



STUDENT HANDBOOK GUIDE to the
**MASTER OF SOCIAL WORK DEGREE
PROGRAM
2021-2022**



SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH & SOCIETY

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

Table of Contents

STUDENT HANDBOOK GUIDE to the.....	1
SCHOOL OF SOCIAL WORK.....	1
PREFACE.....	4
WELCOME MESSAGE	5
HAWAI'I PACIFIC UNIVERSITY	7
SCHOOL OF SOCIAL WORK	8
HISTORY.....	8
LOCATION	8
ACCREDITATION	8
MISSION	9
MSW PROGRAM GOALS	9
CORE COMPETENCES AND BEHAVIORS.....	9
MASTER OF SOCIAL WORK (MSW) PROGRAM	10
MSW REGULAR PROGRAM REQUIREMENTS.....	11
MSW ADVANCED STANDING (MSW AS) PROGRAM	11
MSW CURRICULUM.....	12
THEORETICAL FRAMEWORK	14
Empowerment Perspective	15
Intersectionality	17
Critical Theory	17
Decolonization Perspective	18
International Perspective	18
SPECIALIZATION/CONCENTRATION: CULTURALLY COMPETENT ADVANCED GENERALIST PRACTICE	19
METHODS OF INSTRUCTION	22
MSW GENERALIST PRACTICE CURRICULUM (27 Credits)	23
SWRK 6050: Graduate Study of Social Work for Advanced Standing Students	24
SWRK 6100: Generalist Social Work Practice I	24
SWRK 6102: Generalist Social Work Practice II	24
SWRK 6103: Generalist Social Work Practice III	24
SWRK 6200: Human Behavior in the Social Environment I	24
SWRK 6201: Human Behavior in the Social Environment II	24
SWRK 6300: Social Work Research I.....	24
SWRK 6500: Social Welfare Policy I.....	24
SWRK 6900: Graduate Practicum I.....	25
SWRK 6901: Graduate Practicum II.....	25
MSW ADVANCED GENERALIST CURRICULUM (30 Credits)	25
SWRK 7101: Advanced Practice with Diverse Individuals	25
SWRK 7102: Advanced Practice with Diverse Families and Groups.....	25
SWRK 7103: Advanced Practice with Diverse Organizations and Communities	25
SWRK 7300: Research Methods in Advanced Practice.....	25
SWRK 7350: Integrative Seminar in Advanced Generalist Practice.....	26
SWRK 7500: Social Welfare Policy II.....	26
SWRK 7900: Graduate Practicum III	26

SWRK 7901: Graduate Practicum IV	26
MSW ELECTIVE CURRICULUM	27
SWRK 6001: Resource Development and Fund Raising for Non-Profits in Economic Challenging Times	27
SWRK 6002: Crisis Intervention	27
SWRK 6003: Global Social Work Practice	27
ENROLLMENT OPTIONS.....	28
FIELD EDUCATION	30
APPLICATION AND ADMISSION POLICIES AND PROCEDURES	30
NEW MSW STUDENT ORIENTATION	32
ADMINISTRATIVE POLICIES.....	36
REASONABLE ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY	37
<i>ACADEMIC AND PROFESSIONAL PERFORMANCE STANDARDS FOR SOCIAL WORK STUDENTS....</i>	<i>38</i>
Evaluating Student’s Academic Performance.....	38
Evaluating Student’s Professional Performance.....	44
AREA I: BASIC CAPACITY TO ACQUIRE PROFESSIONAL SKILLS	44
AREA II: MENTAL AND EMOTIONAL CAPACITY	45
AREA III: PROFESSIONAL PERFORMANCE	45
Grievance Policies and Procedures	Error! Bookmark not defined.
ORGANIZATIONS AFFILIATED WITH THE SCHOOL OF SOCIAL WORK	50
SCHOOL OF SOCIAL WORK FACULTY AND ADMINISTRATIVE STRUCTURE	52
SCHOOL OF SOCIAL WORK EXECUTIVE LEADERSHIP TEAM	52
FULL-TIME FACULTY	52
ADMINISTRATIVE SUPPORT.....	Error! Bookmark not defined.
OTHER UNIVERSITY RESOURCES AND ITEMS OF SPECIAL INTEREST	53
COUNSELING AND BEHAVIOR HEALTH SERVICES.....	53
EMERGENCY AND SAFETY INFORMATION	53
FINANCIAL ASSISTANCE AND SCHOLARSHIPS	53
LIBRARY	54
UNIVERSITY COMPUTER CENTER AND WIRELESS NETWORK.....	54
REFERENCES.....	55
APPENDICES.....	57
APPENDIX A: CSWE Competencies.....	58
APPENDIX B: Degree Plans	60
APPENDIX C: MLVA Focus.....	62
APPENDIX D: Req to Change Enrollmt Status.....	63
APPENDIX E: Course Withdrawal	64
APPENDIX F: HI State SW Practice	66
APPENDIX G	68
Master of Social Work (MSW) Student Agreement Form ¹¹	68
APPENDIX H.....	69
Social Work Student Update Form (2021-2022) ¹²	69

PREFACE

The Student Handbook Guide to the Master of Social Work (MSW) Degree Program¹ 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 2021-2022 Hawai'i Pacific University Academic Catalog and the 2021-2022 Hawai'i Pacific University (HPU) Student Handbook, which are both available online at the following URLs:

- HPU Academic Catalog: <https://www.hpu.edu/registrar/academic-catalog/files/2021-21-academic-catalog.pdf>
- HPU Student Handbook: <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 2021-2022 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2021-2022 academic year.

Faculty of the MSW School of Social Work Program and of the Hawai'i 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).

Aloha kākou,

Welcome (or Welcome back) to the social work students at Hawai'i Pacific University! You have identified social work as your future profession and entrusted us with your professional education. We strive to fulfill our educational obligations by guiding you through a curriculum that we hope will maximize your mastery of the knowledge and skills you'll need as an effective, ethical, and competent social work practitioner. Since Social Work is a value-based profession, we focus our course content on the values of our profession theoretically and in practice.

The MSW 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 the MSW Practicum Handbook. Education for a social work degree is designed carefully around a philosophy of practice and a sequence of learning.

This MSW Handbook not only lists the sequencing of graduate-level courses but may assist you with understanding how the individual courses build upon one-another. Some of the information in this Handbook will not pertain to your graduate situation until later in the program; however, it's important that you know that it is here. I strongly suggest that as you matriculate through the MSW program, that you review this Handbook from time to time; 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).*

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 academic qualifications) Phi Alpha, the national social work honor society. Taking advantage of these opportunities can lead to job opportunities and professional networking--and also be a lot of fun.

Our goal as the MSW faculty and staff is to empower and enable you to help others through our courses and other opportunities availed while you're here. 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! Please do not hesitate to consult or reach-out to any of us should you encounter problems or issues – and we encourage you to talk with us, beginning with your SWRK faculty advisor.

At present, your goal is (quite naturally) to receive your graduate degree. However, it is impossible to learn in a few years all the information that is needed for a lifetime of practice. As

long as you are a social worker, we hope that you will see yourself as a lifetime learner. The concept of lifelong learning has its advantages. Accepting that you will always be a learner means that you always have more chances to learn what you need to know, well after you've completed your MSW. Throughout your education with us, we hope to increase your knowledge of the various skills for professional practice, to be upgraded and refined as you use them.

Our commitment is to train and guide you toward becoming culturally competent in your chosen fields of practice, social entrepreneurs, and knowledgeable practice innovators who make a positive impact on the world. This extends to producing global leaders in social work.

Please note that you're receiving a graduate education in the context of our social work program being housed within a multidisciplinary college (with nursing and public health), in a location infused with Hawaiian and Pacific Island culture and surrounded by a tremendous level of diversity. Each of these has relevance toward the program's goals of helping you contextualize your practice and to appreciate the importance of place.

We are proud of our graduates who go on to either practice as social workers or with human service endeavors. Regardless of the field you ultimately choose, you are learning through our graduate program the many ways that you can make a valuable contribution to the world, its citizens and our environment. Whether it's at a micro-, mezzo-, or macro-level – our faculty and staff will do our best to collaborate with you, consistent with our own professional ethos as professional social workers.

With that, I wish you an excellent and enlightening school year!

A handwritten signature in cursive script, reading "Lori Daniels", written in dark ink.

Lori R. Daniels, PhD., LCSW

Associate Professor & MSW Program Director, School of Social Work

HAWAI'I 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 5,000 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 Master of Social Work.

HPU 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 65 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 HPU is:

HPU is an international learning community set in the rich cultural context of Hawai'i. 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, 2019-2021)

As reflected in its mission statement, HPU is an institution built on diversity. In creating an environment that welcomes students from Hawai'i, 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

Hawai'i Pacific University (HPU) 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 HPU. 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.

During the Fall 2017, the School of Social Work began the Military and Veterans (MLVA) Focus, which allows regular 2-year, and 3-year MSW students a chance to "focus" their coursework with an emphasis on veterans, military service-members, and their families. HPU's military/veterans focus is the only one in the State of Hawai'i – and one of only 16 in the country.

LOCATION

The BSW and MSW programs were originally located in downtown Honolulu as part of the College of Liberal Arts for 7 years. 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 O'ahu) and the social work faculty joined forces with the faculty of Nursing Programs and the Department of Public Health to establish The ***College of Health and Society***.

The School of Social Work expanded to the west O'ahu area during Fall 2018, providing MSW Friday evening, and Saturday courses to students who primarily work and reside on the western part of the island. Through community collaborations with Island Pacific Academy (IPA) and Hale Na'au Pono – classrooms have been made available for class instruction.

Due to the sale of the Hawai'i Loa campus, the College of Health and Society (including social work) eventually relocated to ***Waterfront Plaza in downtown Honolulu*** during the summer 2019.

ACCREDITATION

The Council on Social Work Education (CSWE) initially awarded full accreditation to HPU's MSW program in June 2009 and the program has been reaffirmed until 2021. 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 HPU's MSW program is to:

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 everchanging 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 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 competencies and behaviors for the foundation year and the advance year.

MASTER OF SOCIAL WORK (MSW) PROGRAM

Hawai'i Pacific University (HPU)'s graduate social work education is built on a liberal arts foundation of courses taken during students' undergraduate degrees. The MSW curricula are divided into two years – the foundation year and the advanced year.

GENERALIST/FOUNDATION (YEAR 1): 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 Council 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 Hawai'i. This is to help students understand the extent that the unique multidimensional culture of Hawai'i 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 Hawai'i. 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.

ADVANCED YEAR (YEAR 2): 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:

1. 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.

2. Secondly, 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 (45 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 (MSW AS) 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 total credit hours (24 course credits and 6 field practicum credits).

Students who are accepted into the Advanced Standing program begin in July (during the summer term prior to fall semester of regular MSW courses) 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 Advanced Standing 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 (CSWE, 2015)

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (p. 11)

Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and

consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization. (p. 12)

HPU's MSW Program mission, which is aligned with CSWE, EP M2.1 is 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

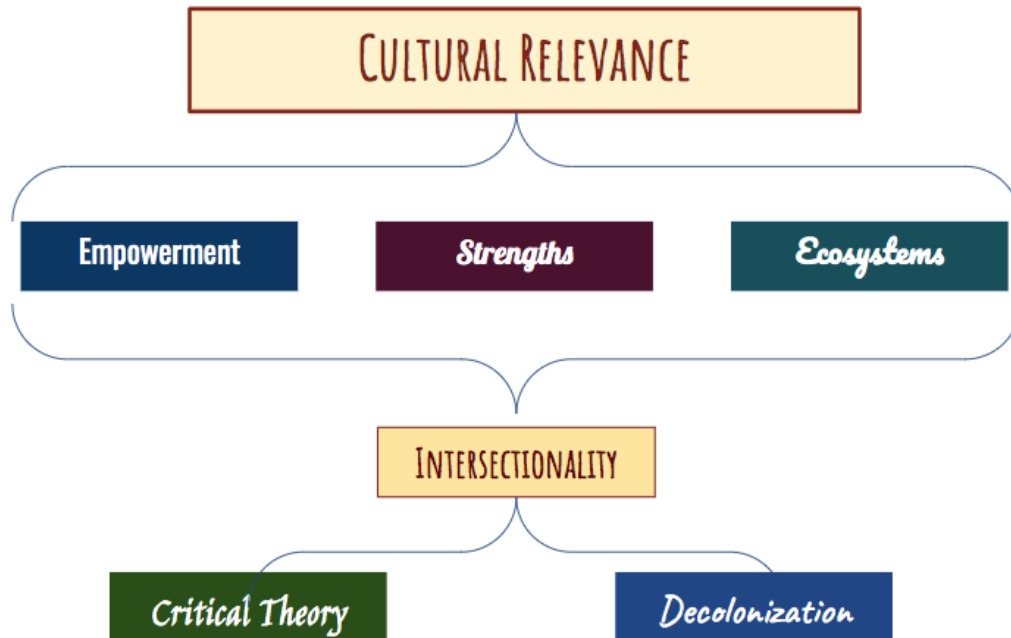
The mission, goals and unique context of the MSW Program are operationalized in the curriculum design. The MSW generalist practice curriculum is based on the MSW Program mission, goals and rich multicultural context of Hawai'i, and is consistent with the CSWE core competencies. The generalist practice curriculum framework integrates many diverse theories, perspectives, and models relative to persons in multicultural social environments. The overarching framework is embedded in Cultural Relevance and Humility which are integral to the multicultural context of Hawai'i and the social issues that impact the mid-Pacific region.

Cultural Relevance/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).

Emerging from Cultural Relevance are the first three theories shown in the framework which are emphasized during the generalist year: Empowerment Theory, The Strengths-based Perspective, and The Ecosystems Perspective. These foundational theories allow for intersectionality, critical theory, and decolonization to be applied during the subsequent specialization year.



Empowerment Perspective

As an integral component of the MSW curriculum framework and a critically significant perspective for communities in Hawai'i at the present time, students are immersed in the 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. This perspective is integral to the development of MSW students in their generalist year as a foundation for the specialized/advanced year.

Strengths Perspective

One of the premises of the ecosystems perspective impressed on our students 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 strengths perspective as: Focusing and building on client strengths is not only a counterweight to the prevalence of the deficit model. The HPU MSW curriculum teaches the conceptual and application of a strengths perspective throughout the generalist and specialization year courses, especially within the practice courses to emphasize

strengths as part of the values that govern our work and the operation of a democratic, just, and pluralistic society. This includes 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 about 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 (Lohar, 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 curriculum in the MSW Program in the context of indigenous people with similar historical trauma and colonization, cultivates the strength, opportunities, and resources of individuals, families, groups, organizations, and communities. The cultivation of strengths and resources reflect the process of empowerment, an integral component of our MSW curriculum framework and context.

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, our students in the generalist year are immersed in the ecosystems perspective through the Human Behavior in the Social Environment (HBSE I and II) courses. Ecosystems perspective provides 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). Students learn that general systems theory is a 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. Systems Theory is emphasized in courses throughout the generalist year within Generalist Social Work Practice II and III (SWRK 6102, 6103) courses that discuss families, groups, and larger communities.

The ecological perspective also provides a fluid explanation of the human behavior and experiences in the context of the social environment and is central to the Generalist Social Work Practice I (SWRK 6100,) course. Our students learn about and grapple with the contextual influences of race, ethnicity, age, culture, socioeconomic, gender, sexual identity, and other cultural identities. 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:

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

These schema translate into how the ecosystems perspectives are applied to the helping process model of generalist social work practice – engagement, assessment, planning, contracting, intervention, evaluation, termination, and follow-up which our MSW students learn in the classroom and apply in field education.

Intersectionality

As a core theory in the advanced year, students immerse in the study and discussion of intersectionality in the classroom and field practicum. Intersectionality is a theoretical framework for understanding how aspects of a person's social and political identities combine to create unique modes of discrimination and privilege. 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.

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. Through SWRK 7100, 7101, 7102, and 7103 practice courses, students are provided numerous opportunities to become more self-aware of how intersectionality impacts on social services in different communities.

Critical Theory

Building on intersectionality, MSW students further their development in the Culturally Competent Advanced Generalist year with immersion in critical theory. For these students, 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.

Decolonization Perspective

Perhaps, most relevant to the context in which the program exists is the history of colonization which students in their advanced year are challenged to explore and grapple with both in the classroom and in field practicum. 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 such as Native Hawaiians 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 MSW 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 groups and communities, particularly those in Hawai'i.

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)

SPECIALIZATION/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: p. 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 is 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 States, 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).

DESIGNING THE MSW CURRICULUM

Rationale 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 Hawai‘i. This is to help students understand the extent that the unique multidimensional culture

of Hawai'i 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 Hawai'i. 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 advanced 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 twoways.

First, the curriculum is designed to concentrate 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, an emphasis 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 centers 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 19 SWRK courses 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 are 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 one-year (advanced standing), 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 considered 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, guest speakers, and other methods of knowledge dissemination.

Class sessions within the hybrid courses or courses that are taught online utilize web-based educational technology. Online 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 online 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. The University has introduced hybrid classes, which involves a combination of traditional face-to-face classroom and online instruction. There is an enormous variation to the amount of time divided between classroom and online time because there is no established, standard approach to hybrid courses. Hence, HPU's School of Social Work continues to evolve the process of designing and providing hybrid courses. Most of the social work instructors utilize web-based technology (via Blackboard) to enhance their classroom instruction with instructional material and/or activities.

One of the benefits of web-enhanced courses is taking into consideration HPU's green policy to preserve 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 online 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 GENERALIST PRACTICE 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 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: SWRK6900)*

MSW ADVANCED GENERALIST 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 SWRK6050)*

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 SWRK6050)*

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)*

SWRK 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)*

¹ In order 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.

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

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 (2021-2022), “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

HPU 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 take at least nine credits, but no more than twelve 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 MSW Program Director, 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 “Directed Study courses² 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 course 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 the directed study course, and submission of the General Petition form and supporting documents that justify the request.

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.

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 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/msw-fpi.pdf>

Complete policies related to Field Instruction are available in the School of Social Work Practicum Handbook (linked on the HPU Social Work website, under Student Resources). 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.

APPLICATION AND ADMISSION POLICIES AND PROCEDURES

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) research methods or equivalent; and,
- Overall grade point average of 3.0 or better on a 4.0 scale.

Provisional MSW Status

students 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

students are those 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 inform the assigned SWRK faculty advisor about the student's status, and the advisor will monitor any student admitted into the program under probationary MSW status.

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. Applicants who wish to transfer from another CSWE accredited MSW program must complete the same application process and meet the same admission requirements as all MSW degree seeking applicants. Transfer credit is evaluated on a course-by-course basis and may require the submission of course syllabi or catalog descriptions.

- Transfer applicants must submit official transcripts from each regionally accredited college or university attended in order to be considered for transfer credit. Applicants transferring from schools located outside of the U.S. must also submit official, English-translated transcript(s) and course descriptions. For applicants who have been out of school for several years, HPU makes a comprehensive assessment by examining not only their prior academic performance but other factors as well. Work experience and a student's motivation to succeed are taken into consideration along with letters of recommendation.
- Applicants requesting to transfer credits are asked to provide documentation to the MSW Chair in order to ensure the transfer of credits is equivalent to HPU MSW curriculum requirements. This documentation may include transcripts from the other academic institution, and course descriptions. The request to transfer credits from another accredited MSW Program must be approved by the MSW Admissions Committee. Social work courses and field education from MSW programs that are not accredited by CSWE will not be transferable to the MSW program at HPU.

Advanced Standing

is restricted to students who have met the following criteria:

1. Conferred baccalaureate degree in social work from an accredited CSWE BSW program at a four-year institution no more than five years before initial enrollment in the MSW program.
2. If applicant completed a BSW degree from an international university or domestic university other than HPU, a letter included from their undergraduate institution that documents that the student completed 450 practicum hours toward their BSW degree and what the minimum number of hours were needed to successfully complete the BSW field hours.
3. Completion with a grade of a "C" or better in (a) statistics and (b) fundamentals research or equivalent.
4. Overall grade point average of 3.0 or better on a 4.0 scale.
5. Cumulative grade point average of 3.25 or better for social work courses.
6. One of the two letters of reference from a former BSW faculty who can attest to the student's ability to successfully perform advanced standing graduate work.
7. For students graduating in May, acceptance will be contingent upon receipt of final transcript and proof of a BSW degree.
8. Undergraduate field evaluations demonstrating successful field performance are also required from non-HPU BSW graduates applying for Advanced Standing status. HPU BSW

students do not provide this information, since the program has access to this information within the school.

All MSW Advanced Standing students must successfully complete **the summer term social work “bridge course” (SWRK 6050)** with a B- or higher grade. Upon successful passing of this course, Advanced Standing students will begin their specialization year/advanced practice during the fall term.

Students with a BSW degree who select to participate in the 2- or 3-year MSW program are provided the option to test-out of any courses in which they have achieved competence; or students may opt to not test-out of any courses and participate in the full curriculum of the 2- or 3- year MSW degree.

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 (August 22, 2021). All incoming MSW students are required to attend the welcome, which will cover the following topics:

- Review the 2021-2022 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 required to join new/incoming MSW students on the Saturday prior to the start of the academic year. 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 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

To facilitate student success in the social work classroom and field, every MSW student is assigned a MSW faculty advisor upon admission to the MSW program. The MSW faculty advisor typically follows the student throughout the MSW Program. Each MSW faculty advisor works with student advisees and serve as a primary contact person to answer questions about the MSW program, clarify educational options, discuss and provide feedback about experience in the program, plan academic and career options, and discuss professional development. MSW faculty advisors are to be the first point of contact for the following tasks appropriate for student advising:

- a. Plan of Study and Registration (including add/drop, leaves of absence, withdrawals and issuing student PINs, guidance on the sequencing of courses, options for electives that may complement their interests, etc.),

- b. Change from full-time to part-time, or vice versa,
- c. Clarification and discussion regarding all academic policies and procedures (i.e., graduation requirements, grading policies, directed study, academic expectations, concerns, and performance, etc.),
- d. Discussions of other areas of academic, personal, or professional development and concern such as career questions and pathways, etc.,
- e. Meetings with advisee as needed to discuss concerns and issues,
- f. Mediation in situations where the student finds themselves in conflict with faculty, administration, or academic/performance standard policies,
- g. Information about support services within HPU, and
- h. Petition to Graduate (PTG) process, including Graduation Audit during last year of studies.

MSW faculty advisor will give the best advice, but the ultimate responsibility for knowing and following University policies lies with the student. Responsibilities of students:

- a. Initiates contacts with faculty advisor regarding the following semester's registration to clarify educational options, discuss and ask for feedback about experience in the program, plan academic and career options, discuss professional development;
- b. Informs faculty advisor about program and course selection for each semester;
- c. Provides current information (address, phone numbers, name changes, etc.);
- d. Consults with faculty advisor regarding changes in personal situation that will affect academic plan; and
- e. Petition to Graduate (PTG). Discussions with the faculty advisor should supplement (not replace) the student/faculty relationship students have with their instructors. The faculty advisor is the person with whom students discuss their experiences as a student in the School. Hence, we encourage students to not hesitate to phone or e-mail your faculty advisor for an appointment.

Procedures:

1. Upon admission to the MSW Program, the MSW faculty advisor develops an initial Plan of Study with the student. The Plan of Study outlines the list of courses to be taken.
2. The original copy of the Plan of Study is placed in the student's electronic file for future reference and accessible to the MSW Chair, Field Director, MSW faculty advisor, and administrative assistant. Students maintain their own copy too.
3. Students are required to initiate a meeting with their MSW faculty advisor to update 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.

- a. Social work students are provided an “alternate” pin code each semester in order to complete their next term course registration. This is to assure that a student’s degree plan is accurate and to minimize errors occurring for students’ matriculation.
 - b. When necessary, a pin code for registration is provided by the faculty advisor during 1-1 advising meetings with a student.
- 4. The MSW faculty advisor also reviews 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.
 - a. To avoid late registration fees, students are encouraged to register during the registration period, as listed on My.HPU.com
- 5. Students are required to initiate a meeting with their faculty advisor if problems occur during online registration and/or to discuss and reflect experience in the program.
 - a. Please note that students must clear any outstanding financial obligations or other holds on their account (e.g., tuition deposit each semester, and T.B. and MMR clearance documentation, etc.) before they are able to register for their courses.

The SW Administrative Assistant maintains an updated MSW Advisor/Advisee spreadsheet in a Shared Drive that’s available to all MSW faculty. This spreadsheet assists advisors with having contact information for their advisees and to have basic information about student status (e.g., year in degree plan, MLVA focus).

Discussions with the SWRK faculty advisor should supplement (not replace) the student/faculty relationship students have with their instructors. The SWRK 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 SWRK faculty advisor for an appointment.

The function of the SWRK 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 MSW Program Director acts as a liaison to all other University programs and services.

Plan of Study and Registration Procedures.

Upon admission to the MSW Program, the SWRK faculty advisor 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 by the MSW Program Director 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 SWRK faculty advisor and the student.

Students are required to initiate a meeting with their SWRK faculty advisor to update 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 SWRK 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 SWRK faculty advisor will then submit approved courses to the MSW Program Director 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 MyHPU.

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.

We believe that student feedback is essential to creating a program that best prepares students for effective social work practice. We do best, as faculty, colleagues, directors, when we work collaboratively. If you have concerns, ideas for improvement, or simply comments about what is working well, we want to know. There are many ways for you to give feedback:

- *Course level evaluations – these occur at least once during each course, please participate!*
- *Regularly scheduled talk story sessions with the program chair – these occur at least once each semester.*
- *Drop in with faculty or chair – we maintain an 'open door policy', meaning that we want you to stop by and chat!*
- *Virtual suggestion box – we have created a mechanism to give anonymous feedback via SurveyMonkey. Here is the link: <https://www.hpu.edu/chs/social-work/index.html>*

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 SWRK 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.

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 (2021-2022), “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 (2021-2022) 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 considered official unless the proper form has been completed, submitted, and processed by the Registrar’s Office.

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>.

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, 2021-2022: 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 August. Students who anticipate graduating in May (Spring Commencement) are required to petition to graduate in early September, including students who plan to complete all courses by the end August. Notification to apply for graduation is sent to students via students’ HPU email. Students who are completing the MSW program course requirements by the end of a given semester must complete a Petition to Graduate (PTG) Form.

The PTG Form is available on the HPU website. Students are required to submit the completed form to the SWRK faculty advisor to sign the form first and then the MSW Program Director, for approval.

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 (2021-2022: 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.]***

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) HPU 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.

ACADEMIC AND PROFESSIONAL PERFORMANCE STANDARDS FOR SOCIAL WORK STUDENTS

Social work values and professional conduct are at the heart of the conceptual framework and commitment of HPU's MSW Program. Because 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), 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 MSW Program 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 HPU School of Social Work. They are in addition to HPU's Code of Student Conduct described in the University's Student Handbook. The ultimate goal of the performance standards is to help students prepare academically and professionally to become successful social work professionals in the community. Therefore, the faculty observes and evaluates students' academic performance in terms of materials they learn and professional behavior and attitudes in the classroom and field. In some cases, the standards may lead to a decision that social work is not the right profession for the student.

Evaluating Student's Academic Performance

Policies:

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 (2019-2021), "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

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; after that time, they cannot retake a course again.

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 (*or concurrent) 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 7900/7902
SWRK 7900	SWRK 7901/7903
SWRK 7300	SWRK 7350/7351
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 MSW Chair and be restricted to taking a maximum of nine credits hours during the following regular semester.

The MSW Program uses the HPU policy and procedures for academic performance grievances/appeals.

ACADEMIC INTEGRITY POLICY (2021-2022 HPU Academic Catalog p. 53)

It is Hawai'i Pacific University's policy that any act of academic dishonesty will incur a penalty up to and including expulsion from the university. A student who cheats on an academic exercise, lends unauthorized assistance to others, or hands in a completed assignment that is not his or her work will be sanctioned. The term "academic exercise" includes all forms of work submitted either electronically or on paper for points, grade or credit. For details on the Academic Integrity Policy, go to the Student Handbook at www.hpu.edu/studenthandbook.

ACADEMIC GRADE APPEAL (PROCEDURES) POLICY (HPU Student Handbook):

A student has the right to appeal a final course grade when the student believes that the assigned grade does not reflect what the student has earned, according to the criteria for grading as outlined by the instructor of the course. It is the responsibility of the instructor of each course to define his/her grading policy and criteria at the beginning of the term and as explicitly as possible. If there is any deviation from this original statement of grading criteria due to extenuating circumstances, all affected students must be informed. It is assumed that the final course grade assigned is correct; thus the student appealing that grade must justify the need for a change of the grade assigned. Students who desire to appeal a final course grade must follow the process described as noted in the Student Handbook at www.hpu.edu/studenthandbook.

ACADEMIC COMPLAINT PROCEDURES

For other academic complaints students should initiate the complaint through the appropriate academic department chair or academic program supervisor. More information can be found in the Student Complaint Procedures in the Student Handbook at www.hpu.edu/studenthandbook.

Procedures:

The MSW program's policies and procedures for evaluating student professional and academic performances are communicated to students through the 2021-2022 MSW Student Handbook (pgs. 39-45), as well as during the first MSW student meetings at the start of the Fall or Spring Term.

1. Students are informed of the academic and performance expectations during the Welcome Meeting at the beginning of fall or spring term, and students acknowledge receiving and reading the MSW Student Handbook via their submission of an acknowledgment form to the school.
2. A review of the MSW student academic and performance expectations occur every year, with student acknowledgments within two weeks from the start of their academic year.
3. In addition, MSW faculty advisor meetings each semester, which include discussing a student's progression through the degree, provide opportunities for academic and professional performance standards to be reviewed and evaluated. Either during regular faculty advising or as needed faculty advising, the grievance policies and procedures can be discussed with students. (2021-2022 HPU Student Handbook p. 54-56)

The MSW program utilizes the HPU's procedures for academic performance.

B. Academic Dishonesty Reports

The HPU Office of the Student Conduct maintains files and a confidential tracking system of all acts of academic dishonesty. The academic dean will forward the Report of Academic Dishonesty to the university's Assistant Dean of Students/Director of Student Conduct. The Assistant Dean of

Students/Director of Student Conduct will notify the academic dean if the student is a repeat offender.

Timeline for Academic Dishonesty Incidents

A. Instructor Action

The Report of Academic Dishonesty should be submitted to the academic dean within 5 working days of discovery of the incident.

B. Appropriate Academic Dean Action

The academic dean will review the instructor's Report of Academic Dishonesty and forward it to the Office of the Student Conduct within 5 working days. The Assistant Dean of Students/Director of Student Conduct will tell the academic dean if the student is or is not a repeat offender within another 3 working days.

If a student has violated the Academic Integrity Policy in the past, the academic dean or his/her designee will invite the student to be interviewed within 5 working days. If the student cannot meet in this time period, the academic dean or his/her designee may proceed to the next step immediately or choose to make a reasonable delay to accommodate the student. If the dean decides to take punitive action beyond that recommended by the instructor, the academic dean or his/her designee will decide on appropriate action and inform the student within an additional 10 working days. If the student refuses to be interviewed without a verifiable reason (e.g., a documented medical emergency), then this will be noted in all future correspondence regarding the case. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the academic dean's response.

The student who has violated the academic integrity policy for the first time may appeal the instructor's decision to the appropriate academic dean. The appeal letter and any supporting documentation submitted by the student will be forwarded by the academic dean or his/her designee to the instructor within five working days, with a request for a response to be submitted no more than five working days later. When the instructor's response is returned, the academic dean or his/her designee will send a letter to the student and instructor within five working days indicating his or her findings and recommendations. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the academic dean's response. The instructor may also appeal the recommendation of the academic dean to the Office of the Provost within 10 working days.

C. Office of the Provost Action

In all student appeals, the Provost has 10 working days to decide on the appropriate penalty or to convene the Academic Conduct Review Board.

D. Academic Conduct Review Board Action

Within 10 working days of notification of convening, Board members, as identified in the "Student Handbook," will meet with the offending student and conduct a hearing to decide on an outcome regarding the student's appeal. Results of the Board recommendation will be presented to the Provost for consideration and final determination of the penalty will be made within 10 working days of receiving the Board's report. The Provost will notify the student, concerned academic dean and instructor of the outcome.

for students with academic grievances involving issues other than academic dishonesty can be found in the Student Handbook under Academic Grade Appeal Procedures for Students or Student Compliant Procedures.

Academic Grade Appeal Procedures for Students

The assessment of a student's academic performance and the assignment of a grade is the faculty member's responsibility and prerogative. Evaluations are arrived at in accordance with the academic and professional judgement of the instructor and faculty make every effort to ensure that grades reflect the merit of each student's performance.

It is assumed that the final course grade assigned is correct; thus, the student assumes the burden of proof in appealing a grade.

Only the final course grade may be appealed. Students may appeal a final course grade on the following grounds only:

- 1) A mathematical error in the calculation of the grade or a clerical error in the recording of the grade.
- 2) Arbitrary or capricious grading defined as assignment of a grade without any reasonable basis.
- 3) The assignment of a grade on a basis that is inconsistent with those assigned to other students in the same class.
- 4) The assignment of a grade which deviates significantly from expectations stated on the syllabus and where the instructor failed to notify students of the change.
- 5) Failure of the faculty member to follow published course policies.

The following are NOT grounds for appealing a grade:

- 1) Disagreements with published course policies (for example, grade weighting methods or attendance policies).
- 2) Disagreement with the professional judgement of the faculty member.
- 3) Differences in classroom policies or grading schemes in different courses or between different sections of the same course.
- 4) A grade's impact on a student's academic progress or record.
- 5) A grade's impact on athletic eligibility.
- 6) A grade's impact on eligibility for veteran's benefits.

Students who desire to appeal a final course grade must follow the process described below:

1. The university will not consider grade appeals initiated more than 45 days after the end of the semester in which the grade was awarded.
2. A student who believes s/he has been assigned an improper grade initiates first an informal appeal by sending a written request to the instructor. The instructor will meet with the student, review the grading procedures used to determine the grade assigned with the student, decide whether or not to grant the appeal, and inform the student in writing of his or her decision. If the instructor of record is not available, the department chair or designee may act in lieu of the

instructor of record for the purpose of grade appeals.

3. If, after careful review of the grading procedures, the student is still dissatisfied, the student may initiate the formal grade appeal procedure within five days of the instructor's decision through the department chair. If the faculty member is the department chair, the formal appeal shall be made to the academic Dean. Students must submit a letter and provide supporting documents to the department chair. Supporting documents must include:

a. a statement addressing how the appeal meets one or more of the criteria necessary for an appeal

b. a description of the efforts to resolve the grade dispute with the instructor of record

c. a copy of the course syllabus and any relevant assignment instructions

d. any other relevant documents that the student would like to be reviewed as part of the appeal process

4. The department chair will meet with the student and the faculty member, either individually or collectively, to review the grading procedures within five days of the receipt of the appeal.

5. The department chair will make a recommendation to the faculty member based on his/her assessment of the situation within three days.

6. If, after consideration of the department chair's recommendation, the faculty member does not change the grade and the student is still dissatisfied, he/she may notify the academic dean will be notified within three days.

7. The academic dean will be provided with all relevant materials and will try to mediate a resolution between the faculty member and student within five days.

8. If, after the academic dean has met with the student and faculty member and the student is still dissatisfied, the student may petition for a hearing board as referenced below. If the student wishes to appeal the academic dean's decision, he/she may request a hearing. A petition letter and all supporting documents must be filed with the Office of the Provost within 10 working days of receiving the academic dean's response.

9. If the Provost approves the petition, he or she will empanel an Academic Conduct Review Board. The Dean of Students or his/her designee serves as the non-voting Board facilitator and the Board will be comprised of an academic dean chosen by the Provost, two faculty members and two representatives from the Student Government Association. The Provost or his/her designee reserves the right to alter the composition of the Board at his or her professional discretion, with the expectation that the committee will comprise both faculty and students. If the Provost elects not to approve the student petition, then the process is concluded, and the academic dean's decision is upheld.

10. The members of the Academic Conduct Review Board will review all relevant documents and meet separately with both the student and the instructor. At their sole discretion, the Board may also call other individuals who are deemed to possess relevant information. All decisions made by the Board will be made by majority vote of all members.

11. The recommendation of the Academic Conduct Review Board will be final. The Provost will notify the student of the Board's decision within three working days.

If the student's complaint is based on discrimination, refer to "Discrimination or Harassment Complaints" under "Student Complaint Procedures" in the Student Handbook.

Evaluating Student's Professional Performance

Policies:

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 appropriately 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 Chair 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 (and healthy) 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 physical/emotional/mental safety or best interests of other students, faculty/staff, or clients; and/or (d) jeopardize the physical/emotional/mental 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.

Students are *required* to meet the following professional behavior standards, which are considered the minimal standards of professionalism:

- 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 of MSW Student Handbook)
- 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, online 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.
- Respect the academic environment, including the knowledge and integrity of instructors/professors.

- 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.

In addition, social work students are expected to work towards and demonstrate professional behaviors, which include:

- Demonstrate nonjudgmental relationships and attitudes when working with others (e.g., other students, professors/instructors, clients, field supervisor, university staff members).
- 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.
- Not impose their own personal, religious, sexual, and/or cultural values on clients.
- Avoid any form of bullying, intimidation, and/or harassment, including intellectual bullying.
- Demonstrate respect for the rights of others and a commitment to others' rights to exercise freedom of choice and self-determination.
- Maintain confidentiality as it relates to classroom self-disclosure, and experiences throughout one's field placements.
- Show 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 the proper citation of source materials.
- Demonstrate clear, appropriate, and culturally sensitive boundaries. This includes no verbal, intimidating, or sexual harassment; no verbal, physical, emotional, or mental abuse of others; no disrespectful behaviors or implied threats toward others (e.g., showing a weapon); no verbal or non-verbal threats of any kind; no personal or sexual relationships with others in situations when professional or personal conflicts of interest may exist.

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 (i.e., demonstrate insight). Finally, students who meet this standard are willing to examine and change their behavior and attitudes when it has been observed, noted, and communicated that these interfere with work with clients and other professionals.

Procedures:

HPU's MSW Program continuously evaluates social work professional and academic standards through the policies developed by the School of Social Work and the University. The MSW program's policies and procedures for evaluating student professional performances are described below and communicated to students through the 2021-2022 MSW Student Handbook (pgs. 39-45), as well as during the first MSW student meetings at the start of the Fall or Spring Term.

Students are informed of the performance expectations during the Welcome Meeting at the beginning of fall or spring term, and students acknowledge receiving and reading the MSW Student Handbook via their submission of an acknowledgment form to the school. A review of the MSW student academic and performance expectations occur every year, with student acknowledgments within two weeks from the start of their academic year. In addition, MSW faculty advisor meetings each semester include discussing a

student's progression through the degree plan and review and evaluation of academic and professional performance standards.

Grievance Policy

Due process and fairness are important to the School of Social Work at HPU. The grievance process is available to any student who feels that he/she has been treated unfairly with several resources available to the student. Students should first attempt to resolve difficulties by bringing concerns directly to the person responsible for the action, or with the student's advisor, or the program Chair. If the problem cannot be resolved on that level, then the student may file a formal grievance.

Grievance Procedures

If the efforts to resolve the grievance have failed, students must file their written grievance complaint with the Chair of the MSW Program.

- The grievance process begins with a written complaint by a grieving student requesting a formal hearing with the Social Work Faculty Review Panel. The written complaint is a letter precisely and specifically stating the issue(s) at hand and reasons for the grievance, accompanied by supporting documents.
- The student must submit the written complaint to the Chair of the involved Program who submits it to the Social Work Faculty Review Panel.

The Social Work Faculty Review Panel is a committee which reviews and makes recommendations on formal complaints initiated by students ranging from grading in academic courses, concerns or problems in field instruction, to student/faculty relationships. (A Grievance hearing is comprised of: Social Work Faculty Review Panel, a faculty member from the School of Social Work (advocate) which the student may be asked to select (excluding faculty members involved in the complaint) and one student from the grieved student's program (appointed by the Social Work Faculty Review Panel).

The Chair of the involved program informs the Chair of the Social Work Faculty Review Panel who convenes the Social Work Faculty Review Panel meeting to review materials about the grievance. The program Chair provides all available documentation submitted by the student and involved parties for review. Additional documents may be requested by the Social Work Faculty Review Panel.

Social Work Faculty Review Panel procedures:

- The Social Work Faculty Review Panel reviews the complaint documents including supporting evidence.
- The Social Work Faculty Review Panel (faculty & student representative) meets with the grieving student and a faculty of his/her choice (an advocate).
- The Social Work Faculty Review Panel meets with the involved faculty/staff person (upon invitation).
- The Social Work Faculty Review Panel formulates recommendations and forwards recommendations to the involved program Chair.
- The program Chair renders a decision and notifies the student of the decision within the set timeline.
- If the student is not satisfied with the decision, the student may appeal to the Dean of the College of Health and Society, whose decision is binding.

Social Work Faculty Review Panel Structure

The Social Work Faculty Review Panel reviews and makes recommendations on formal complaints initiated

by students ranging from grading in academic courses, concerns or problems in field instruction, to student/faculty relationships. The Social Work Faculty Review Panel renders a Recommendation based on information/evidence provided. The Plan of Action is the responsibility of the Student and his/her Chair and advisor.

Appeals - Academic Performance:

If a student disagrees with the resolution imposed by the Faculty Review Panel/Program Director, there are two routes of appeal for decisions related to student performance in the social work programs.

1. For appeal of a grade by an instructor, consult the HPU Student Handbook for the grade appeal process.
2. For appeal of a decision by the Faculty Review Panel related to suspension, dismissal or denial of reentry, the student will submit an appeal within 20 business days to the College of Health and Society Dean's office. The Dean or his/her designee will not re-hear the case. Rather, the Dean or his/her designee will decide if the appeal has merit under the basis for appeal as outlined below. Actions by the Dean or his/her designee include overturning the outcome of the case, maintaining the original outcome, overturning particular sanction(s), imposing new sanction(s), and/or maintaining original sanction(s). The outcome of the appeal is final and binding. The student will be notified in writing via US mail and a copy sent to his/her HPU email addressing the final resolution appeal letter.

Basis for appeals includes:

1. There is an unfair original conference or hearing or a significant procedural error that impacts the findings of fact during the faculty review proceeding.
2. The facts presented were insufficient to support the findings.
3. There is new evidence that is relevant and significantly impacts the findings of fact that was previously unknown.

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. (2021-2022 Academic Catalog, p.230).

Appeals - Professional Performance:

A Faculty Review Panel is established to review a student who has not met the professional requirements of the program. If a student disagrees with the resolution imposed by the Faculty Review Panel/Program Director, the student will submit an appeal within 20 business days to the College of Health and Society Dean's office. The Dean or his/her designee will not re-hear the case. Rather, the Dean or his/her designee will decide if the appeal has merit under the basis for appeal as outlined below.

Actions by the Dean or their designee include overturning the outcome of the case, maintaining the original outcome, overturning particular sanction(s), imposing new sanction(s), and/or maintaining original sanction(s). The outcome of the appeal is final and binding. The student will be notified in writing via US mail and a copy sent to his/her HPU email addressing the final resolution appeal letter.

Basis for appeals includes:

1. There is an unfair original conference or hearing or a significant procedural error that impacts the findings of fact during the faculty review proceeding.
2. The facts presented were insufficient to support the findings.
3. There is new evidence that is relevant and significantly impacts the findings of fact that was previously unknown.

⁸ Refer to the Policy on Academic Integrity in the HPU Academic Catalog (2021-2022) 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

ORGANIZATIONS AFFILIATED WITH THE SCHOOL OF SOCIAL WORK

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. _____ 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

- 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 \$40.00 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 through the honor society faculty co-advisors: Vince Okada (vokadacoelho@hpu.edu) and Tammy Martin (tlmartin@hpu.edu).

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" (HPU Academic Catalog 2021-2022, p. 28).

The **Social Work Community 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. This council meets 3-4 times/academic year.

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 Hawai'i chapter**. Student malpractice insurance, which we recommend, is also available at reasonable cost through NASW Hawai'i. For membership information, visit the NASW Hawai'i Chapter website: <http://www.naswhi.org/> or contact the Hawai'i 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 (3,000) 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. For more information, please access 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 the library at Waterfront Plaza, 3rd floor – Building 6. They can be borrowed at the circulation desk (3rd floor) for use within the library only. The Hawai'i Chapter of NASW and other organizations sponsor review courses from time to time, especially in spring or early summer. Please contact NASW-Hawai'i 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. It's suggested that students keep their HPU ID#, names of their field placements, and any other documentation regarding practicum hours available for future licensure applications that may include School of SW verification.

Licensure in Other States

Each State has different standards, so students should research the other State's Licensing Board for information on licensure levels in other states.

**SCHOOL OF SOCIAL WORK FACULTY AND
ADMINISTRATIVE STRUCTURE**
WP1-400, 500 Ala Moana Blvd., Honolulu, HI 96813

COLLEGE OF HEALTH & SOCIETY

Halaevalu Vakalahi, PhD

Dean, College of Health and Society

Office: WP1-451, Phone: (808) 236-5814

Email: hvakalahi@hpu.edu

SCHOOL OF SOCIAL WORK EXECUTIVE LEADERSHIP TEAM

Lori Daniels, PhD

Associate Professor

MSW Program Chair

Office: WP1-427, Phone:

(808) 566-2480

Email: ldaniels@hpu.edu

Vince Okada-Coelho, PhD

Assistant Professor BSW

Program Chair

Office: WP1-436,

Phone: (808) 566-5845

Email: vokadacoelho@hpu.edu

*Instructor and Director of
Field Education*

Office: WP1-435, Phone:

(808) 566-2475

Email:

FULL-TIME FACULTY

Peter Mataira, PhD

Associate Professor

Office WP1-433, Phone: (808) 544-1487

Email: pmataira@hpu.edu

Paul Tran, MSW

Instructor

Office: WP1-435, Phone: (808) 544-0855

Email: ptran@hpu.edu

TBD

Assistant Professor

Office: WP1-426, Phone: (808) 566-5845

Email:

Tammy Martin, PhD

Assistant Professor

Office: WP1-433,

Phone:

Email: tlmartin@hpu.edu

Danielle Giroux, PhD

Assistant Professor

Office: WP1-426, Phone: (808) 566-3521

Email: dgiroux@hpu.edu

Scott Okamoto, PhD

Professor

Office: WP1-430, Phone: (808) 544-1160

Email: sokamoto@hpu.edu

ADMINISTRATIVE SUPPORT

Liane Wong

*Administrative Assistant Social Work and
Public Health*

Office: WP1-445, Phone: (808) 544-0234

Email: lwong@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 Waterfront Plaza: 500 Ala Moana Blvd., Building 6, Suite 440. In addition, visit: <https://www.hpu.edu/cas/index.html> 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. They are located at Waterfront Plaza: 500 Ala Moana Blvd., Building 6, Suite 440.

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://phone.hpu.edu>, where you will be prompted to enter your MyHPU 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. Refer to the website: <http://www.hpu.edu/financialaid>, or contact the Financial Aid Office 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. The scholarship opportunity it sent out via email to all current Social Work students.

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

LIBRARY

Hawai'i Pacific University has three libraries – Waterfront Plaza Library, Building 6 (WP-6), 3rd floor at the downtown campus (500 Ala Moana Blvd., Honolulu), Atherton Library on the Hawai'i Loa campus and at the Learning Commons, Aloha Tower Marketplace. Social Work students primarily utilize the Waterfront Plaza Library, as its circulation service unit is primarily devoted to Business, Social Sciences and Computer Sciences. The libraries are generally open six days a week, including weekend hours. Online databases are available via the HPU Libraries' Tab on HPU website. 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 Hawai'i 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 Hawai'i 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 (help@hpu.edu), or by telephone at (808)566-2411.

REFERENCES

- Albion, (2015). *The core rules of netiquette — Excerpted from Netiquette by Virginia Shea — Albion.com*. Retrieved 26 August 2015, from <http://www.albion.com/netiquette/corerules.html>
- Bass, S. (2008). Multiculturalism, American style: The politics of multiculturalism in the U.S. *Journal of International Diversity in Organizations, Communities, and Nations*, 7(6), 133-141.
- Collins, P. H. (2012). Social inequality, power, and politics: Intersectionality and American pragmatism in dialogue. *Journal of Speculative Philosophy*. 26(2), 442-457.
- Congress, E. P., & Gonzalez, M. J. (2013). *Multicultural Perspectives in Social Work Practice with Families* (3rd edition). New York, NY: Springer Publication.
- Connor, P., (2015). *Netiquette: Ground rules for online discussions*. Retrieved 26 August 2015, from <http://teaching.colostate.edu/tips/tip.cfm?tipid=128>
- Crenshaw, Kimberlé (2017). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. 43.6 (1991): 1241-299. Web. 20 Feb. 2017
- CSWE (2008). *Educational Policy and Accreditation Standards*. Alexandria, VA: Council on Social Work Education.
- CSWE (2015). *Educational Policy and Accreditation Standards*. Alexandria, VA: Council on Social Work Education.
- Daniel, C. A. (2011). Lessons learned: Pedagogical tensions and struggles with instruction on multiculturalism in social work education programs. *Journal of Social Work Education*, 30 (3), 250-265.
- Danso, R. (2018). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work*. Volume. 18, Issue 4: pp410-430.
- DuBois, B., & Miley, K. K. (2011). *Social Work: An Empowering Profession* (7th Ed.). Boston, MA: Pearson Education, Inc.
- Fellin, P. (2000). Revisiting multiculturalism in social work. *Journal of Social Work Education*, 36(2), 261-278. Fong, R. (Ed.). (2004). *Culturally competent practice with immigrant and refugee children and families*. New York: Guilford Press.
- Fong, R., & Furuto, S. (Eds.). (2001). *Culturally competent practice: Skills, interventions, and evaluations*. Needham Heights, MA: Pearson.
- Government of South Australia (2016). Recognizing the Strengths of Culture: Aboriginal Cultural Responses for the Child and Family Health Services. *Discussion Paper*. Retrieved September 10 2018 from <https://bit.ly/2Qfe9Zu>
- Gray, M., Coates, J. Yellow Bird, M. and Hetherington, T. (2016). *Decolonizing Social Work*. (Eds.). Routledge.
- International Federation of Social Workers (2014) Retrieved September 12, 2018 from <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
- Kirst-Ashman, K. K. (2013). *Human Behavior in the Macro Social Environment: An Empowerment Approach to Understanding Communities, Organizations, and Groups* (4th Ed.). Belmont, CA: Brooks/Cole.
- Lavitt, M. (2009). What is advanced in general practice? A conceptual discussion. *Journal of Teaching in Social Work*, 29, 461-473.

- Lum, D. (2011). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* (4th Edition). Sacramento, CA: Brooks/Cole.
- Mataira, P. J. (2016). The Politics of Indigeneity: Lessons learned and the implications for decolonizing social work education in Hawai'i. *Social Dialogues* Issue 15. (November). International Association of Schools of Social Work.
- McMurtrie, B. (2021). *What does trauma-informed teaching look like?* From Chronicle of Higher Education. Retrieved 8 August, 2021 from <https://www.chronicle.com/newsletter/teaching/2021-06-04>
- Miley, K. K., O'Melia, M., & DuBois, B. (2011). *Generalist Social Work Practice: An Empowerment Approach* (6th Ed.). Boston, MA: Pearson Education, Inc.
- Morelli, P. T., Mataira, P. J. & Kaulukukui, C. M. (2013) Indigenizing the Curriculum: The Decolonization of Social Work in Hawai'i. In *Decolonizing Social Work*. Mel Gray, John Coates, Michael Yellow Bird & Tiani Hetherington. (Eds.). Ashgate.
- NASW (2007). *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice*. Washington, DC: NASW Press.
- Netting, E. F., Kettner, P. M., McMurty, S. L., and Thomas, M. L. (2017). *Social Work Macro Practice*. New Jersey. Pearson.
- Saliebey, D. (2006). *The Strengths Perspective in Social Work Practice*. (4th Ed.) Boston, MA: Pearson Education, Inc.
- Say, R. (2004). *Values of Managing with Aloha*. Wailooka, HI: Ho'ohana Publishing Co.
- Sen, A. (2009). *The Idea of Justice*. Cambridge, MA: Harvard University Press.
- Smith, L., T. (2012). *Decolonizing Methodologies: Research and Indigenous People*. (2nd Ed.). London. Zed Books.
- Tamburro, A. (2013). Including Decolonization in Social work Education and Practice. *Journal of Indigenous Social Development*. Vol. 2. Issue 1. September.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural Humility versus Cultural Competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Undeserved*, 9, 117-125.
- Vincent, N. J. (2012). Exploring the integration of social justice into social work research curricula. *Journal of Social Work Education*, 48 (2), 205-222.
- Wilkinson, L. (2003). Advancing a perspective on the intersections of diversity: Challenges for research and social policy. *Canadian Ethnic Studies*, 35(3), 26-38.

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. Hawai`i Revised Statutes, Ch. 467E: Regulation the Practice of Social Work in Hawai`i
 - G. MSW Student Agreement Form
 - H. Social Work Student Update Form
-

APPENDIX A: CSWE Competencies

HPU MSW Program Competencies/Practice Behaviors

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: MSW Degree Plans

Master of Social Work (MSW) Regular 2-Year Degree Plan – Beginning Fall 2021					
FALL		SPRING		CREDITS	
SWRK 6100	Generalist Social Work Practice I	3	SWRK 6102	Generalist Social Work Practice II	3
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
			SWRK 6901	Graduate Practicum II	3
		12 CREDITS			15 CREDITS
SWRK Elective	Choose one elective (6001, 6002, 6003, 6801)	3	SWRK 7102	Advanced Practice with Diverse Families and Groups Integrative	3
SWRK 7100	Culture and Diversity in Advanced Practice	3	SWRK 7350	Seminar in Advanced Generalist Practice	3
SWRK 7101	Advanced Practice with Diverse Individuals	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 7103	Advanced Practice with Diverse Organizations and Communities	3
		15 CREDITS			Total 57 credits

Master of Social Work (MSW) 3-Year Degree Plan – Beginning Fall 2021					
FALL		SPRING		CREDITS	
SWRK Elective	Choose one elective (6001, 6002, 6003, 6801)	3	SWRK 6103	Generalist Social Work Practice III	3
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
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 7101	Advanced Practice with Diverse Individuals	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3
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 7103	Advanced Practice with Diverse Organizations and Communities	3
		9 CREDIT			12 CREDITS
					Total 57 credits

Master of Social Work (MSW) Advanced Standing Degree Plan – Beginning Summer 2021					
SUMMER	FALL	SPRING		CREDITS	
SWRK 6050	SWRK Elective	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3
Graduate Study of SW for Advanced Standing Students 3 credits	Choose one elective (6001, 6002, 6003, 6801)	3	SWRK 7350	Integrative Seminar in Advanced Generalist Practice	3
	Culture and Diversity in Advanced Practice	3	SWRK 7500	Social Welfare Policy II	3
	Advanced Practice with Diverse Individuals	3	SWRK 7901	Graduate Practicum IV	3
	Research Methods in Advanced Practice	3	SWRK 7103	Advanced Practice with Diverse Organizations and Communities	3
	Graduate Practicum III	3			15 CREDITS
		15 CREDITS			Total 30 credits

APPENDIX C: MLVA Focus

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 2021	Spring 2022
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 2022	Spring 2022
SWRK 7100: Culture & Diversity in Advanced Generalist Practice	SWRK 7103: Advanced Practice with Diverse Organizations and Communities
SWRK 7101: Advanced Practice with Diverse Individuals	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: Req to Change Enrollmt Status

Hawai'i Pacific University (HPU) School of Social Work Request to Change Enrollment Status Form

At the time of admission to the Master of Social Work (MSW) 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 (SWRK) 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: Course Withdrawal

HAWAI'I 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: _____ **Decision:** ☐ Approved ☐ Rejected

Date: _____

Explanation: _____

Director Signature: _____

Date: _____

_____ To be completed by Administrative Assistant _____

Date entered into tracking database: _____

Dates of previous withdrawals, if applicable: _____

APPENDIX F: HI State SW Practice

Selections from Hawai'i Revised Statutes, Ch. 467E Regulating the Practice of Social Work in Hawai'i

§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

Master of Social Work (MSW) Student Agreement Form¹¹

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

Have received information to access a copy of the 2021-2022 MSW Program Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website: <https://www.hpu.edu/chs/social-work/student-resources.html>.

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;

Will discuss these Academic and Professional Performance Standards with my SWRK faculty advisor if I have any questions and concerns; and

Understand that I am bound by these Academic *and* Professional Performance Standards while I am a student in the Hawai'i Pacific University 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 (2021-2022) and HPU Academic Catalog (2021-2022), 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 6, 2021**.

APPENDIX H

Social Work Student Update Form (2021-2022)¹²

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

Student I.D. Number: _ @ _____

Student Full Name: _____

Student Preferred Nickname: _____

Best mailing address:

Best phone number(s): _____

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

HPU email address: (PLEASE print clearly): _

_____@my.hpu.edu

Note: *Students are required to utilize their HPU campus email address.*

Educational level:

Undergraduate Program: ☐ BSW Junior ☐ BSW Senior **MSW Regular Program Full**
Time: ☐ Year I ☐ Year II ☐ Year I

MSW Regular Program Part Time: ☐ Year I ☐ Year II
☐ Year III ☐ Year IV

MSW Advanced Standing Full Time: ☐

MSW Advanced Standing Part Time: ☐ Year I ☐ Year II

(Optional: For CSWE annual reporting purposes) I consider my ethnicity to be:

¹² Submit this form to the MSW Program Director by **September 6, 2021**.