practice at micro, mezzo, and macro levels, including the changing nature of those contexts, and who advocate for social and economic justice.
4. To promote the values and ethics of professional social work in the program and in its graduates' practice.
5. To develop in graduates an appropriate foundation for and valuing of lifelong learning, leadership, and generation of knowledge.

CORE COMPETENCES AND PRACTICE BEHAVIORS

Graduate students are expected to achieve the core competencies (CC) and practice behaviors based on the Program's mission statement and the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). "EPAS supports academic excellence by

establishing thresholds for professional competence” (CSWE, 2015). Refer to Appendix A for a full description of the core competences and the practice behaviors for the foundation year and the advance year.

MASTER OF SOCIAL WORK (MSW) PROGRAM

The Hawaii Pacific University's graduate social work education is built on a liberal arts foundation of courses taken in undergraduate degrees. The MSW curricula are divided into two years – the foundation year and the advanced year. The rationale for the first (Foundation) year of the curriculum is to introduce the basic theories and models relevant to generalist social work practice, and how they relate to the EPAS Core Competencies and Practice Behaviors required by the Counsel on Social Work Education. The MSW program does this by focusing on contextual factors such as social, economic, political, and cultural issues/concerns impacting the uniquely diverse clients in Hawaii. This is to help students understand the extent that the unique multidimensional culture of Hawaii often leads to structures and values that may oppress, marginalize, alienate, or create or enhance privilege and power for our clients. This is accomplished in two ways.

First, the curriculum is designed to begin to develop students' understanding of social work as a profession. This is accomplished by focusing on both personal and professional growth. For example, students are asked to explore their personal value systems, biases, perspectives on learning, and their places of privilege in society. Professionally, the curriculum is designed to students to understand such concepts as the role and expectations of the NASW code of ethics, building professional boundaries, the use of supervision, and the development of a professional demeanor.

Next, the MSW program provide integrated classes that focus on developing strong critical thinking skills, knowledge building, and beginning skill development - again with a particular focus on the unique culture of Hawaii. To accomplish this goal courses are structured to utilize a theoretical framework that focuses on specific concepts, theories, and models such as person-in-environment, systems and ecological theories, the strengths perspective, and the generalist model of problem solving.

The rationale for the second (Concentration) year of the curriculum is to move students from a foundational beginning knowledge base to advanced generalist social work practice through students' application of social work theories and models with a particular focus/concentration on developing culturally competent advanced generalist practitioners. Specifically, the advanced year expands the depth and breadth of students' knowledge and proficiency in social work practice by focusing on the complexity of real-world practice situations and with the fluidity in which social work practitioners must demonstrate to apply them effectively to systems of all sizes. The curriculum focuses on a framework that develops culturally competent practitioners who are able to critically synthesize and apply knowledge, are innovative problem solvers, can perform multidimensional assessments, and can take leadership roles to advocate for human rights and social justice issues. Similar to the foundation year, this is done in two ways.

First, the curriculum is designed to focus on the development of personally and professionally competent social workers. This is accomplished by deepening the focus to both the personal and professional growth and advancement of the students. We focus on developing practitioners who

are able to be critically self-reflective, who can reconcile and manage personal value conflicts, who can understand the importance of lifelong learning, who are able to effectively manage ambiguity in resolving ethical conflicts. Professionally, the emphasis is on producing practitioners who value advancing the profession by recognizing and addressing social justice issues, by utilizing evidence-based practice interventions, by developing leadership roles, and implementing sustainable systemic changes.

To accomplish this, the focus continues to be placed on the generalist model of problem solving; however, the emphasis now hones in on the importance of understanding the role intersectionality and cultural plays in social work practice. The advanced curriculum focuses on building concrete skills by deepening our student's ability to analyze, integrate, initiate, and apply specific interventions – regardless of system level.

MSW REGULAR PROGRAM REQUIREMENTS

The MSW degree requires the completion of a minimum of 57 credits (47 course credits and 12 field practicum credits). Students who complete the MSW Program's full-time course of study can earn their MSW degree in two years. Students also have the option of completing the program in three or four years.

MSW ADVANCED STANDING (MSWAS) PROGRAM

Students who hold a Bachelor of Social Work (BSW) degree from a CSWE accredited program of social work may be eligible for the MSW Advanced Standing program. (Refer to the Application Policy and Procedures Section for additional information.)

The Advanced Standing program consists of 30 credit hours (24 course credits and 6 field practicum credits). Students who are accepted into the Advanced Standing program begin on August 2018 with SWRK 6050 (Graduate Study of Social Work for Advanced Standing Students). This course covers the differences in the purpose and organization between undergraduate and graduate social work education; and brings BSW graduates "up-to-speed" on topics covered in more depth in the MSW foundation year than in the BSW program.

After successfully completing SWRK 6050 in summer, advanced standing students who attend the program full-time (12-credit hours in the fall and 15 credit hours spring semester) will be able to proceed to the advanced-year and complete the program in one academic year. Those who attend the program part-time can expect to complete their course work within two academic years.

MSW CURRICULUM

Approved by the International Federation of Social Workers (IFSW) General Meeting and the International Association of Schools of Social Work (ASSW) in July 2014, social work is defined as:

“...a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.
(IFSW, 2014).

Accordingly, the purpose of social work, as articulated by the Council on Social Work Education (CSWE), is to:

Promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and the knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (CSWE, 2015: p.5).

The MSW curriculum is focused on advanced generalist social work practice. As stipulated by the CSWE Educational Policy (2008: p.8):

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suite each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Hawaii Pacific University’s MSW Program mission explicitly is aligned with EP M2.1 to prepare students for culturally competent advanced generalist social work practice. The four key elements of “competent, ethical, effective” advanced generalist practice are highlighted in the mission statement as, “[1] utilizing critical thinking... [2] provid[ing] leadership in culturally competent

services... [3] advocat[ing] for social economic justice... and, [4]promot[ing] multiculturalism... ” These key elements are supported by Lavitt’s (2009) conceptual model of advanced generalist practice. Lavitt (2009) purports that advanced generalist practice involves: “multidimensional problem setting, leadership and self-reflection, and ethical advocacy” (p. 462). These key elements are translated into the MSW program goals.

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

The generalist social work model involves the ***structured change process***; also referred to as planned change and problem-solving process. The seven-step process planned change process described by Kirst-Ashman (2013) include:

- Step 1: *Engagement* is the process of establishing a positive professional relationship between the worker and the client.
- Step 2: *Assessment* is the identification of the needs, concerns, and critical information about the client resources and supports, and other factors.
- Step 3: *Planning (and contracting)* is the process of identifying goals, rationally considering various ways to implement them, and establishing specific steps to achieve them.
- Step 4: *Intervention* is the actual doing or implementation of the plan.
- Step 5: *Evaluation* is the appraisal of the effectiveness of the plan and its implementation.
- Step 6: *Termination* is the ending of the social worker-client relationship.
- Step 7: *Follow-up* is the retrieval of information about a client’s functioning after the intervention has been terminated.

THEORETICAL FRAMEWORK

The MSW foundation and advanced curriculum is based on the theoretical framework designed to preparing students for advanced generalist social work practice. The framework integrates many

diverse theories, perspectives, and models to explain persons in social environment, as social work practice is multifaceted. The ecosystems perspective and social, economic and environmental justice theories cut across the curriculum; complemented by the strengths-based, empowerment, cross-cultural/cultural humility and decolonization perspectives, as described below.

Ecosystems Perspective

The primary framework of the MSW curriculum is an ecosystems perspective. As the key to understanding transactions among individuals, groups, and their context, the ecosystems perspective is a universal framework that combines the ecological theory and general systems theory. Accordingly, “ecology focuses specifically on how this fit together, how they adapt to one another” (Greifs, 1986, as cited in Miley, O’Melia, & DuBois, 2011, p. 27). General systems theory is considered the meta-theory, a theory about theories that helps to conceptualize how human systems (individuals, families, groups, organizations, and communities) function, adapt, and interact with one another.

The ecological perspective also provides a fluid explanation of the human behavior and experiences in the context of the social environment. The contextual influences include race, ethnicity, age, culture, socioeconomic, gender, and sexual identity.

According to O’Melia (1991, as cited in Miley et al., 2011: p. 41), the ecosystems perspective provides the framework for generalist social practice into the following five-point schema:

- The focal system of the ecosystems analysis can be an individual, family, group, organization, or community;
- The exploration of the structure, interaction, biopsychosocial [and spiritual] dimensions and cultural features within the focal system;
- The network delineation of other systems and recourse in the focal system’s environment context;
- The examination of transactions between the focal systems and systems in its context; and
- The observation of adaptation and changes that occur in the process of the coal system’s development.

These schema translate into the how the ecosystems perspectives is applied to the helping process model of generalist social work practice – engagement, assessment, planning, contracting, intervention, evaluation, termination, and follow up.

Social Justice Theories

Social justice theories provide the foundation for the fundamental values and ethics of social work. In particular, critical theory articulates a clear framework for achieving social and economic justice and efforts to engaging in culturally competent practice. Grounded in critical theory, Young (1990, as cited in Vincent, 2011: p. 206) identified five types of oppression – “exploitation, marginalization,

powerlessness, cultural imperialism, and violence” (p. 39). Such expressions of oppression occur at multiple levels – micro, mezzo, and macro. However, Sen (2009) and Vincent (2012) contested that social justice must begin with individuals. Social work education, then, must infuse social justice theories, such as critical theory into the curricula to “raise critical consciousness, uncover privileged positions, conceptualize social work practice that disrupts privilege and oppression”, (Nicotera & Kang, 2009, as cited in Vincent, 2013, p. 207) and, actively work towards decolonization (Tamburro, 2013. Gray, et al, 2016; Morelli, et al, 2013).

Hence, in response to the call for infusion of social justice in the curricula, the MSW program integrates critical theory and other social justice theories in all six courses sequence areas in its advanced year curriculum.

Strengths Perspective

One of the premises of the ecosystems perspective is that “humans are neither completely powerful nor powerless. Instead, humans play an active role in the creating events that shape their lives” (Medley et al., 2011, p. 30). This vantage point is based on the strengths-perspective, which is inherent in generalist social work practice as it is in consort with the social work values regarding human dignity and worth, and social and economic justice. Saleebey (2006: p. 279) described the strength perspective as:

Focusing and building on client strengths is not only a counterweight to the prevalence of the deficit model. It is an imperative of the several values that govern our work and the operation of a democratic, just, and pluralistic society including distributive justice, equality, and respect for the dignity of individuals, inclusiveness and diversity, and the search for maximum autonomy within maximum community.

A 2016 report produced by the Government of South Australia on Recognizing the Strengths of Culture (p. 9) reiterated and expanded upon Saleebey’s approach noting the importance of Indigenous cultures as protective factors, noting:

A focus on strengths and resilience of Aboriginal peoples and culture provides a more balanced understanding of Aboriginal families and enables services to develop positive relationships and work in partnership with Aboriginal families and communities (Department of Health, 2014). The inherent strengths of culture for families has been identified as a protective factor for Aboriginal children (Lohoar, Butera & Kennedy, 2014).

Ensuring that Aboriginal children and families have a strong connection with culture and that services are responsive to cultural needs contributes to improved outcomes

for Aboriginal children and families and to breaking the cycle of intergenerational disadvantage.

Giving equal value to the possibilities for growth and positive change, the strengths perspective, applied to the generalist social work practice, cultivates the strength, opportunities, and resources of individuals, families, groups, organizations, and communities. The cultivation of strengths and resources reflect the process of empowerment.

Empowerment Perspective

Gutierrez (1994, as cited by DuBois & Miley, 2011: p. 21) defined empowerment as, “the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situation.” Furthermore, empowering practices focus on contextual elements that contribute to the problems that clients face. Social workers who exercise empowering practices emphasize developing and engaging in collaborative partnership with clients as part of the helping process, as well as integrating practice activities at multiple systems levels. Equally important in empowering practices is taking into consideration the political context and initiating social action to address organizational, community, and social policy issues. This requires recognition, understanding and proper use of one’s own power.

Cross-cultural /Cultural humility Perspective

The NASW’s Standards and Indicators for Cultural Competence in Social Work Practice (2015) “promotes and supports the implementation of cultural and linguistic competence at three intersecting levels: the individual, institutional, and societal. Cultural competence requires social workers to examine their own cultural backgrounds and identities while seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age, or disability [or other cultural factors]” (NASW,2015: p. 65).

Cultural competence refers to how social workers and institutions respond to those from other cultures, classes, races, ethnic backgrounds, sexual orientations and religions in respectful and meaningful ways and which recognizes, affirms, and values their worth and protects and preserves their dignity (Fong, 2004; Fong & Furuto, 2001; Lum, 2011). However, assumptions of cultural competence have been questioned. In particular, despite emphasis on *learning from* clients, models often espouse *knowing about* clients and assume specialized knowledge can be acquired (Netting, et al, 2017). From a social work perspective, cultural competence has gained attention as a framework for promoting culturally sensitive practice and for cross-cultural training. Its range of applied definitions and conceptualizations have, however, generated concerns centered on its inability and ineffectiveness to address issues of power which often sit at the heart of structural inequalities. Over the past decade reexaminations have led for calls to supersede cultural competence with cultural humility. As a practice cultural humility is more conducive to the

profession as it is founded on principles of anti-oppressive social work practice and education (Danso, 2016), self-reflection and sincerity (Trevalon and Murray-Garcia, 1998; see also Smith, 2012).

Decolonization Perspective

Decolonizing social work is a relatively new focus area and challenge for mainstream American social work. Historically, approaches to practice, research and policy have ignored methodologies and theoretical orientations, and literature had very little to say about Indigenous people and their traditional ways of healing and understanding of the world around them. Understanding decolonization and social work requires a fundamental reconstruction of mainstream assumptions and narratives about Indigenous communities and contemporary issues impacting them on a daily basis. In many instances their experiences have either been ignored, trivialized, censored and demonized. Issues such as cultural assimilation, enslavement, oppressive residential schools, stolen lands, sickness and disease have had drastic affects. The intent of this perspective is to prepare students to better understand and support Indigenousness and Sovereignty (Self-Determination). It promotes awareness of the colonization and decolonization processes affecting Indigenous Peoples and an understanding of how social workers can participate in the solutions of problems affecting these groups.

International Perspective

The HPU Social Work program is committed to developing its professional relationships and collaborations with agencies and universities in the Asia Pacific region and to advancing its International social work reputation. The International Federation of Social Workers (IFSW) and the International Schools of Social Work (IASSW) General Assembly's Global Definition of the Social Work is defined as a "...practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels" (2014).

Key principles of social work and focus on human rights, social, economic, and environmental justice, advocacy, and empowerment are important to ensuring a collective global responsibility for each other's wellbeing and an understanding social work is informed not only by specific practice environments and Western theories, but also by Indigenous Peoples knowledges. Part of the legacy of social work is colonialism and its inherent adoption of Western theories and practices which have been "exclusively valorized, [where] and Indigenous knowledges have been devalued, discounted, and hegemonized" (IFSW, 2014). International social work acknowledges that Indigenous peoples in each region and country of the world carry with them their own values, ways

of knowing, ways of passing on to future generations and have made significant contributions to modern day science. Social work seeks to redress historic Western scientific colonialism and hegemony by listening to and learning from Indigenous peoples around the world. In this way social work knowledges will be co-created and informed by Indigenous peoples, and more appropriately practiced not only in local environments but also internationally. Drawing on the work of the United Nations, the IFSW defines Indigenous Peoples as those:

- Living within (or maintain attachments to) geographically distinct ancestral territories.
- They tend to maintain distinct social, economic and political institutions within their territories.
- Aspiring to remain distinct culturally, geographically and institutionally, rather than assimilate fully into national society.
- Who self-identify as indigenous or tribal. (IFSW, 2014)

CONCENTRATION:

CULTURALLY COMPETENT ADVANCED GENERALIST PRACTICE

The MSW program offers the concentration in *Culturally Competent Advanced Generalist Practice*. The conceptualization of culturally competent advanced generalist practice involves the creative intersection of three sets of knowledge: (1) knowledge about advanced generalist social work practice; (2) knowledge of multiculturalism, intersectionality, and critical theory as they relate to efforts to affirm and respect diversity and differences; and (3) knowledge about populations and their cultures.

Accordance with the NASW Standards and Indicators for Cultural Competence in Social Work Practice (2015), “cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context” (p. 10). Furthermore, cultural competence is:

The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families and communities and protects and preserves the dignity of each (NASW, 2015: pp. 13).

Davis and Donald (1997, as cited in the NASW Standards and Indicators for Cultural Competence in Social Work Practice, 2015) operationalized cultural competence as “the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes” (p. 13).

At the advanced generalist practice level, cultural competence also involves the promotion of multiculturalism. The conceptualization of multiculturalism incorporates the definitions presented by Bass (2008) and Fellin (2000), which is consistent with the pursuit of social justice. Bass (2008) defined multiculturalism as:

A general rejection of the straight-line assimilation norm, the promotion of equality for racial and ethnic groups, respect for, tolerance of, and celebration of cultural diversity, the facilitation of cultural differences, and an assertion of rights and protection for particular racial and ethnic groups (as cited in Congress & Gonzalez, 2013: p. 43).

Beyond racial and ethnic groups, multiculturalism is extended to “gender, social class, religion or spiritual belief, sexual orientation, age, and disability,” as described by Fellin (2000: p. 262).

The inclusion of multiculturalism helps students to develop an integrative knowledge about themselves and of others; sensitizing students to cultural similarities and differences. Multicultural curriculum also “emphasizes culture in the context of oppression with the aim of working toward social justice and empowerment” (Daniel, 2011: p. 251). Both of these reinforce the life-long learning endeavor that is necessary in culturally competent advanced generalist social work practice. It should be noted that multiculturalism is viewed somewhat cautiously among Hawaiian, Pacific Island people and Indigenous communities generally. That it arguably construed as a misleading and unrealistic perspective. As multicultural societies divide according to enfranchised and disenfranchised groups along racial and ethnic lines, and moral justifications these are used to explain how power disaggregates. In the United State, and certainly in Hawai’i the political discourse of racial tolerance overwhelms the reality of cultural tensions, historic injustices, and economic disparity making it less acceptable to be openly critical (Morelli et al, 2016; Mataira, 2016).

The affirmation and respect for diversity and differences goes beyond the normative view of cultures. The intersectionality of multiple identities plays a significant role in terms of whether social workers maintain or disrupt social and institutional privilege and oppression. The aim, obviously, is to work toward human rights, social and economic justice, advocacy and empowerment. Hence, the multidimensional contextual framework of intersectionality informed the conceptualization of culturally competent advanced generalist social work practice.

The framework of intersectionality “allows for context-specific understanding of oppression” (Wilkinson, 2003: p. 4) as it examines “the intertwined nature of gender, race, class, ability, sexuality, caste, and other influences” (Brewer, Conrad, & King, 2002 as cited in Wilkinson, 2003, p. 3). As described by Collins (2012), intersectionality highlights:

How a deeper understanding, in essence, systems of power (such as race, gender, class, sexuality, ability, age, country of origin, citizenships status, etc.) cannot be understood in isolation from one another; instead, systems of power intersect and co-produce one another to result in unequal material realities, the distinctive social experiences that characterize them, and the intersecting belief systems that construct and legitimate these social arrangement (p. 455).

Intersectionality forms the highlight of postmodern feminism, and that of Indigenous feminism (Price, 2017). Intersectionality is expressed as a way of comprehending oppression that is experienced among marginalized groups by acknowledging cross-sectional and multiple level forms of discrimination and understanding that while different systems of oppression operate at distinct levels, they intersect to magnify the effect of discrimination (Crenshaw, 1991). Crenshaw’s use of the analogy of a car crashing in the center of a four-way intersection, in which it is not always apparent or conceivable to know the direction the impact originated from or which impact caused

the greatest trauma (Crenshaw, 2017). This metaphor represents the idea that when an individual is oppressed by multiple institutions, the origin of discrimination is not always clear but represents the sum product at which they all intersect. Thus, intersectionality acknowledges discrimination and systematic oppression are experienced very differently depending on variables such as gender, race, ethnicity, class, ability, religion, age, and sexuality.

Specific to the advanced year, the focus on cultural competence and multiculturalism in all courses, students heighten their critical consciousness of client uniqueness beyond recognizing and appreciating cultural diversity. Students develop respect for various cultural groups, promote equality and uphold social justice standards, and learn about the interventions that most likely to succeed with specific cultures.

The advanced curriculum builds on the foundation curriculum. Basic practice courses, for example, at the micro, mezzo, and macro levels, become specific practice of cross-cultural proficiency, counseling, and administration. The concepts of social work as a profession with an emphasis for human rights and social and economic justice becomes more focused as students select populations for study and understand the issues (historically, presently, and futuristically). Selected populations are often those who are oppressed, marginalized, discriminated against, and are “at-risk,” and serve as a platform to explore: (1) cultural diversity and differences; (2) competing paradigms assess and understand problematic situations experienced by the populations; and (3) a variety of approaches to address the problems across multiple systems (Lavitt, 2009) in multicultural settings.

DESIGNING THE MSW CURRICULUM

Rational for the foundation year. The rationale for the first (Foundation) year of the curriculum is to introduce the basic theories and models relevant to generalist social work practice, and how they relate to the EPAS Core Competencies and Practice Behaviors required by the Counsel on Social Work Education. The MSW program does this by focusing on contextual factors such as social, economic, political, and cultural issues/concerns impacting the uniquely diverse clients in Hawaii. This is to help students understand the extent that the unique multidimensional culture of Hawaii often leads to structures and values that may oppress, marginalize, alienate, or create or enhance privilege and power for our clients. This is accomplished in two ways.

First, the curriculum is designed to begin to develop students’ understanding of social work as a profession. This is accomplished by focusing on both personal and professional growth. For example, students are asked to explore their personal value systems, biases, perspectives on learning, and their places of privilege in society. Professionally, the curriculum is designed to students to understand such concepts as the role and expectations of the NASW code of ethics, building professional boundaries, the use of supervision, and the development of a professional demeanor.

Next, the MSW program provide integrated classes that focus on developing strong critical thinking skills, knowledge building, and beginning skill development - again with a particular focus on the unique culture of Hawaii. To accomplish this goal courses are structured to utilize a theoretical framework that focuses on specific concepts, theories, and models such as person-in-environment, systems and ecological theories, the strengths perspective, and the generalist model of problem solving.

Rationale for the advance year. The rationale for the second (advanced) year of the curriculum is to move students from a foundational beginning knowledge base to advanced generalist social work practice through students' application of social work theories and models with a particular focus/concentration on developing culturally competent advanced generalist practitioners. Specifically, the advanced year expands the depth and breadth of students' knowledge and proficiency in social work practice by focusing on the complexity of real-world practice situations and with the fluidity in which social work practitioners must demonstrate to apply them effectively to systems of all sizes. The curriculum focuses on a framework that develops culturally competent practitioners who are able to critically synthesize and apply knowledge, are innovative problem solvers, can perform multidimensional assessments, and can take leadership roles to advocate for human rights and social justice issues. Similar to the foundation year, this is done in two ways.

First, the curriculum is designed to focus on the development of personally and professionally competent social workers. This is accomplished by deepening the focus to both the personal and professional growth and advancement of the students. We focus on developing practitioners who are able to be critically self-reflective, who can reconcile and manage personal value conflicts, who can understand the importance of lifelong learning, who are able to effectively manage ambiguity in resolving ethical conflicts. Professionally, the emphasis is on producing practitioners who value advancing the profession by recognizing and addressing social justice issues, by utilizing evidence-based practice interventions, by developing leadership roles, and implementing sustainable systemic changes.

To accomplish this, the focus continues to be placed on the generalist model of problem solving; however, the emphasis now hones in on the importance of understanding the role intersectionality and cultural plays in social work practice. The advance curriculum focuses on building concrete skills by deepening our student's ability to analyze, integrate, initiate, and apply specific interventions – regardless of system level. For more detail and specific application, please see the MSW Curriculum Model in Appendix B.

The MSW curriculum. The MSW curriculum is designed as a 57-credit two-year program, in a specific course sequence because courses build on each other. Therefore, *students must take courses in the prescribed sequence, as listed in the plan of study.* The six curriculum sequence areas in the 20 course MSW program are:

- I. *Human Behavior in the Social Environment (HBSE)* sequence covers the major theoretical underpinnings of the profession for systems of all sizes. The main emphasis of the HBSE sequence is on knowledge development.
(SWRK 6200, SWRK 6201, SWRK 7100, and SWRK 7101)
- II. *Social Work Practice* courses are designed to build on the theoretical foundation learned in the HBSE sequence. The main emphasis is on skill building.
(SWRK 6100, SWRK 6102, SWRK 6103, SWRK 7102, and SWRK 7103)
- III. *Field Practice (Practicum)* combine knowledge and skills learned in HBSE and Methods courses and apply it to “real world” situations. The four semesters of practicum is a supervised experience in social service agencies supplemented with a weekly in-class seminar. (SWRK 6900, SWRK 6901, SWRK 7900, and SWRK 7901)
- IV. *Social Work Research* courses forms the foundation of evidence-based practice (EBP) and informs all social work learning and practice.
(SWRK 6300, SWRK 7300, and SWRK 7350)
- V. *Social Welfare and Social Policy* courses focus on policy analysis, policy advocacy, as well as law and ethics for social work practice.
(SWRK 6500, and SWRK 7500)
- VI. *Social Work Elective* courses provide students the opportunity to further support their area of interest.
(SWRK 6001, SWRK 6002, SWRK 6003 and SWRK 6801)

METHODS OF INSTRUCTION

Students have the option of a two-year, three-year, or four-year plan of study. The two-year plan of study requires students to take 15 credits per semester. The three-year plan of study benefits working students, who opt to take nine credits in the fall and spring semesters. Those who register for at least nine credits during the regular semester are consider full-time students at HPU. The four-year plan of study enables students to attend the program part-time, taking between four to six credits per semester.

There are three approaches to teaching courses in the School of Social Work – in classrooms, on-line, and hybrid (blended) of both classroom and on-line instruction. However, the majority of courses are primarily taught in classrooms, typically meeting once a week for approximately 3-hours in the evenings and Saturdays for the benefit of working students. Courses that are conducted in an in-class format may include lectures, small and large group discussions, video presentations, role-play and simulations, as appropriate, to name a few.

Courses that are taught on-line utilize web-based educational technology. On-line courses promote active independent learning through multiple instructional strategies, such as pre-recorded lectures, case studies, small group projects, self-testing exercises, simulations, on-line group collaboration and synchronous and/or asynchronous discussions, to name a few. Students enrolled in on-line course maximize their learning experience by being disciplined, self-directed, and organized, as well as computer savvy. All course sections, regardless of face-to-face, on-line, or hybrid, have the same requirements and syllabi.

More recently, the University has introduced hybrid classes, which involves a combination of traditional face-to-face classroom and on-line instructions. There is an enormous variation to the amount of time divided between classroom and on-line time because there is no standard approach to hybrid courses. Hence, HPU's School of Social Work is still in its infancy in design hybrid courses. Instead, most of the instructors utilize web-based technology to enhance their classroom instructions.

One of the benefits of web-enhanced courses is taking into consideration HPU's Green Policy to preserve of our environment. For example, syllabi are only available online. In addition, students are encouraged to submit their written assignments via Blackboard (Bb) instead of submitting a hard copy. In turn, instructors grade assignments on-line and provide written feedback without having to print a hard copy of students' work. In addition, students are able to download PowerPoint (PPT) lecture notes and other handouts. Students will also be able to track points earned for assignments and exams.

MSW FOUNDATION CURRICULUM (27 Credits)

The foundation curriculum is designed to provide all incoming MSW students with the basic values, knowledge, and skills needed to gain competence in application of the generalist social work to practice. An understanding of the profession's values orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced and specialized curricula of the MSW Program. All MSW students must complete the MSW Foundation requirements listed below unless they are exempted via advanced standing status, or up to 15-transfer credits of SWRK courses from another CSWE accredited MSW program.

SWRK 6050: Graduate Study of Social Work for Advanced Standing Students

A transition course for students with a BSW degree who will begin advanced generalist practice courses in the fall semester. Review of topics not covered in depth in the BSW program to cover the differences between undergraduate and graduate social work education. Literature research methods are necessary for success at the graduate level. (*Pre-requisite: Admission as an Advanced Standing MSW student*)

SWRK 6100: Generalist Social Work Practice I

This course is designed to introduce students to the basic methods of social work practice, especially the steps of the generalist perspective and techniques of interviewing. Attention is also paid to the ecosystems model and to work across cultures.

SWRK 6102: Generalist Social Work Practice II

This course is designed to teach students about methods of generalist practice at the mezzo level. Generalist social work practice with families and small groups assumes that mezzo skills are built on the foundation of micro skills (individuals). The emphasis on group work is toward change oriented, support and self-help, growth and development, and preventive groups. The emphasis on working with families incorporates family systems theory and the ecosystems approaches. (*Pre-requisite: SWRK 6100*)

SWRK 6103: Generalist Social Work Practice III

This course is designed to teach MSW students about methods of working at the macro level with organizations and communities. (*Pre-requisite: SWRK 6100*)

SWRK 6200: Human Behavior in the Social Environment I

This course is designed to teach MSW students about human development. The course will focus especially on aspects of development that have implications for social work practice.

SWRK 6201: Human Behavior in the Social Environment II

This course is designed to teach MSW students about family, group, and community influences on the behavior of individuals. (*Pre-requisite: SWRK 6200*)

SWRK 6300: Social Work Research I

This course is designed to introduce MSW students to the principles of practice evaluation and evidence-based practice. The first half of the course will focus on research methods used for practice evaluation. The second half of the course will focus on research methods used for needs assessment and program evaluation. (*Pre-requisites: SOC 2100 or SOC 3100; and MATH 1123*)

SWRK 6500: Social Welfare Policy I

This course is designed to introduce MSW students to the field of social welfare policy, and to specific policy issues and programs in the United States and abroad.

SWRK 6510: Legal and Ethical Issues in Social Work Practice (*PLEASE NOTE the course has been removed from the Catalog and is no longer taught*). This course focuses on the consideration of current laws/legal decisions affecting the practice of social work, and the applications of ethical principles to practice dilemmas.

SWRK 6900: Graduate Practicum I

This course is designed to give students the opportunity to put social work values, skills, and knowledge into practice through supervised work in a social services agency. (*Pre-requisite: SWRK 6100*)

SWRK 6901: Graduate Practicum II

This is the second semester of practicum for students in the MSW program. This course is designed to give students the continuing opportunity to put social work values, skills, and knowledge into practice through supervised work in a social services agency. (*Pre-requisite: SWRK 6900*)

MSW ADVANCED CURRICULUM (30 Credits)

SWRK 7100: Culture and Diversity in Advanced Generalist Practice

This course focuses on social work approaches to meet the needs of special and diverse populations. Students will also study the elements of “cultural competence” as defined by the National Association of Social Workers. (*Pre-requisites: SWRK 6201 or SWRK 6050*)

SWRK 7101: Advanced Practice with Diverse Individuals

This course provides an introduction to knowledge, ethics, and skills appropriate for multicultural advanced social work practice at the micro level. (*Pre-requisite: SWRK 7100 or SWRK 6050*)

SWRK 7102: Advanced Practice with Diverse Families and Groups

This focus of this course is on the knowledge, ethics, and skills appropriate for culturally competent advanced social work practice with diverse families and groups. (*Pre-requisite: SWRK 6102; or SWRK 6050*)

SWRK 7103: Advanced Practice with Diverse Organizations and Communities

This course is designed to introduce students to the challenges of working with social agencies and communities, with special attention to nonprofits serving diverse clients. Included is material on management theory, human resources, use of data, and finances. (*Pre-requisite: SWRK 6103; or SWRK 6050*)

SWRK 7300: Research Methods in Advanced Practice

This course focuses on research methods used for knowledge generation by social workers. The first half of the course focuses on the development of students’ research interests by identifying and analyzing literature and developing their research question. The second half focuses on several major approaches to social work research – qualitative, quantitative, and mixed methods and literature reviews/meta-analyses. Combined with preliminary work in the course, the overall goal is a research proposal (introduction, literature review, and methods), which is focused on students’ interests. (*Pre-requisite: SWRK 6300; or SWRK 6050*)

SWRK 7350: Integrative Seminar in Advanced Generalist Practice

This is a capstone course in which MSW candidates synthesize their work and research relating to social work practice with a chosen group and create a paper suitable for publication. (*Pre-requisite: SWRK 7300*)

SWRK 7500: Social Welfare Policy II

A continuation of SWRK 6500, this course focuses on policy development, analysis and specifically on policy advocacy. Special emphasis is placed on public policies affecting diverse clients/client groups, and on the role of the social worker as public policy change agent. (*Pre-requisite: SWRK 6500; or SWRK 6050*)

¹SWRK 7900: Graduate Practicum III

This practicum course provides supervised work in a community social agency with special focus on a cultural group. In this course students will also learn and experience a model of peer supervision applicable to practice in the community. (*Pre-requisites: SWRK 6901 or SWRK 6050*)

SWRK 7901: Graduate Practicum IV

This fourth practicum course is a continuation of supervised work in a community social agency with special focus on a cultural group. It will also continue the peer group supervision used in 7900, following the calendar developed at the end of that course. (*Pre-requisites: SWRK 7900 or SWRK 6050*)

MSW ELECTIVE CURRICULUM

Students are required to complete at least one MSW elective course. Currently, the program has a selection of four elective courses, as described below:

SWRK 6001: Resource Development and Fund Raising for Non-profits in economic challenging times

The principles and techniques of fundraising will be examined by focusing on fundraising sources and strategies for different types of nonprofit organizations and social service agencies. Topics include an overview of resource development opportunities from foundations, corporations, government (local, state and federal), individual solicitation, strategic grant research and approach, proposal writing, and individual donor programs. In addition, the principles and practices of public relations, ‘positioning’ will be explored by integrating these concepts into overall fundraising techniques.

SWRK 6002: Crisis Intervention

¹ In order for students to register for SWRK 7900 & SWRK 7901, students must have successfully completed SWRK 6900 and SWRK 6901 with a B grade or better and completed the foundation year courses, with the exception of the SWRK elective.

Students will be provided with broad based, holistic information about the nature of crisis intervention and prevention work, and the theoretical rationale necessary for making informed practice decisions. The specific application of crisis theory onto advanced generalist practice is intended to inform students of issues relevant to conducting the practice of social work during a crisis situation, immediately following crisis, and in situations where the social worker may be faced with the task of assisting an individual, family, group, or community in dealing with the long-term effects of a crisis experience.

SWRK 6003: Global Social Work Practice

Students are provided with foundation knowledge about the importance of how globalization has impacted social work practice and what are the developing trends. This course will allow students to examine the global dimensions of social work profession as the student directly engages with individuals, families and groups while at the same time becoming exposed to social justice and policy. In addition, students will be guided through the process of scholarly inquiry, as it relates to global social work, its evolution, how it continues to develop and challenge the global social work profession. *Note: this course is only offered if and when the School of Social Work has arranged a study-abroad trip.*

SWRK 6801: Military Culture and Social Work Building foundation knowledge, ethics, and skills appropriate for culturally competent social work practice with diverse military individuals, families, communities, and organizations. This course will allow students to enhance their knowledge and skills needed to work effectively with service members, veterans, their families, and their communities.

ENROLLMENT OPTIONS

According to the HPU Academic Catalog (2018-2019), “Students should complete the requirements for their graduate programs within seven years of their first enrollment into an HPU graduate program” (p. 211). Students, however, must complete all degree requirements within four years from the time that they first enroll in the School of Social Work. Students have the option of a two-year, three-year, or four-year plan of study.

Full-time Study

Hawaii Pacific University considered graduate students taking 9-credit hours of courses per semester as full-time, which are also the minimum credit hours to qualify for financial assistance.

- **Two-year plan.** Within the two-year plan of study, students have the option of taking 15 credits per semester. Keep in mind that MSW students must be enrolled in five SWRK courses (15-credit hours) per semester to complete the program within two years. Anything less than completing 30 credit hours in the first year of MSW program will prevent a student

from completing the program within two years. Most students complete the MSW program within two years.²

- **Three-year plan.** The three-year plan of study benefits working students who opt to taking at least twelve credits, but no more than nine credits per semester.

Part-Time Study

A part-time student is any student who takes less than 9-credit hours of courses per semester. Part-time students must register for a minimum of two courses in any given semester in which they are enrolled, observing all pre-requisites and co-requisite courses. Part-time students will follow the *four-year plan of study*.

In order for students to take courses in sequence, they must meet with their Social Work Faculty Adviser prior to registration to develop and review their Plan of Study, and to obtain course approval. Furthermore, students must obtain special permission from their SWRK faculty advisor and the MSW Program Director to register for only one course in any given semester.

Changing Enrollment Status³

Students may request changing from full-time to part-time status, upon completion of the first academic year. Students may request changing from part-time to full-time status upon completion of the first academic year. However, changing from part-time to full-time does not equate to changing from a 3-year (or 4-year) plan of study to a 2-year plan of study, and vice versa.

To obtain approval to change enrollment status, students must submit a written request by completing the Request to Change Enrollment Status form and consult their Social Work Faculty Adviser, the Graduate Academic Advisor, the Financial Aid Coordinator, and the Director of Field Education. If the written request to change enrollment status is approved by the MSW Program Director, the student's Plan of Study will be adjusted accordingly.

Directed Study

According the HPU Academic Catalog (2018-2019: p. 38), "Directed Study courses are tutorial courses that are offered only under exceptional circumstances. They are approved only on a case-by-case basis for students who are unable to complete course requirements in the regular scheduled classroom setting or via an online courses offering." Please note that directed study does not expedite the completion of the MSW program. Consideration for offering a directed study course include, but not limited to, having a qualified SWRK instructor who is available and willing to offer

² Refer to Appendix B for Plan of Study options

³ The student must complete and submit the Request to Change Enrollment Status form (Appendix C) to the MSW Program Director for approval.

the directed study course, and submission of the General Petition form and supporting documents that justify the request.

FIELD EDUCATION

Each student must complete and submit the Field Practicum Student Information Form to Ms. Jessica Garlock (jgarlock@hpu.edu), the Director of Field Education by **June 15st** to ensure adequate time to secure a practicum placement for the academic year. The form is available on the HPU MSW Program webpage:

<https://www.hpu.edu/chs/files/2017.2018-MSW-Practicum-Handbook-002.pdf>

Complete policies related to Field Instruction are available in the School of Social Work Practicum Handbook. Prior to placement, students need to be aware that 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. In addition, students are required to successfully pass the Criminal Background check.

MSW STUDENT POLICIES AND PROCEDURES

CATEGORIES OF ADMISSION

Based on the decision of acceptance by the MSW Admissions Committee, students are admitted to the MSW program under one of five categories. The five categories are: (1) regular MSW status; (2) provisional MSW status; (3) probationary MSW status; (4) MSW transfer status from another CSWE accredited MSW program; and (5) MSW Advanced Standing status.

Students who are admitted under the *Regular MSW Status* have met the following criteria:

- Conferred baccalaureate degree with at least 30 credit hours in Liberal Arts, from an accredited four-year institution;
- Completion with a grade of a “C” or better in (a) statistics and (b) fundamentals research or equivalent; and,
- Overall grade point average of 3.0 or better on a 4.0 scale.

Admissions under the *Provisional MSW Status* are granted to students who are awaiting confirmation of baccalaureate degree with at least 30 credit hours in Liberal Arts, from an accredited four-year institution. Provisional MSW Status is also granted to students who have not completed one or both required prerequisite course work. Completion of the prerequisite course work must be within the first year of graduate studies.

Probationary MSW Status is applied to students whose overall grade point average is below 3.00, but not less than 2.65, on a 4.0 scale. Students under this category will be restricted to nine credit hours of course work during the first semester and must earn a B grade or better in each of courses. Students who fail to earn B grade or better in each course will automatically be dismissed from the MSW program. The MSW Program Director will serve as the Social Work Faculty Advisor and monitor students who are admitted into the program under provisional MSW status as their Social Work Faculty Advisor.

Students who are transferring from another CSWE accredited MSW program would be granted *MSW Transfer status*. Under this category, students may receive up to 15 credit hours of MSW course work completed at another CSWE accredited MSW program and must have been completed no more than five years before initial enrollment in the HPU MSW program.

Students who are accepted under the status of *MSW Advanced Standing* have met the requirements as described on pages 12. *Students that granted MSW Advanced Standing begin their academic year in August 2018 and must successfully complete SWRK 6050 with a B- or higher grade.*

NEW MSW STUDENT ORIENTATION

The MSW Student Orientation for incoming MSW students⁴ (full-time and part-time), is scheduled at the beginning of the fall semester (date TBD). All incoming MSW students are encouraged to attend the welcome, which will cover the following topics:

- Review the 2018-2019 MSW Student Handbook;
- Review degree preparations including APA requirements for writing papers;
- An overview of the core competences and practice behaviors.

SCHOOL OF SOCIAL WORK WELCOME MEETING

All returning MSW and Advanced Standing students are encouraged to join new/incoming MSW students on the first Saturday of the academic year. The 2018 School of Social Work Welcome is scheduled for *Saturday, August 25th 2018 from 9:00 am to 11:00 am at the Hawai'i Loa campus.* MSW Students who attend this session can expect the following: (a) the Provost or Dean, and the School of Social Work Program Directors will welcome students to the 2018 - 2019 academic year; (b) students will be introduced to their SWRK faculty advisors and (c) representatives from the various support services offered by the university will briefly describe their services.

SOCIAL WORK AND ACADEMIC ADVISING

Social Work Faculty Advisor. Every incoming MSW student is assigned a Social Work Faculty Advisor at the beginning of the fall semester. In most instances, the Social Work Faculty Advisor follows the student throughout the MSW Program.⁵ Each Social Work Faculty Advisor will work with student advisees to clarify educational options, to answer questions about the MSW program, and to serve as a primary contact person. Social Work Faculty Advisors are to be the first point of contact for any or all of the following:

- a. Plan of Study and Registration (including add/drop, leaves of absence, withdrawals and issuing student PINs);
- b. Change from full-time to part-time, or vice versa;
- c. Clarification of all academic policies and procedures (i.e., advanced standing and exemption, graduation requirements, grading policies, directed study);
- d. Discussions regarding academic expectations, concerns, and performance;
- e. Mediation in situations where the student finds himself/herself in conflict with faculty; administration, or academic/performance standard policies; and
- f. Information about support services within Hawaii Pacific University.

⁴ New MSW Advanced Standing Students are required to attend the School of Social Work Welcome Day.

⁵ Requests for a change of advisor should be discussed with the present Social Work Faculty Advisor and then directed to the MSW Program Director.

Discussions with the Social Work Faculty Advisor should supplement (not replace) the student/faculty relationship students have with their instructors. The Social Work Faculty Advisor is the person with whom students discuss their experiences as a student in the School. Hence, do not hesitate to phone or e-mail your Social Work Faculty Advisor for an appointment.

The function of the Social Work Faculty Advisor, however, is not as a therapist; faculty advising is not therapy. Students whose personal concerns are interfering with their performance in the classroom or field or who are experiencing personal distress will be referred to appropriate University or community resources.

Academic Advisor. The MSW Program Director also serves as the graduate academic advisor for all MSW and Advanced Standing Students. The graduate academic advisor is responsible for clearing MSW students in the HPU banner system to enable the students to register online for courses once the Social Work Faculty Advisor has approved the courses. The graduate academic advisor also acts as a liaison to all other University programs and services.

Plan of Study and Registration Procedures. Upon admission to the MSW Program, the MSW Program Director develops an initial Plan of Study with the student. The Plan of Study outlines the list of courses to be taken. Approved courses will need to be cleared in the HPU banner system to enable the student to register online for those approved courses. The original copy of the Plan of Study will be placed in the student's file for future reference and a copy will be given to the student, after it is signed by both the MSW Program Director and the student.

Students are required to initiate a meeting with their Social Work Faculty Advisor to up-date their Plan of Study for the following semester before the end of the preceding semester prior to registration. This is usually in October and in March.

The Social Work Faculty Advisor will also review the student's grades and GPA to ensure that the student is: (a) following the Plan of Study; and (b) maintaining a cumulative GPA of 3.0. The Social Work Faculty Advisor will then submit approved courses to the Graduate Academic Advisor to clear the student in the HPU system to enable the student to register online for the following semester. To avoid late registration fees, students are encouraged to register during the registration period, as listed on HPU Pipeline.

Students should contact their SWRK Faculty Advisor if problems occur during online registration. Please note that students must clear any outstanding financial obligations or other holds on their account (e.g., \$200 tuition deposit each semester, and T.B. and MMR clearance documentation, etc.) before they are able to register for their courses.

ADMINISTRATIVE POLICIES

Withdrawal Policy and Procedures

The two purposes of the policy related to withdrawing from SWRK courses are to: (a) maintain the academic integrity of the social work program according to the CSWE 2015 Educational Policy and Accreditation Standards; and (b) enable students to re-assess their career goals and priorities to be academically successful in pursuing a social work degree.

Students should not withdraw (drop) from any of the SWRK courses without first consulting their SWRK Faculty Advisor because sequential completion of SWRK courses are required for progression in the MSW program. Withdrawal from one or more courses will have a significant effect on this progression. Therefore, withdrawal from Social Work courses is limited to health, personal, or emergency situations and not due to having difficulties in a course or for not meeting academic requirements as stated in the HPU Academic Handbook (2018 – 2019: p. 41).

Students who are having difficulty in their courses should first make every effort to work with their instructors, SWRK faculty advisor, and/or field instructor as soon as possible (prior to mid-term) for assistance.

A student may withdraw from a SWRK course with written approval⁶ from the MSW Program Director *due to extreme difficulty in meeting grade-related standards*. Upon receiving approval from the MSW Program Director to withdraw from the course, the student:

- Will be placed on academic probation and part-time status in the following regular semester. If the student receives a cumulative G.P.A. 3.00 in the MSW program at the end of the probation semester, then the student may be granted permission to return to full-time status in the following semester; and
- Must enroll in the SWRK course that was dropped when it is offered during the regular semester the following academic year; and maintain a 3.0 GPA to continue in the MSW program.

Withdrawal and Leave of Absence from University and the School of Social Work

As stated in the HPU Academic Catalog (2018-2019), “a student maintains ‘continuous enrollment’ by being enrolled in courses at the University throughout each fall and spring semester following admission. Occasionally students may temporarily interrupt their academic studies due to health, personal, or emergency situations” (p. 41). In such circumstances, the student will follow policy and procedures that are outlined in the HPU Academic Catalog (2018-2019) and note, “Students Wishing to request a leave of absence should consult with an academic advisor, who will assist them in completing a petition requesting the leave” (p.41). No withdrawal [or leave of absence] is

⁶ The student must follow the Change in Registration Policy and Procedures and complete and submit Drop/Add Form to MSW Program Director for approval. The form is available in hard copy from the School of Social Work Administrative Assistant’s Office AC 106 or on the HPU website: <http://www.hpu.edu/dropadd>.

considered official unless the proper form has been completed, submitted, and processed by the Registrar's Office.

Change in Registration (Drop/Add) Policy and Procedures

Accordingly, "Courses may be changed only in accordance with the academic calendar for each term or session" (HPU Academic Catalog, 2018 – 2019: p. 40). MSW students, who wish to change their schedule, must first contact their social work faculty advisor to review the Plan of Study and ensure that students take course in the prescribed sequential order. Depending on the circumstances, the student may also need to contact the MSW Program Director for assistance. Refer to the Withdrawal Policy and Procedure Section of this handbook.

Utilization of @my.hpu.edu email

HPU students are required to utilize their @my.hpu.edu email for all official correspondence with the faculty and university. The only exception is the course mail that is within the HPU's Blackboard system when communicating with the instructor and other students on topics that is related to a specific course.

Petition to Graduate

Students who anticipate graduating in December (Winter Commencement) are required to petition to graduate in September. Students who anticipate graduating in May (Spring Commencement) are required to petition to graduate in January, including students who plan to complete all course by the end August. Notification to apply for graduation is sent to students via students' pipeline email. Students who are completing the MSW program course requirements by the end of a given semester must complete a Petition to Graduate Form and a graduation survey.

The Petition to Graduate Form is available at the Office of Graduate Advising. Students are required to submit the completed form to the MSW Program Director, for approval. The SWRK faculty advisor does not need to sign this form.

Honors at Graduation

Students with a minimum GPA of 3.7 after completing a minimum of 24 credit hours at the end of the fall semester in their final year of graduate school are considered for the award of "With Distinction" during the commencement. Additional requirements to graduate with distinction are listed in the HPU Academic Catalog (2018 – 2019: p. 212). *[Please note that Advanced Standing Students who plan to complete the program in one year are currently not eligible because they will not have the necessary credit hours necessary to qualify.]*

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 four general areas:

- Area I: Basic capacity to acquire professional skills
- Area II: Mental and emotional abilities
- Area III: Professional commitment, behavior, and awareness
- 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:
 - 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 MSW 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

Expectations of having mental and emotion capacity for academic and professional performance are the extent to which students can demonstrate mature judgment. In addition, students are expected to seek out and effectively use help for physical and emotional challenges that interfere with academic and professional performance.

Furthermore, students who meet this standard demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. These students handle stress

effectively using suitable self-care and develop supportive relationships with colleagues, peers, and others. No student will be allowed to continue the program if personal situations: (a) compromise scholastic/academic performance or performance in the field; (b) interfere with professional judgment and behavior; (c) jeopardize the safety or best interests of other students, faculty/staff, or clients; and/or (d) jeopardize the safety of the student.

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 E)
- 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.

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/ACADEMIC PERFORMANCE STANDARD⁷

Advancement of students from one semester to the next is contingent upon satisfactory progress in each semester. Students’ progress is evaluated based on successful participation and completion of assignments and examinations established by course and practicum instructors and on demonstration of CSWE core competencies and practice behaviors. As stipulated in the HPU Academic Catalog (2018-2019), “to earn the graduate degree, students must complete all courses with at least a cumulative 3.0 GPA” (p. 212). Therefore, *MSW graduate students are expected to maintain a minimum cumulative 3.0 GPA.*

Grading Scale:

Assessment Classification	% Range	Grade	Grade Point
Excellent Work (above course expectations)	93 – 100	A	4.0
	90 - 92	A-	3.7
Good Work (meets course expectations)	87 – 89	B+	3.3
	83 - 86	B	3.0
	80 – 82	B-	2.7
Poor Work (meets minimal course expectations)	77 – 79	C+	2.3
	73 – 76	C	2.0
Failing Work	72 - 0	F	0

⁷ The revised policy relating to Scholastic/Academic Performance Standards for the MSW program effective since fall 2012.

Incomplete (I) Grade*

**will only be given in accordance with the policies in the HPU Student Catalog*

Note that, under HPU policy, graduate students must maintain a cumulative 3.0 GPA.

Maintaining a Minimum Cumulative 3.0 GPA. Grades for HPU graduate course following a plus (+)/minus (-) grading system. “All courses taken (except those taken under the Forgiveness Policy) will count toward the student’s graduate level GPA for determining academic progress, probation, and graduation” (HPU Academic Catalog (2018-2019: p. 298), including undergraduate pre-requisites courses (e.g., statistics and research), and non-MSW course that are taken at HPU while in graduate school.

Students in good standing who receive a C+ or C grade in any SWRK course may repeat the course(s) when it is offered during the regular semester under the HPU Forgiveness policy, to maintain a minimum cumulative 3.0 GPA. Students may repeat a SWRK course only once.

If the course is a pre-requisite for another SWRK course, the students cannot proceed to the next SWRK course in the sequence until the grade is no lower than a B-, with the exception of SWRK 7900 and SWRK 7901. In order for students to register for SWRK 7900 and SWRK 7901, the student must have successfully completed SWRK 6900 and SWRK 6901 with a B grade or better, and completed the foundation year course, with the exception of SWRK 6510 or the elective course. Pre-requisite listing is presented below:

Pre-requisite Course	For
SWRK 6200	SWRK 6201
SWRK 6201	SWRK 7100
SWRK 7100	SWRK 7101
SWRK 6102	SWRK 7102
SWRK 6103	SWRK 7103
SWRK 6300	SWRK 7300
SWRK 6500	SWRK 7500
SWRK 6900	SWRK 6901
SWRK 6901	SWRK 7900
SWRK 7900	SWRK 7901
SWRK 7300	SWRK 7350
SWRK 6050	All Advanced Year SWRK Courses for Advanced Standing students only

Students who earn a C+ grade, or lower, in **three courses** will be placed on academic probation, because their GPA would be under 3.0. Students placed on academic probation will be monitored by M.S.W. Program Director and be restricted to taking a maximum of nine credits hours during the following regular semester. Refer to Academic Probation section on page 43.

HPU Forgiveness Policy. In accordance with HPU policy, courses may be counted only once toward fulfilling the MSW degree requirements. However, graduate students may be granted permission to repeat up to 6 credit-hours of MSW coursework under HPU's Forgiveness Policy. The student must submit a general petition for consideration to repeat a maximum of two 3-credit courses. *Note: The grade received upon repeating a course will replace the original grade, including a grade that is lower than the original grade.*

Incomplete Courses. "The assignment of incomplete grades is reserved for cases of illness, unforeseen predicaments, military assignments, or other emergencies that prevent a student from completing the course by the due date" (HPU Academic Catalog, 2018-2019: p. 47). If granted, the student and instructor will develop a written plan to ensure that the student will complete the appropriate course work within six months. However, "if the student does not complete the assignment and the instructor does not submit the grade to the Register's office before the six-month period, a grade of "F" will be assigned" (p. 47).

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), and Title III (Public Accommodations) Hawai'i Pacific University does not discriminate against individuals with disabilities. Hence, no otherwise qualified student shall, on the basis of a disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the 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. Accommodations does not compromise standards of behavior required for success in the professional discipline, including the Performance Standards for Social Work Students.

Any student who feels he/she may need an accommodation based on the impact of a disability is invited to contact University's Disability Resources Coordinator. This is a necessary step in order to ensure reasonable accommodations in this course. Students are not expected to disclose their specific disability to the professor. Once they meet with the Coordinator and it is determined that accommodations will be provided, students will bring a basic letter to the instructor explaining accommodations expected and not the nature of the disability.

VIOLATIONS OF THE PERFORMANCE STANDARDS

In keeping with the Performance Standards, students' suitability for the profession is assessed continuously throughout students' enrollment in the School of Social Work. Faculty believes that each student who is accepted into the program has the potential for success. However, 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.

In addition, the faculty member will inform the student's Social Work Faculty Advisor of the concerns in order to identify potential patterns and issues. If necessary, the Social Work Faculty Advisor may be asked to assist with problem resolution. Meetings with the student will be documented and placed into the student's file.

A meeting with the MSW Program Director, concerned faculty member, the student's Social Work Faculty Advisor, and the student will be called if the problem is not resolved. The Director of the School of Social Work would be the next in line in problem solving. If no solution can be found, the Dean of the College of Health and Society (CHS) may be involved at the discretion of the Director, the MSW Program Director, or the student.

If the outcome of the meeting(s) affects the student's participation in the MSW program, or if corrective action is decided upon, the student will be informed in writing within seven (7) days by the MSW Program Director. The MSW Program Director will be responsible to develop and monitor a corrective plan with the student.

PROBATION

A student may be placed on probation for a specific period of time if the MSW Program Director, in collaboration with the Director of the School of Social Work, determines that a student's continuation in the program is in jeopardy unless visible changes are made. The two situations that may lead to being placed on probationary status are: (a) unsatisfactory academic status, and (b) violation of the law, the NASW Code of Ethics or the Student Conduct Code of Hawaii Pacific University.

Academic Probation. As indicated in the Area IV: Scholastic/Academic Performance Standards section of the MSW Program Handbook, students who earn a C+ grade or lower in **three or more courses** will be placed on academic probation. In addition, any student whose GPA falls below a 3.0 will be placed on academic probation. (See Area IV: Scholastic/ Academic Performance Standards on pages 40-41.)

Students placed on academic probation will be monitored by MSW Program Director and restricted to take nine credits hours during the following semester. In addition, an Academic Performance Improvement plan will be developed with the student to encourage success. The student must successfully raise his/her cumulative GPA to least 3.0 upon completion of the semester that the student is placed on academic probation. Failure to raise the cumulative GPA to at least 3.0 "for the second consecutive semester – or after completion of 9 semester hours subsequent to being placed on probation for the first time – and who have not demonstrated satisfactory progress" may result in suspension from the university (HPU Academic Catalog 2018-2019: pp. 212-213).

Violation of the Law or Code. A student who violates the law, the NASW Code of Ethics, or HPU Student Conduct Code, will be placed on probation if the faculty, as a whole, finds that violation(s) is/are not sufficient to justify suspension from the School of Social Work and/or the University.

The student will be informed in writing, within seven (7) days, of the probationary status. Upon receipt of the notice, the student will be required to develop, with the assistance of the student's Social Work Faculty Advisor, a plan of remediation which indicates when and how any deficiencies will be made up, and any other conditions required to remediate the situation. The written Plan of Remediation must be approved and signed by the student's Social Work Faculty Advisor within one (1) month of student being placed on probation. The student's Social Work Faculty Advisor will report to the MSW Program Director on whether progress is being made in keeping with the Plan of Remediation. Failure to carry out the plan developed during the probationary period, according to the timeline specified in the plan, may result in suspension from the School of Social Work.

SUSPENSION FROM THE MSW PROGRAM

Serious violation of the Performance Standards and/or actions taken by a student that places him/her and/or others in jeopardy may result in the immediate suspension of the student from the MSW program while the issue is being resolved. The decision to immediately suspend a student from class (including on-line courses), practicum, and/or from the program can only be authorized by the Director of Field Education, MSW Program Director, and the Director of the School of Social Work. A student who is being suspended will be verbally notified immediately and is not allowed to attend classes until the issue is resolved.

In addition, the student will receive a letter from either the MSW Program Director, the Director of Field Education, or the Director of the School of Social Work within seven (7) days of the decision for suspension, stating the reason(s) for suspension, the terms of the suspension, and the steps to be taken. A copy of the letter will be given to the student's Social Work Faculty Advisor, and a copy will also be placed in the student's file.

It is not common for a student to be suspended from the program, but it can occur. When there are serious violations of the Professional Standards or failure to progress while on probation, the MSW faculty may recommend to the MSW Program Director and/or Director of the School of Social Work that the student should not continue in the program. This may result from a single grave incident or from a pattern of behaviors/incidents. Field experience as well as academic performance may be considered in determining whether a student should be suspended from the MSW Program.

Reasons for suspension include, but are not limited to⁸:

- Failure to meet or maintain academic requirements (Academic Suspension⁹).
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic or practicum documents/records.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional ethics or practice.
- Serious failure to meet any of the Standards for Professional Practice Education.

The following steps are taken when a faculty member believes that a student should be considered for suspension from the MSW program:

Step I: The Social Work Faculty Advisor, and instructor(s) discusses the situation with the MSW Program Director. If the MSW Program Director concurs that the student should be considered for suspension, the MSW Program Director will schedule a meeting with those directly involved with the problem, including the student. The meeting should be scheduled within two weeks of the initial discussion with the MSW Program Director.

Step II: The Director of the School of Social Work will chair the meeting. The purpose of the meeting is to: (a) gain more information; (b) allow the student an opportunity to tell his/her side; and (c) determine whether it is necessary to proceed with the suspension process. At this meeting, the function of the Social Work Faculty Advisor is, among others, to ensure that the student's point of view is adequately expressed.

A letter informing the student of the outcome of the meeting will be mailed within seven (7) days. If the decision is to proceed with suspension, the student is informed that he/she may submit a written statement for consideration by the faculty.

Step III: If the decision is to proceed with suspension, the MSW Program Director presents the situation to the faculty, along with any statement from the student and/or other pertinent information. This should take place within one month from the meeting described in Step II. The faculty will then consider the situation and make a recommendation to the MSW Program Director and Director of the School of Social Work.

Step IV: The student will be notified in writing by the Director of the School of Social Work of the decision and the reasons for it, within one week after the meeting with the faculty. If the decision is to dismiss the student from the MSW Program, information about the appeal rights will be included.

⁸ Refer to the Policy on Academic Integrity in the HPU Academic Catalog (2018 - 2019) for a more comprehensive listing of reasons for suspension.

⁹ The Vice President of Academic Affairs' office will send a letter of academic suspension directly to the student.

Student Right to Appeal the Decision for Academic Suspension. If the student believes that the suspension from the program is unfair, the student has the right to appeal rights. The student should then follow the HPU Student Academic Review Procedures.

Re-instatement after Being Suspended from the MSW Program for Reasons Other than Academic Suspension. According to the HPU Academic Catalog (2018-2019), “Appealing a suspension is a formalized process initiated by the student. Appeals for suspension are submitted to the senior vice president and provost. The suspension appeal process is a one-time process, and students approved to return will remain on continued probation for the term in which they return. All suspension appeal approvals are subject to the approval of the senior vice president and provost or his/her designee. Students who have successfully appealed their suspension will be placed on continued probation status for one term only. Should any student fail to raise their GPA after their suspension has been lifted, they will be subject to dismissal, which is final”. Ordinarily, suspended students are not readmitted to the University. However, after remaining dis-enrolled for at least six calendar months, students may petition the Office of Graduate Admission requesting reinstatement and provide a written request to the Director of the School of Social Work.

The Director of the School of Social Work will appoint an ad hoc committee to conduct a review of the reinstatement request. The committee will consist of the MSW Program Director and a minimum of two MSW faculty members (full-time or adjunct), and the student’s Social Work 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 MSW Program.

Conditions under which re-admission 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 re-admission. If the ad hoc committee does not recommend re-admission, and the student continues to desire re-admission, a Student Academic Review Procedures will be followed. **[NOTE: A student may only be reinstated once after being suspended from the MSW Program.]**

ORGANIZATIONS AFFILITED WITH THE SCHOOL OF SOCIAL WORK

The **Peer Mentorship Program (PMP)** within the School of Social Work began in 2011 to foster leadership for graduate students and provide mentorship for incoming graduate social work students.

The relationship between Peer Mentors and new students is intended to build a sense of community within the School of Social Work and to the larger Hawaii Pacific University community. For consideration, graduate students must possess the following qualifications:

- Minimum GPA of 3.0;
- Graduate students who have successfully completed at least one year of the MSW program at HPU;
- Strong interpersonal skills;
- Positive attitude and self-motivated;
- Must be available during the summer to respond to email inquiries and questions from new students;
- Recommended by any of the MSW faculty;
- Be willing to share the MSW student perspective at the Informational Sessions (when requested); and
- Must be available to facilitate small group discussion with students at the School of Social Work Welcome Day; as well as other student forums to solicit student feedback about the program.

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

The SWHSSO is encouraged to elect, from their officers or membership, a BSW student representative and an MSW student representative to attend the faculty meetings and the Social Work Advisory Committee meetings when invited. (Alternates may also be designated. If members of the SWHSSO do not elect a representative, the highest ranking BSW student officer and MSW student officer of SWHSSO will be deemed as the representatives to the Faculty Meetings. If there is no MSW student officer, the highest ranking officer of Phi Alpha who is an MSW student will be deemed as the representative to the faculty meetings and the Social Work Advisory Committee meetings.) The social work faculty must approve the student representatives. No student on probation is eligible to serve as a representative.

Phi Alpha is a national honor society for social work students. HPU's chapter is Theta Omicron. Requirements for membership are:¹⁰

¹⁰ Students on academic probation are not eligible for Phi Alpha. Furthermore, "all applicants must possess good reputation and character, and those who have been reported for academic misconduct are automatically disqualified from membership" (Hawaii Pacific University Academic Catalog 2018 – 2019, p. 28).

- *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.
- *Graduates*: admitted to the MSW, and completion of at least 9 semester hours of social work courses with a GPA of 3.5.
- Involvement in community service.
- Payment of a \$35.00 fee to cover the cost of the life membership, the certificate of membership and the honor cords.

The application form for all honor societies is available online at: <http://www.hpu.edu/Honors/Honors.html>. Jessica Garlock (jgarlock@hpu.edu) is the faculty advisor for Phi Alpha.

The **Social Work Advisory Council** 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 community. In addition, the committee assists in resource development such as fundraising for the School of Social Work.

NASW AND HAWAII SOCIAL WORK LICENSURE

Students are encouraged to join the **National Association of Social Workers (NASW)**, and to affiliate with and be active in the **NASW Hawaii chapter**. Student malpractice insurance, which we recommend, is also available at reasonable cost through NASW Hawaii. For membership information, visit the NASW Hawaii Chapter website: <http://www.naswhi.org/> or contact the Hawaii Chapter by email at info@naswhi.org.

Social workers in Hawai'i are eligible for licensure at three levels:

- **Licensed Bachelor Social Worker (LBSW)**. In addition to graduating with a B.S.W. from a school accredited by the Council on Social Work Education (CSWE), the candidate must make application to the State and must pass an examination given by the Association of Social Work Boards (ASWB).
- **Licensed Social Worker (LSW)**. The applicant must hold a master's degree from a social work program accredited by CSWE, must make application to the State, and must pass an examination given by the ASWB.
- **Licensed Clinical Social Worker (LCSW)**. The applicant must hold a master's degree from a social work program accredited by CSWE, must make application to the State, must pass an examination given by the ASWB; and must provide evidence of successful

completion of at least three thousand (3000) hours of post masters clinical social work experience within no fewer than two years, but within no more than five years, under supervision of an LCSW.

BSW and MSW graduates are eligible for licensure upon graduation. Please see the law and contact the Department of Commerce and Consumer Affairs (DCCA) at <http://hawaii.gov/dcca/pvl> for current regulations and addition information; or call (808) 586-3000.

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

Licensure in Other States

Visit the website <http://www.aswbdata.powerlynxhosting.net/> for information on licensure in other states or from the state in question.

SCHOOL OF SOCIAL WORK FACULTY AND ADMINISTRATIVE STRUCTURE

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Dean, College of Health and Society

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ADMINISTRATIVE SUPPORT

Haley Lytle, B.Sci.

Social Work Program Administrative Assistant

Office: AC 107, Phone: 544-0234

Email: hlytle@hpu.edu

OTHER UNIVERSITY RESOURCES AND ITEMS OF SPECIAL INTEREST

CENTER FOR ACADEMIC SUCCESS (CAS)

The Center for Academic Success provides free and individualized academic support services, such as tutoring and assistances with writing. The Center is located at 1060 Bishop Street (6th floor of the Lower Bishop (LB) building. In addition, visit:

<http://www.hpu.edu/StudentServices/CAS/Tutoring> for more information. Turnitin.com and Smarthink.com also provide individualized academic support services.

COUNSELING AND BEHAVIOR HEALTH SERVICES

The Counseling and Behavior Health Services provides students with personal counseling services. These services are free and confidential to all registered HPU students. For assistance, call (808) 544-1198.

EMERGENCY AND SAFETY INFORMATION

As a critical, primary component of the HPU emergency communication plan, HPU urges all students to participate in an important system called ***Rave Alert***. This system allows the University to instantly send emergency information to students, faculty, and staff via text messaging and email. There is no additional cost to students to participate in this program; regular text rates with their mobile service providers apply. Sign up by visiting http://www.hpu.edu/StudentLife/Rave_Alert/ or go to <http://phone.hpu.edu>, where you will be prompted to enter your HPU Pipeline ID and Password to enter the system.

FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Financial Assistance. 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. Please note that to be eligible for Federal Direct Stafford Loans, *graduate students must be enrolled in at least 6 credits, per semester*. Refer to the website: <http://www.hpu.edu/financialaid>, or contact the Financial Aid off at financialaid@hpu.edu.

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

HPU Graduate Assistantship. The University offers graduate assistantship to new, full-time, degree-seeking graduate students. Eligible students must be U.S. citizens, permanent residents, and international students who have a demonstrated financial need. Contact the HPU Financial Aid Office for further eligibility criteria and scholarship application process.

School of Social Work Scholarship. This tuition-waiver scholarship to social work students. The scholarship will be awarded to two recipients – an undergraduate student in the BSW program and

a graduate student in the MSW program. Visit the MSW webpage on HPU website or contact your Social Work Faculty Advisor for further information.

Other Scholarships. The University offers a small scholarship specifically for students in social work, such as NASW-HI Chapter scholarship.

LIBRARY

Hawaii Pacific University has three libraries – Meader Library on the downtown campus, Atherton Library on the Hawaii Loa campus and the Learning Commons, Aloha Towers. Social Work students primarily utilize Meader Library, as its circulation service unit is primarily devoted to Business, Social Sciences and Computer Sciences. The libraries are generally open seven days a week, including evening hours. Online databases are available via the HPU Libraries' Tab on HPU Pipeline. For assistance, contact Ms. Elizabeth Torres, the Social Sciences Librarian, at: etorres@hpu.edu.

UNIVERSITY COMPUTER CENTER AND WIRELESS NETWORK

The University Computer Centers, located on the downtown campus and Hawaii Loa Campus, provides a networked environment of personal computer stations for students. Students must present their student ID card to access to the University Computer Center.

In addition, HPU wireless network is available in all buildings on the downtown campus and in the Academic Center and residence halls on the Hawaii Loa Campus. For additional information and instructions as to how to connect to the wireless network, contact the University Computer Centers or contact the ITS Help Desk by e-mail (helpdesk@hpu.edu), or by telephone at (808) 566-2411.

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APPENDICES

- A. Core Competences and Practice Behaviors
- B. Plan of Study Forms
- C. Military and Veteran Affairs Focus
- D. Request to Change Enrollment Status
- E. Request to Withdrawal Form
- F. Hawaii Revised Statutes, Ch. 467E: Regulation the Practice of Social Work in Hawaii
- G. MSW Student Agreement Form
- H. Social Work Student Update Form

APPENDIX A

HPU MSW Program Competencies/Practice Behaviors Foundation Year 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)

Competency 1: Student demonstrates ethical and professional behavior

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

Competency 2: Student engages diversity and difference in practice

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

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

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

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

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

Competency 5: Student engages in policy practice

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

- Apply 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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.

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

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

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

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

Competency 9: Student evaluates individuals, families, groups, organizations, and communities

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

APPENDIX B

Master of Social Work (MSW) 3-Year Degree Plan – Beginning Fall 2018

FALL			SPRING			CREDITS
SWRK Elective	Choose one elective (6001, 6002, 6003, 6801)	3	SWRK 6103	Generalist Social Work Practice III	3	Year 1 18 credits
SWRK 6200	Human Behavior in the Social Environment I	3	SWRK 6201	Human Behavior in the Social Environment II	3	
SWRK 6300	Social Work Research I	3	SWRK 6500	Social Welfare Policy I	3	
9 CREDITS			9 CREDITS			
SWRK 7100	Culture and Diversity in Advanced Practice	3	SWRK 6102	Generalist Social Work Practice II	3	Year 2 18 credits
SWRK 6100	Generalist Social Work Practice I	3	SWRK 7500	Social Welfare Policy II	3	
SWRK 6900	Graduate Practicum I	3	SWRK 6901	Graduate Practicum II	3	
9 CREDITS			9 CREDITS			
SWRK 7103	Advanced Practice with Diverse Organizations & Communities	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3	Year 3 21 credits
SWRK 7300	Research Methods in Advanced Practice	3	SWRK 7350	Integrative Seminar in Advanced Generalist Practice	3	
SWRK 7900	Graduate Practicum III	3	SWRK 7901	Graduate Practicum IV	3	
			SWRK 7101	Culture and Diversity in Advanced Practice	3	
9 CREDIT			12 CREDITS			Total 57 credits

Master of Social Work (MSW) Regular 2-Year Degree Plan – Beginning Fall 2018

FALL			SPRING			CREDITS
SWRK 6100	Generalist Social Work Practice I	3	SWRK 6102	Generalist Social Work Practice II	3	Year 1 27 credits
SWRK 6200	Human Behavior in the Social Environment I	3	SWRK 6103	Generalist Social Work Practice III	3	
SWRK 6300	Social Work Research I	3	SWRK 6201	Human Behavior in the Social Environment II	3	
SWRK 6900	Graduate Practicum I	3	SWRK 6500	Social Welfare Policy I	3	
12 CREDITS			15 CREDITS			
SWRK Elective	Choose one elective (6001, 6002, 6003, 6801)	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3	Year 2 30 credits
SWRK 7100	Culture and Diversity in Advanced Practice	3	SWRK 7350	Integrative Seminar in Advanced Generalist Practice	3	
SWRK 7103	Advanced Practice with Diverse Organizations & Communities	3	SWRK 7500	Social Welfare Policy II	3	
SWRK 7300	Research Methods in Advanced Practice	3	SWRK 7901	Graduate Practicum IV	3	
SWRK 7900	Graduate Practicum III	3	SWRK 7101	Advanced Practice with Diverse Individuals	3	
15 CREDITS			15 CREDITS			Total 57 credits

Master of Social Work (MSW) Advanced Standing Degree Plan – Beginning Summer 2018

SWRK 6050 Graduate Study of SW for Advanced Standing Students – Summer – 3 credits

FALL			SPRING			CREDITS
SWRK 7100	Culture and Diversity in Advanced Practice	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3	Total 30 credits
SWRK 7103	Advanced Practice with Diverse Organizations & Communities	3	SWRK 7350	Integrative Seminar in Advanced Generalist Practice	3	
SWRK 7300	Research Methods in Advanced Practice	3	SWRK 7500	Social Welfare Policy II	3	
SWRK 7900	Graduate Practicum III	3	SWRK 7901	Graduate Practicum IV	3	
			SWRK 7101	Advanced Practice with Diverse Individuals	3	
15 CREDITS			15 CREDITS			

APPENDIX C
Military and Veteran Affairs Focus

Procedure for Enrolling in the Social Work with Military and Veteran Populations Focus

1. Notify your advisor that you want to enroll in this focus. You will need to complete a Change of Program form, indicating that you are adding a concentration in Social Work with Military and Veteran Populations.
2. Follow the plan of study below.

Fall 2018	Spring 2019
SWRK 6100: Generalist Social Work Practice I	SWRK 6102: Generalist Social Work Practice II
SWRK 6200: Human Behavior in the Social Environment I	SWRK 6103: Generalist Social Work Practice III
SWRK 6300: Social Work Research I	SWRK 6201: Human Behavior in the Social Environment II
SWRK 6801: Social Work Practice with Military and Veterans	SWRK 6500: Social Welfare Policy I
SWRK 6900: Graduate Practicum I	SWRK 6901: Graduate Practicum II
Fall 2019	Spring 2020
SWRK 7100: Culture & Diversity in Advanced Generalist Practice	SWRK 7101: Advanced Practice with Diverse Individuals
SWRK 7103: Advanced Practice with Diverse Organizations and Communities	SWRK 7102: Advanced Practice with Diverse Families and Groups
SWRK 7301: Research Methods in Military Social Work and Veteran Affairs	SWRK 7351: Integrative Seminar in Military and Social Work Veteran Affairs
SWRK 7902: Military and Veteran's Affairs Practicum III	SWRK 7500: Social Welfare Policy II
SWRK 6510: Legal & Ethical Issues in Social Work Practice	SWRK 7903: Military and Veteran's Affairs Practicum IV

3. Notify Field Coordinator about your enrollment in the focus in order to have one of your practicum opportunities focus on the military/veteran population.
4. Design your capstone project to highlight your understanding of social work with the military/veteran population.
5. Upon successful completion of the above classes, your transcript will reflect your focus in Social Work Practice with Military and Veteran's Affairs.

APPENDIX D
Hawaii Pacific University
School of Social Work
Request to Change Enrollment Status Form

At the time of admission to the Master of Social Work Program at HPU, the student receives a Plan of Study that indicates program criteria including: full-time or part-time status, start semester, and semester-by-semester course plan. **Students may not change enrollment status without the formal written approval of a Social Work Faculty Advisor and/or MSW Program Director.** Any change in Plan of Study could delay graduation or require a student to reapply to the MSW Program. Approval is not guaranteed.

Student name:

HPU ID:

Student email:

Student phone:

My current status is: Full-Time (2-year) Full-Time (3-year) Part-Time
Year started: _____

I would like to request a program status change due to: Please explain below

I would like to **change** my current status to: Full-Time (3-year) **OR** Part-Time (4-year)
[Note: Changing status from part-time to full-time will not expedite finishing the program sooner]

Beginning Fall Spring Year:

Approved Not Approved-see attached

SWRK Faculty Advisor:

Date:

MSW Program Director:

Date:

For Office Use Only.

APPENDIX E

HAWAII PACIFIC UNIVERSITY
School of Social Work

"Holomua Me Ka Oiaio"

Course Withdrawal Request

Student Name: _____

Student ID#: _____

Course: _____ **Course Title:** _____

Instructor: _____ **Semester:** _____ **Year:** _____

Explanation (attach documentation, if applicable): _____

Student Signature: _____ **Date:** _____

Instructor Signature: _____ **Date:** _____

Decision: Approved Rejected

Explanation: _____

Director Signature: _____ **Date:** _____

_____ **To be completed by Administrative Assistant** _____

Date entered into tracking database: _____

Dates of previous withdrawals, if applicable: _____

APPENDIX F
Selections from Hawaii Revised Statutes, Ch. 467E
Regulating the Practice of Social Work in Hawaii

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

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

"Social worker" or "S.W." means a person who has been issued a license as a licensed bachelor social worker, licensed social worker, or licensed clinical social worker to practice within the scope of practice as provided in this chapter.

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

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

3) The "licensed clinical social worker" or "L.C.S.W." may perform duties as defined in paragraphs (1) to (8) of the definition of the practice of social work in section 467E-1.

§467E-5 License required. No person shall purport to be a "social worker", "licensed bachelor social worker," "licensed social worker," "licensed clinical social worker," or use the letters "SW," "LBSW," "LSW," or "LCSW" in connection with the person's name, or use any words or symbols indicating or tending to indicate that the person is a social worker, licensed bachelor social worker, licensed social worker, or licensed clinical social worker, or engage in the practice of social work as defined in this chapter without meeting the applicable requirements and holding a license as set forth in this chapter.

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

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

APPENDIX G
MSW Student Agreement Form¹¹

The purpose of this form is to document that I, _____:

- 1) Have received information to access a copy of the 2018 - 2019 MSW Program Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website: www.hpu.edu/CHSS/SocialWork;
- 2) Understand that it is important to familiarize myself with the expectations contained in the Handbook, and especially with the Academic and Professional Performance Standards for Social Work Students;
- 3) Will discuss these Academic and Professional Performance Standards with my Social Work Faculty Advisor if I have any questions and concerns; and
- 4) Understand that I am bound by these Academic and Professional Performance Standards while I am a student in the HPU MSW Social Work Program.

I understand that these Performance Standards are in addition to other behavioral/performance standards that are in the HPU Student Handbook (2018 - 2019) and HPU Academic Catalog (2018 – 2019), 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 MSW 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 MSW Program.

Signature: _____

Print Name: _____

Date: _____

¹¹ Submit the signed and dated form to MSW Program Director by **September 7, 2018**.

