

MASTER OF SOCIAL WORK DEGREE PROGRAM STUDENT HANDBOOK 2024-2025



SCHOOL OF SOCIAL WORK

COLLEGE OF LIBERAL ARTS

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

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PREFACE

The MSW Student Handbook 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 MSW Practicum Handbook, the Hawai'i Pacific University Academic Catalog, and the Hawai'i Pacific University (HPU) Student Handbook, which are available online at the following URLs:

- MSW Practicum Handbook:
<https://www.hpu.edu/cla/social-work/student-resources.html>
- HPU Academic Catalog:
[hpu-catalog-1720665356383](https://www.hpu.edu/academic-catalog)
- HPU Student Handbook:
<https://www.hpu.edu/student-life/files/student-handbook.pdf>

The curriculum, policies, and procedures set forth in the MSW Student Handbook are in effect for the 2024-2025 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2024-2025 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 2022 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).



WELCOME MESSAGE

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, HPU Student Handbook, 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.

As a student accepted into HPU's Social Work Program, you will have many learning opportunities beyond the classroom. You are eligible for membership in the Social Work Student Organization, the National Association of Social Workers (NASW), 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 humble lifelong learners, 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, 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!



Danielle Giroux, PhD., LSW
Associate Professor & MSW Program Director, School of Social Work

BRIEF HISTORY OF HAWAI'I & HPU LAND ACKNOWLEDGEMENT

Before beginning a course of study at any institution, it is important to be aware of the history of your location. HPU is situated in Honolulu on the island of O'ahu.

The Hawaiian Islands were first settled by Polynesians between 124 and 1120 AD (circa). Just Prior to the first arrival of Europeans, Captain James Cook and his crew, in 1778, the inhabitants of the Hawaiian Islands lived in a highly organized, self-sufficient, social system, with a sophisticated language, culture, religion and a land tenure that bore a remarkable resemblance to the feudal system of ancient Europe. The Hawaiian Kingdom was governed based upon a system of common law, which consisted partly of the ancient kapu (taboo) and the practices of the celebrated Chiefs, that had been passed down by tradition since time immemorial. The monarchical government of the Hawaiian Islands was established in 1810 by King Kamehameha I¹ who unified and ruled the islands from 1810 until his death in 1819.

American immigration, led by Protestant missionaries, began in the early 1800's almost immediately after Cook's arrival. Americans set up plantations to grow sugar. Their methods of plantation farming required substantial labor which resulted in waves of permanent immigrants from Japan, China, and the Philippines to work in the fields. To counter the strong possibility of foreign encroachment on Hawaiian territory, His Majesty King Kamehameha III dispatched a Hawaiian delegation to the United States and Europe with the power to settle difficulties with other nations and negotiate treaties. In 1843 the Hawaiian Kingdom was recognized as an independent kingdom by the British and French governments and received assurances from US president that the US would recognize Hawai'i's independence. In 1875, Hawai'i and the US established the Reciprocity Treaty, a free-trade agreement between the United States and the Hawaiian kingdom that guaranteed a duty-free market for Hawaiian sugar in exchange for special economic privileges for the United States that were denied to other countries.²

In 1887 King Kalākaua was forced to accept a new constitution in a coup by the Honolulu Rifles, an anti-monarchist militia. The constitution was proclaimed by the king after an armed militia demanded he sign it or be deposed. The document stripped the King of most of his personal authority, disenfranchising the rights of most Native Hawaiians and Asian citizens to vote, through excessively high property and income requirements, and empowering the legislature and establishing a cabinet government. It has since become widely known as the "Bayonet Constitution" because of the threat of force used to gain Kalākaua's cooperation.

Queen Lili'uokalani, who was an inspirational leader deeply loved by her people, succeeded Kalākaua in 1891. She tried to abrogate the new constitution, was placed on house arrest, and later overthrown in 1893, largely at the hands of the Committee of Safety. Hawai'i was briefly an independent republic until the U.S. annexed it through the Newlands Resolution on July 4,

¹ <https://www.hawaiiankingdom.org/political-history.shtml>

² <https://www.britannica.com/event/Reciprocity-Treaty-of-1875>

1898, which created the Territory of Hawaii. On the morning of December 7, 1941, hundreds of Japanese fighter planes attacked the American naval base at Pearl Harbor near Honolulu. The surprise attack destroyed nearly 20 vessels, killed more than 2,000 American soldiers and propelled the United States into World War II and caused the contiguous US to firmly recognize Hawai'i as a part of the US³. Hawai'i became the 50th U.S. state on August 21, 1959, following a referendum in Hawai'i in which more than 93% of the voters approved the proposition that the territory should be admitted as a state. By then, most voters within Hawai'i were not Native Hawaiian, and the 1959 referendum did not have an option for independence from the United States.

Despite all the losses that happened to a once thriving kingdom, Native Hawaiians are resilient and resistant. Since the 1970s, a cultural renaissance has taken place in which Hawaiian language immersion schools have been built. Cultural pride is being restored through reclaiming cultural arts and practices, and Hawaiian political activists, leaders, and scholars have shared new information, such as the Ku'e petitions opposing annexation to the United States, which was signed by over 39,000 people (nearly all the residents of the Hawaiian kingdom in 1897). Younger generations are learning cultural protocols to engage in the environmental and spiritual realm, including sacred sites.

HPU recognizes that the land where the campus resides was originally Native Hawaiian land and in 2022 created the JEDI (Justice, Equity, Diversity and Inclusion) committee which has formulated the following land acknowledgement statement:

We would like to begin by acknowledging the 'āina on which we gather today, the root culture, and the Indigenous People of Hawai'i. We also acknowledge how their wisdom and love have shaped Hawai'i in sustainable ways that allow us to enjoy these gifts today. We recognize the pain, sorrow, and multiple intergenerational losses that have been and continue to be inflicted on Kānaka Maoli. As an HPU community, both Indigenous and allies, we offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to learn, grow, work, and live in solidarity with one another. We commit to honoring Aloha, Pono, & Kuleana. Holomua Me Ka 'Oia 'i'o (move forward with truth).

“Ancestors of the people of Oceania establishes a legacy of core values and beliefs, including spiritual strengths, collectivity, inclusivity, reciprocity, and reverence for environmental and human relational gifts, as a foundation which subsequent generations of Pacific people could build their lives across time and space”(p2).⁴ In an attempt to uphold this legacy, HPU has espoused the core values of Pono, Kuleana, and Aloha. HPU describes these values as follows:

PONO, meaning righteous, honest and moral, and an energy of necessity.
KULEANA, meaning responsibility and rights, and concern for all interests, property, and people.

³ <https://www.history.com/topics/us-states/hawaii>

⁴ Vakalahi, H. & Godinet, M (2014). Transnational Pacific Islander Americans and Social Work. NASW Press, Washington DC.

ALOHA, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.⁵

The social work program aspires to teach and live in accordance with these core values, and as an MSW student at HPU you will be asked to deeply reflect on what these values mean for you personally and how you may live these values in your social work practice.

POSITIONALITY STATEMENT

The HPU SWRK program recognizes the colonized history of Hawai'i that resulted in profound and pervasive intergenerational losses and cultural trauma. As a diverse faculty, we aim to inspire, teach, and guide students to engage in critical self-reflection and embrace decolonization and Indigenization efforts within their classroom learning and fieldwork placements. When possible, we advocate for inclusion of cultural protocols and practices, and view practice-based evidence as equally meritorious to Western theoretical practice approaches and evidence-based treatment. HPU's faculty and staff aim to lead by example in demonstrating the values of Aloha, Pono and Kuleana. We commit to the incorporation, perpetuation, and celebration of Hawaiian worldviews and emerging knowledge with students in our MSW program. Through experiential learning about the Hawaiian culture as the root culture of the Hawaiian Islands, students will gain a more in-depth understanding of what truly happened and identify how such historic events will help inform their own sense of self and cultural identity.

To minimize re-colonization and cultural appropriation, we encourage students to substantiate and recognize their relationship to Hawai'i; more importantly, to Native Hawaiian people, their culture, and the 'aina. This requires an acknowledgement of one's "positionality" which is a declaration; a clear statement of who one is, as a guest to these islands. The profession of social work is grounded within a set of core skills, values, and competencies and draws from a body of theoretical knowledge and practice principles. Much of the distinct culture and characteristics of the profession are however, inherently centered on continental American – 'western' - dominance, history, and values. Exploring and affirming decolonization and indigenization and its application within our program is challenging, however it is fundamentally imperative to our strategic importance and relevance within the Asian and Pacific region. On a more programmatic note, in relation to how we design our curriculum, and for whom, are critical questions we constantly assess, consult about, review, and where necessary, take appropriate action.

⁵ <https://www.hpu.edu/about-us/mission-vision-values/index.html>

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, masters, and doctoral 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. 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 programs 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, 2024-2025)

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 the 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 online or as hybrid, which is a blend of in-class and online sessions.

During 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 are part of the College of Liberal Arts, located at HPU Downtown Campus at Waterfront Plaza, 500 Ala Moana Boulevard, Building-6 Suite 313, Honolulu, HI 96813. Although Suite 6313 is where the Dean of Liberal Arts and the administrative support staff are located, the BSW and MSW faculty offices are located in Waterfront Plaza Building 1 on the 4th floor.

ACCREDITATION

The Council on Social Work Education (CSWE) initially awarded full accreditation to HPU's MSW program in June 2009 and the program remains fully accredited today. 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 (2022), 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 COMPETENCIES AND BEHAVIORS

Graduate students are expected to achieve the core competencies (CC) and practice behaviors based on the Program's mission statement and the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). "EPAS supports academic excellence by establishing thresholds for professional competence" (CSWE, 2022). Refer to appendix A for a full description of the core competencies and behaviors for the foundation and advanced courses.

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 COURSES: 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 for 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 provides 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 COURSES: The rationale for the advanced courses is to move students from a foundational beginning knowledge base to advanced generalist social work practice with one of two specific populations (military and veterans or indigenous and international communities) through students' application of social work theories and models with a particular focus/concentration on developing cultural humility. Specifically, the advanced courses expand 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 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. Similarly to the foundation courses, 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 on the students' personal and professional growth and advancement. We focus on developing practitioners who can be critically self-reflective, reconcile and manage personal value conflicts, understand the importance of lifelong learning, and 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 that intersectionality and culture 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 TRADITIONAL 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 five semesters. Students also have the option of completing the program at a slower pace within eight semesters.

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). Advanced standing students who attend the program full-time will be able to complete the program in one year (3 semesters). Those who attend the Advanced Standing program part-time can expect to complete their course work within five semesters.

MSW CURRICULUM

Approved by the International Federation of Social Workers (IFSW)⁶ General Meeting and the International Association of Schools of Social Work (ASSW)⁷ in July 2014, social work is defined as:

⁶ <https://www.ifsw.org/>

⁷ <https://www.iasw-aiets.org/>

“...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)⁸

“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, 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).

⁸ <https://www.cswe.org/accreditation/info/2022-epas/>

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)⁹. 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)¹⁰ 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.

⁹ Lavitt, M. (2009). What is advanced in general practice? A conceptual discussion. *Journal of Teaching in Social Work*, 29, 461-473

¹⁰ 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

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.

Na'au Ha 'aha'a (to be humble hearted): Cultural Humility Framework from a Kānaka Maoli lens

Cultural Humility Framework To understand cultural humility in relation to cultural competence from a kānaka maoli or Native Hawaiian perspective requires an understanding of form and essence. These concepts were first introduced by well-respected kānaka maoli cultural practitioners, Richard and Lynette Paglinawan (Martin, Paglinawan, & Paglinawan, 2014).

Form - Cultural Competence – Becoming Culturally Competent

Form focuses on tasks, policies, procedures, and structure and relies upon processing in the cognitive mind. In the context of our SSW program generalist degree focusing on cultural relevance, form refers to the development of cultural competence as a foundation to build upon.

Essence – Cultural Humility – Practicing Cultural Humility

Essence focuses on our disposition and how we come across through interactions with individuals, families, and communities. It emphasizes the processes of our interactions and listening deeply to our intuitive, inner knowing of how to conduct oneself. Tuning into one's essence relies upon processing in the na'au or visceral mind. "For Native Hawaiians, understanding and wisdom are not attained through the cognitive mind alone ...but rather through the visceral mind located in the na'au (seat of Hawaiian intellect, "gut feeling"; "guts" (Martin, Paglinawan, & Okamoto, 2021). Cultural humility can also be conceptualized through the following 'ōlelo no'eau (Hawaiian proverb):

Ku'ia ka hele i ka na'au ha'aha'a.
Humble walks the humble hearted.

A humble person walks carefully, so as not to hurt others" (Pukui, 1997, p. 201)¹¹.

Na'au ha'aha'a is translated as humble hearted. To practice cultural humility requires an individual to have a humble attitude and a compassionate heart. It also requires an individual to

¹¹ Pukui, Haertig, & Lee (1986). Hawaiian Dictionary. Hawaiian-English, English-Hawaiian. Honolulu: University of Hawaii Press.

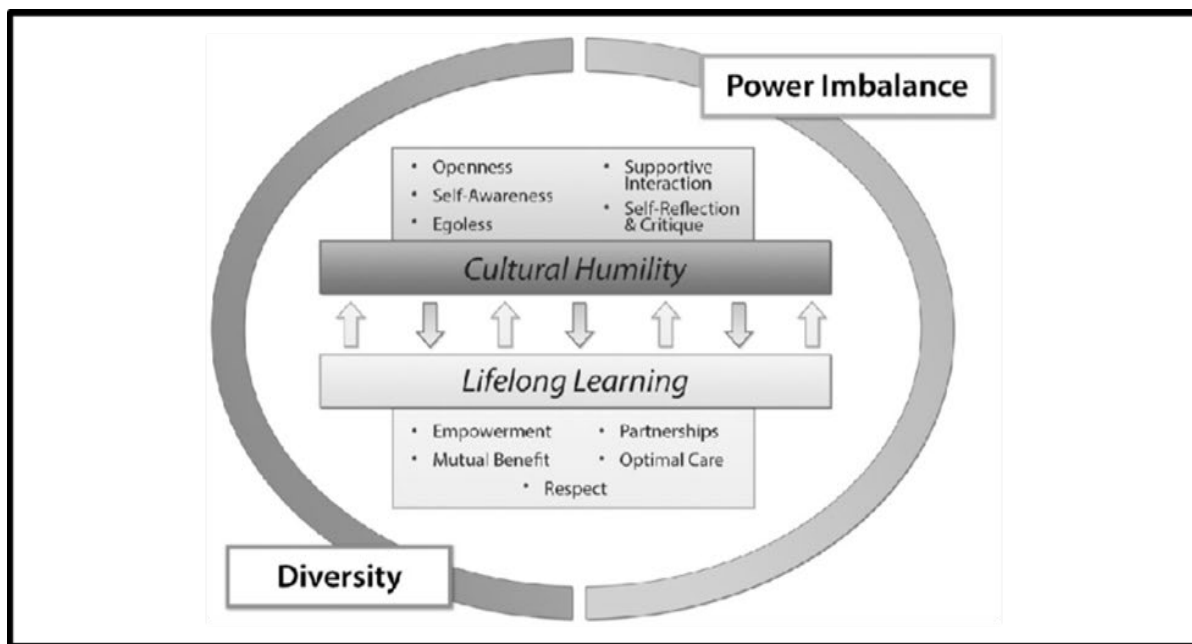
be mindful of adversaries (mindsets, operations, policies, and procedures that do not align with the outcome of uplifting and leading to the betterment of those served. Metaphorically, one can picture a puka ha‘aha‘a or low door when entering a space of service (e.g., within a given community, or into the lives of children and families that are served by social workers). The ultimate goal of practicing cultural humility is to become a *welcomed guest vs an unwelcomed intruder* in people’s lives and to *address power imbalances to work toward empowering those that are served*. Through in-depth analysis of the current literature, Foronda, Baptiste, Reinholdt, and Ousman (2016)¹² define cultural humility as a concept and the results achieved in the following manner:

In a multicultural world where power balances exist, cultural humility is a process of openness, self-awareness, being egoless, and incorporating self-reflection and critique after willingly interacting with diverse individuals. The results of achieving cultural humility are mutual empowerment, respect, partnerships, optimal care and lifelong learning. (p. 213) (see Figure 1)

The movement toward cultural humility is more than focusing on skills and information about various cultures. It is a lifelong journey which implies that,

one must strive for learning at the highest level of learning; that of transformation (Mezirow, 1991)¹³. Cultural humility involves a change in overall perspective and way of life. Cultural humility is a way of being. Employing cultural humility means being aware of power imbalances and being humble in every interaction with every individual. This process will not happen immediately, but it is speculated that with time, education, reflection, and effort, progress can be made (as cited by Foronda et al., 2016, p. 214).

Figure 1: A Concept Analysis of Cultural Humility

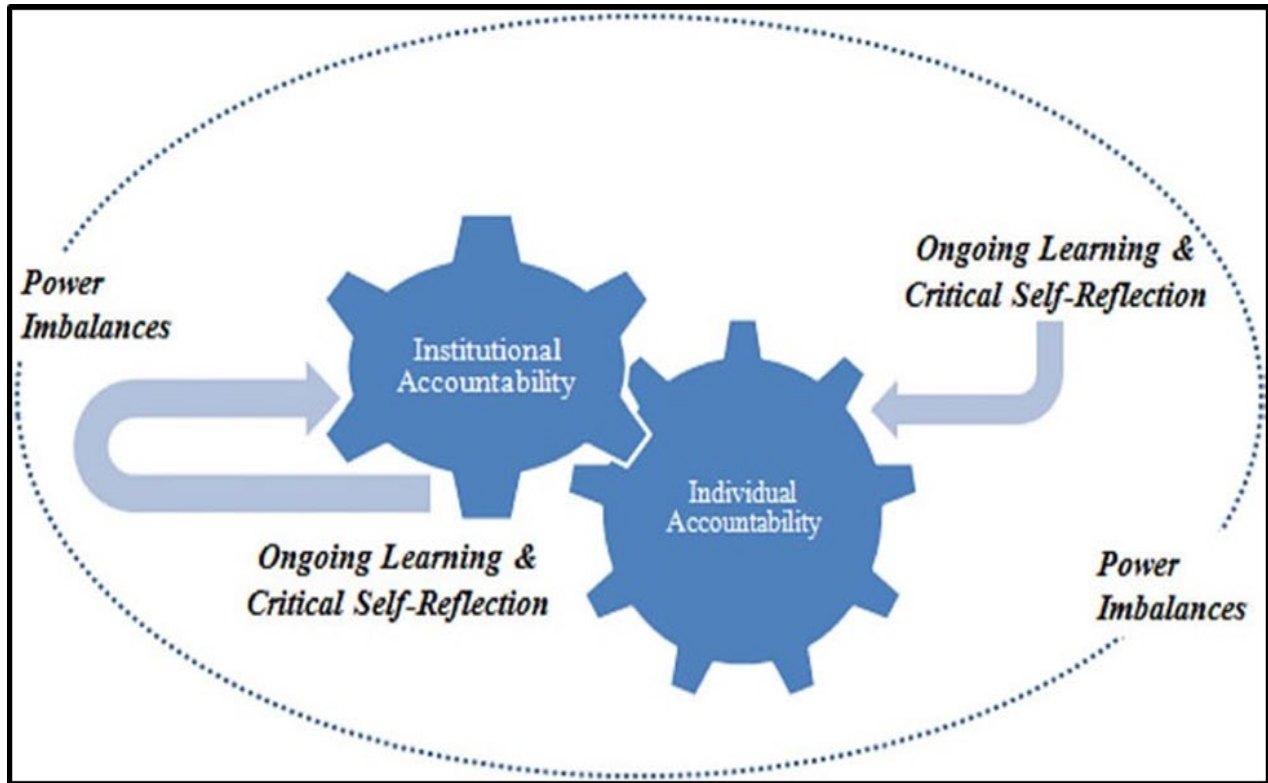


¹² Foronda, C., Baptiste, D. L., Reinholdt, M.M., and Ousman, K. (2016). Cultural humility: A concept analysis. *Journal of Transcultural Nursing*. Vol. 27 (3). 210 -217. DOI: DOI: 10.1177/1043659615592677 tcn.sagepub.com

¹³ Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Link to HPU Mission, Vision, and Values: <https://www.hpu.edu/about-us/mission-vision-values/index.html>

Figure 2: Cultural Humility Individual and Institutional Accountability

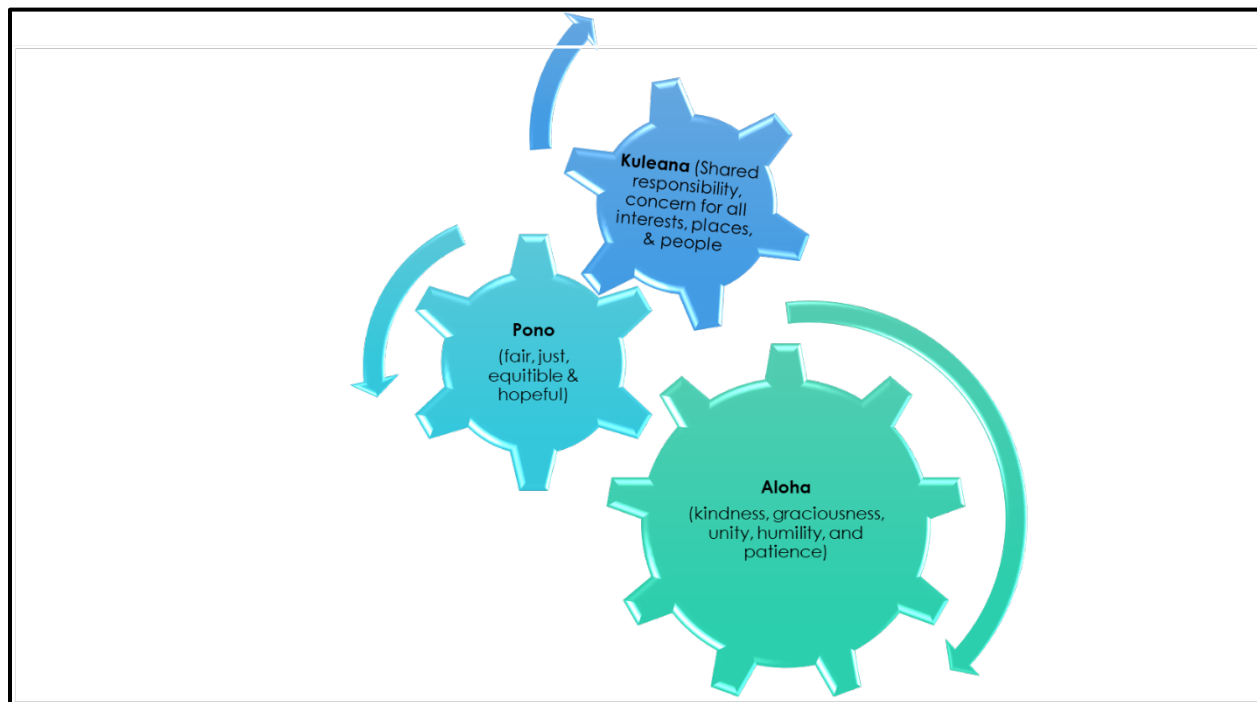


The graphic above depicts gears which communicate that cultural humility is a process of lifelong learning and critical reflection for both individuals and institutions. It is an process of in-depth self reflection at the individual or institutional level as well as working toward addressing power imbalances. Thus, the permeable circle reflects individual and structural power imbalances, which are malleable when power is recognized and leveraged. (Fisher-Borne, 2014)¹⁴.

To operationalize cultural humility from a Native Hawaiian perspective based on an adaptation of the framework offered by Fisher-Borne, Cain, and Martin (2016), the individual and institutional gears are conceptualized as incorporating three key Hawaiian values that comprise the HPU core values: (Definitions and concepts noted here are from the Hawaiian Dictionary (Pukui, Haertig, & Lee, 1986); Aloha Spirit Law, 1986; Trauma Informed Care Principles (SAMSHA, 2014); and ‘Ike Kupuna (Elder Wisdom). Figure 3 depicted below illustrates the interconnected nature of the Hawaiian values that offer guidance in how to practice cultural humility.

¹⁴ Fisher-Borne, M., Cain, J.M., and Martin, S.L. (2014). From mastery to accountability: Cultural Humility as an Alternative to Cultural Competence. Social Work Education. 34 (2), 165-181 <http://dx.doi.org/10.1080/02615479-2014.977244>

Figure 3: Cultural Humility Operationalized through Native Hawaiian Values



1. **Aloha** – Aloha refers to a mutual regard and affection and extends a warmth in caring with no obligation in return. It is the essence of relationships in which each person is important to every other person for the collective existence (Aloha Spirit Law, 1986). Thus, recognizing the value of individuals and remaining genuinely curious about who they are rather than presupposing to know who they are is paramount to function in a cultural humble manner.
2. **Pono** – Pono refers to the following 3 key processes; 1) to come with good intentions and work toward balance and harmony; 2) to be fair, just, and equitable, and perhaps most importantly when serving oppressed individuals is 3) to keep hope alive (Burgess, 2013). Therefore, to be culturally humble is to recognize that historical and cultural trauma has occurred, to be responsive to cultural, ethnic, gender, and racial needs of those being served, and to leverage the healing value of traditional cultural connections (SAMSHA, 2014). To be pono is not easy. It requires one to strive to be fair and just in all relationships and seek justice and decent paths in one’s dealings & decisions. As a culturally humble practitioner, researcher, or policy maker, this value calls upon an individual to strive for justice and work toward decolonization and anti-oppressive practice with respect to clients.
3. **Kuleana** – Kuleana refers to a birthright to carry kuleana, a privilege to be trusted with kuleana, and a shared responsibility to ensure the wellbeing of the person(s) or community served. To carry one’s kuleana graciously involves embracing an aloha mindset/attitude and the acceptance of responsibility as [honorable] duty, not as reward, but because it is the pono (correct, just, fair) thing to do (Peter Apo, 2012).

‘Ike Kupuna (ancestral and elder wisdom) Provided by:

Pilahi Paki, initiator of the Aloha Spirit Law (also trained Puanani Burgess and others on Hawaiian philosophy & worldview), Honolulu, O’ahu
Richard Paglinawan, MSW, Hawaiian cultural practitioner (trained by Mary Kawena Pukui), Nu’uanu & Kahulu’u, O’ahu
Alex Pua`a, kupuna (elder) Hawaiian cultural practitioner, Kaunakakai, Moloka`i & Waimanalo, O’ahu
Puanani Burgess, lawyer, “Building a Beloved Community” Curriculum designer and implementor, Wai’anae, O’ahu

Essential Skills for Culturally Humble Practice

Culturally humble practice calls upon social workers to engage in: 1) *Active Listening* (tangible feedback to let the client know the social worker is listening); 2) *Reflective Listening* (hear what is meant by the client from his/her perspective and share that deeper understanding back with the client); 3) *Reserving Judgement* (conscious effort to remain open and accepting of the client’s perspective while aware of one’s potential biases and stereotypes); and 4) *Entering the Client’s World* (experiencing the client’s culture and cultural experiences without retreating physically, psychologically or emotionally) [with a humble heart] (Ortega & Faller, 2011)¹⁵.

The NASW’s Standards and Indicators for Cultural Competence in Social Work Practice (2022) “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,2022, 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 & Furuto¹⁶, 2001; Lum, 2011¹⁷). 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, 2017¹⁸). 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

¹⁵ Ortega, R.M and Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective; a paradigm shift. *Child Welfare*. 90(5):27-49.

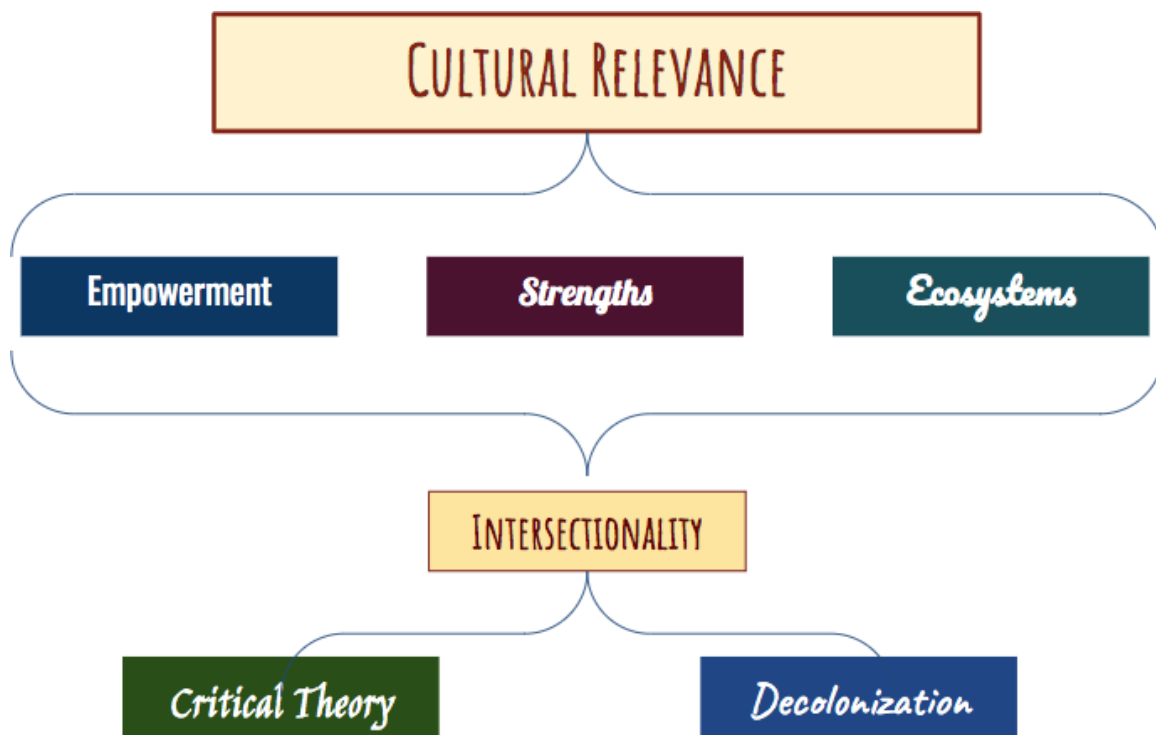
¹⁶ Fong, R., & Furuto, S. (Eds.). (2001). *Culturally competent practice: Skills, interventions, and evaluations*. Needham Heights, MA: Pearson.

¹⁷ Lum, D. (2011). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* (4th Edition). Sacramento, CA: Brooks/Cole.

¹⁸ Netting, E. F., Kettner, P. M., McMurty, S. L., and Thomas, M. L. (2017). *Social Work Macro Practice*. New Jersey: Pearson.

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, 2016¹⁹), self-reflection and sincerity (Trevallon and Murray-Garcia, 1998²⁰; see also Smith, 2012²¹).

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 & Miley²², 2011: p. 21)

¹⁹ 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

²⁰ 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

²¹ Smith, L., T. (2012). *Decolonizing Methodologies: Research and Indigenous People*. (2nd Ed.). London. Zed Books

²² DuBois, B., & Miley, K. K. (2011). *Social Work: An Empowering Profession* (7th Ed.). Boston, MA: Pearson Education, Inc

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 creating events that shape their lives” (Medley et al., 2011²³, 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 (2006²⁴, 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. The inherent strengths of culture for families have been identified as a protective factor for Aboriginal children. 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

²³ Government of South Australia (2016) <https://bit.ly/2Qfe9Zu>

²⁴ Saleebey, D. (2006). *The Strengths Perspective in Social Work Practice*. (4th Ed.) Boston, MA: Pearson Education, Inc.

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 fits together, how they adapt to one another” (Greifs, 1986, as cited in Miley, O’Melia, & DuBois, 2011²⁵, 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 schemas translate into how the ecosystems perspectives are applied to the helping process model of generalist social work practice – engagement, assessment, planning,

²⁵ Miley, K. K., O’Melia, M., & DuBois, B. (2011). *Generalist Social Work Practice: An Empowerment Approach* (6th Ed.). Boston, MA: Pearson Education, Inc

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 themselves 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, 2017²⁶). 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, 2017²⁷).

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 engage in culturally competent practice. Grounded in critical theory, Young (1990, as cited in Vincent, 2012²⁸, 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,

²⁶ Price, A. (2017) Indigenous Feminism: An Intersectional Approach to a Marginalized Population

²⁷ 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

²⁸ Vincent, N. J. (2012). Exploring the integration of social justice into social work research curricula. *Journal of Social Work Education*, 48 (2), 205-222

and macro. However, Sen (2009²⁹) 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, 2012, p. 207) and actively work towards decolonization (Tamburro, 2013³⁰. Gray, et al, 2016³¹; Morelli, et al, 2013³²). 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, or demonized.

Issues such as cultural assimilation, enslavement, oppressive residential schools, stolen lands, sickness and disease have had drastic effects. 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.

²⁹ Sen, A. (2009). *The Idea of Justice*. Cambridge, MA: Harvard University Press

³⁰ Tamburro, A. (2013). Including Decolonization in Social Work Education and Practice. *Journal of Indigenous Social Development*. Vol. 2. Issue 1. September

³¹ Gray, M., Coates, J. Yellow Bird, M. and Hetherington, T. (2016). *Decolonizing Social Work*. (Eds.). Routledge

³² 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*

ADVANCED GENERALIST SOCIAL WORK PRACTICE

In accordance with the NASW Standards and Indicators for Cultural Competence in Social Work Practice (2022), “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 (2000³³, 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, 2011³⁴, p. 251). Both of

³³ Fellin, P. (2000). Revisiting multiculturalism in social work. *Journal of Social Work Education*, 36(2), 261-278.

³⁴ Daniel, C. A. (2011). Lessons learned: Pedagogical tensions and struggles with instruction on multiculturalism in social work education programs. *Journal*

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 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, 2016³⁵).

MSW CURRICULUM DESIGN

Foundation courses. The rationale for the foundation courses 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; which provides opportunities for deeper understanding with not only Native Hawaiians but are shared issues/concerns by other indigenous groups. This level of focus may help students understand the multidimensions of culture within Hawai`i that contribute to oppression, marginalization, alienation, as well as acknowledge privilege and power for our clients.

This is accomplished in two ways:

1. 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 for students to understand the social worker role and expectations of the NASW Code of Ethics, building professional boundaries, the use of supervision, and the development of a professional demeanor.
2. The MSW coursework focuses on developing strong critical thinking skills, knowledge building, and beginning skill development - again with a particular emphasis on the unique cultures within Hawai`i, which not only include a multitude of diverse ethnic groups, but also includes every branch of military service and various veteran-centric resources. To accomplish this goal, courses are structured to utilize appropriate theoretical frameworks that focus 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.

of Social Work Education, 30 (3), 250-265

³⁵ 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.

Advanced generalist courses. Advanced generalist courses move students from a foundational 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 courses expand 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 can 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.

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 can be critically self-reflective, reconcile and manage personal value conflicts, understand the importance of lifelong learning, and 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, 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.

Foci courses. The MSW program has two specialized foci; Global Indigenous Social Work Practice and Military and Veteran Social Work Practice. These foci adhere to the advanced generalist model because students receive training on all system levels. However, each of these foci offers training and perspectives that may be unique to their respective populations. To design this curriculum the faculty drew from personal experiences, advisory board suggestions, and feedback from practitioners in the field, to determine the types of challenges and job functions MSW social workers may experience when working with military and veteran populations or Indigenous peoples and communities.

1. ***Global and Indigenous Focus***

This focus requires students to complete three specialized advanced courses and two Ho'ike courses. Specialized courses focus on understanding various indigenous social work frameworks and learning how to integrate these into self-reflective practice, working at the macro level to address program sustainability and funding needs for

non-profits, and addressing trauma and healing at the individual, family and community level. 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.

2. *Military and Veterans Focus*

This focus requires students to complete three specialized advanced courses and two Ho"ike courses. Culturally competent advanced generalist practice includes the knowledge and skills to work within military and federal system "cultures" that maintain traditions, values, and roles which social workers may encounter. This includes knowledge of: (1) the attitudes and priorities set-out from military service, and how those impacts on the experiences of active-duty service members; (2) how readjustment from active-duty affects service members and their families; (3) the unique social issues that emerge from military experiences as veterans (e.g., traumatic stress, service-connected disabilities); and (4) the application of a strengths, empowerment, and eco-systems model towards assessment and intervention to assist active-duty, National Guard, Reserve, and Veterans towards higher quality lives and functioning.

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

- I. *Social Work Theory courses* cover 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 6100, SWRK 6102, SWRK 6103) *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 7100, SWRK 7102, and SWRK 7103)
- II. *Field Practice (Practicum)* combines knowledge and skills learned in HBSE and Methods courses and applies these 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)
- III. *Social Work Research* courses form the foundation of evidence-based practice (EBP) that informs social work learning and practice. (SWRK 6300, SWRK 7300/7301, and SWRK 7350/7351)
- IV. *Social Welfare and Social Policy* courses focus on policy analysis, policy advocacy, as well as law and ethics for social work practice. (SWRK 6500)
- V. *Social Work Specialization* courses provide students the opportunity to further support their area of interest. (SWRK 7401, SWRK 7402, SWRK 7403, SWRK

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 6100: Theories of Working with Individuals

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: Theories of Working with Groups and Families

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 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.

SWRK 6103: Theories of Working with Organizations and Communities

This course is designed to teach MSW students about methods of working at the macro level with organizations and communities.

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: Research Methods

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.

SWRK 6500: Social Welfare Policy

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 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 and SWRK 6100 or admission into Advanced Standing Program)*

SWRK 7102: Advanced Practice with Diverse Families and Groups

The 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 admission into Advanced Standing Program)*

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 admission into Advanced Standing Program)*

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 admission into Advanced Standing Program)*

SWRK 7901: Graduate Practicum IV³⁶

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)

In this course students complete their Portfolio Paper. The Student Portfolio Paper asks students to reflect upon their experiences throughout the MSW program and to write about their personal development in each of the nine CSWE core competencies. An outline and rubric for the Student Portfolio Paper can be found in appendix C.

MSW MILITARY AND VETERAN AFFAIRS FOCUSED CURRICULUM

SWRK 7601: Military and Veteran Practice

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.

SWRK 7602: 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 7603: Clinical Diagnosis and Treatment

This course will provide an overview of DSM-5 diagnoses that social workers are likely to see in different arenas of practice or on the ASWB exam. This course will teach students how to use the DSM-5 to make a diagnosis, how to write appropriate time limited and measurable treatment goals, and how to match appropriate treatments with the assigned diagnoses.

MSW GLOBAL AND INDIGENOUS FOCUSED CURRICULUM

³⁶ 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.

SWRK 7401: Indigenous Ways of Knowing and Being

This course explores Indigenous ways of knowing, being, and doing which acknowledges not only knowledge development, but also how people interact with the world around them. Emphasis will also be placed on personal identity/positionality in relation to Indigenous knowledge development and creating opportunities to interact with the environmental, spiritual, and human realms. In this course, students will also recognize the importance of their personal identity, particularly cultural identity, belonging, and insistence/resistance from an Indigenous perspective and also for themselves. Through in-depth reflection, direct engagement in the community including a culturally immersive experience, and class discussions, and course readings, students will gain awareness and insight into the importance of cultivating well-being and balance when considering issues of socio-cultural change for themselves and for Indigenous communities in Hawai'i and around the world

SWRK 7402: Trauma, Healing, and Reconciliation

This course explores different levels of traumatic injuries, the methods of recovery, reconciliation, and healing interventions at the micro-, mezzo-, and macro-levels of practice. Special emphasis of the course will include intergenerational, historical and cultural trauma, cultural reclamation, community outcomes, and cultural ramifications as it relates to Indigenous communities and community members. Further content includes trauma, resilience, and posttraumatic growth at the individual, family, and community levels.

Students will learn about how traumatic events have continued to occur historically and currently within Hawai'i, across the US (United States) and globally. For context, students will be asked to understand their own familial history as it relates to past traumatic events and critically analyze the impact of current local, national, and international efforts towards healing and reconciliation, as well as environmental and restorative justice. Lastly, students will learn about current interventions used towards traumatic stress recovery among individuals.

SWRK 7403: Program Sustainability: Funding, Administration, and Evaluation

This course focuses on nonprofit grant writing, grant management and business writing skills. Students will learn about how to operationalize evaluation data and learn to work with non-profit social service agencies towards developing strategic plans, business plans, and consider various sources of revenue. Emphasis will be placed on understanding grant writing and reporting on grant deliverables. Students will learn social entrepreneurship models as well as western and Indigenous approaches to program evaluation. Through course assignments, in-depth class discussions, and course readings, students will develop increased insight about their role in program development, funding, sustainability, and evaluation and its implications for community wellbeing.

Ho'ike (Culminating Project)

In the final semester of study, MSW students will complete two major assignments which demonstrate the culmination of their learning throughout the program. These assignments are referred to as Ho'ike. A Ho'ike is the sharing of knowledge, and 'Ike is something that develops over time. Ma ka hana ka 'ike, in doing, one learns, or insight comes from experience. Moke Ka'apana, by our actions, we are known. The two Ho'ike that students complete are the Capstone and the Student Portfolio Paper.

The capstone is a research project, policy analysis, program evaluation, or comprehensive review of the literature, which focuses on an area of the student's interest.³⁷ Students are expected to submit their capstone project for presentation at the HPU student symposium or a professional conference. An outline for the student capstone project can be found in appendix D.

SWRK 7300/7301: Ho'ike Proposal

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 admission into Advanced Standing Program*)

SWRK 7350/7351: Ho'ike Integrative Seminar

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*)

METHODS OF INSTRUCTION

The MSW program is offered exclusively online. Courses have a mix of synchronous and asynchronous learning accompanied by on-the-ground field experiences for students. All courses will be delivered through Online Campus and use the LMS Canvas. Online Campus enables a variety of live, small-group class sessions that are accessed online. These technology solutions enable instructors to simultaneously lead group discussions, customize the virtual classroom to their individual styles and display a variety of documents, images, charts, notes and videos. All students will attend weekly 90-minute online classes that will be recorded and provided in the Online Campus to allow students to revisit the courses at their leisure. Online Campus also enhances collaboration by allowing students to interact during class sessions using face-to-face online interaction, establish breakout groups for student discussion and group work and share projects onscreen for group feedback. 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 Canvas 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.

³⁷ <https://www.hpu.edu/about-us/student-success/capstone-symposium/index.html>

ENROLLMENT OPTIONS

According to the HPU Academic Catalog (2024-2025), “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. Traditional students have the option of a 5-semester or 8-semester plan of study, while advanced standing students may complete the program in 3-semesters.

Full-time Study

HPU considers graduate students taking 9-credit hours of courses per semester as full-time, which is also the minimum credit hours to qualify for financial assistance. Traditional and advanced standing full-time students can expect to complete 9-12 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 traditional students will take 6-9 credits per semester for eight semesters.

In order for students to take courses in sequence, they must meet with their Social Work Faculty and 2U partner advisers prior to registration to develop and review their Plan of Study, and to obtain any necessary course approvals. 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 Status³⁸

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 necessarily reduce the number of semesters that it will take to complete the program.

To obtain approval to change enrollment status, students must submit a written request by completing the Request to Change Enrollment Status form (found in Appendix E) 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.

³⁸ The student must complete and submit the Request to Change Enrollment Status form (Appendix E) to the MSW Program Director for approval.

Directed Study

According to the HPU Academic Catalog “Directed Study courses are tutorial courses that are offered only under exceptional circumstances. They are approved only on a case-by-case basis for students who are unable to complete course requirements in the regular scheduled classroom setting or via an online course offering.” Please note that directed study does not expedite the completion of the MSW program. Consideration for offering a directed study course includes, but is not limited to, having a qualified 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. The Directed Study request form can be found here: <https://www.hpu.edu/registrar/academic-forms.html>

FIELD EDUCATION

Students will complete a welcome call with a member of the field placement team. During this call the placement team will gather information about the student’s background and preferences. Once this Welcome Call is complete the 2U Placement team will begin outreach to agencies on the student’s behalf. Once a site match is identified, the Placement teams get the site approved by the Field Education Director. Upon approval the student will receive an email with details about the site match and instructions on the next steps. Typically, students will need to contact the site supervisor or site practicum coordinator to schedule an interview. Once students have scheduled an interview with a practicum site, they are asked to reach out to their 2U Student Success Advisor about the outcome of the interview. Once a student has been accepted to a practicum site, they will share this information with their 2U Student Success Advisor and the Field Education Director. Finally, students will share their practicum schedule with the Student Success Advisor, the 2U Placement Team, and their practicum instructor.

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 three 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 submit a copy of their 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) traditional 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 Traditional 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

Provisional status is 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 courses (Research Methods & Statistics).

Probationary MSW Status

Probationary students are those whose overall grade point average is below 2.5 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 maintain a cumulative GPA of at least 3.0 in the first term of enrollment to proceed in the program. Students who fail to earn a 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.

Advanced Standing

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 is 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.

Transfer Status

Under this category, students may receive credit for up to 15 hours of MSW course work completed at another CSWE accredited MSW program 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 requires the submission of course syllabi and catalog descriptions.

- Transfer applicants must submit official transcripts from each regionally accredited college or university attended in order to be considered for transfer credit. Transcripts must be submitted to the HPU Admissions Office. 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, syllabi, and course descriptions. The request to transfer credits from another accredited MSW Program must be approved by the MSW Chair. 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. Once all necessary documentation has been received, the MSW Chair will generate an Electronic General Petition (EGP) on the student's behalf. The EGP is then reviewed by the College of Liberal Arts Dean or Assistant Dean and may be escalated to the Provost on a case-by-case basis.

Hawai'i Pacific University School of Social Work does not grant credit for either life experience or work experience in lieu of course credit or the social work practicum.

NEW MSW STUDENT ORIENTATION

The MSW Student Orientation for incoming MSW students (full-time and part-time), is scheduled at the beginning of each semester. All incoming MSW students are **required** to attend the welcome, which covers the following topics:

- Welcome from Chairs and Faculty
- Review the MSW Student Handbook;
- Review degree preparations including APA requirements for writing papers;
- An overview of the core competences and practice behaviors.
- Students will be introduced to their SWRK faculty advisors and their MSW student representatives

All MSW students will also have access to a MSW Orientation Canvas course. Here students can find the answers to many program related questions and receive a general orientation to HPU and to the services provided by our HPU partner organization 2U.

SCHOOL OF SOCIAL WORK CULTURAL IMMERSION

All MSW and BSW students are also highly encouraged to participate in the social work cultural immersion. The cultural immersion occurs once per semester and is designed to give students a sense of place by rooting them in traditional Native Hawaiian cultural values and practices. The retreat is also intended to help students develop a deeper self-identity, whether they originate from within or outside of Hawai'i, and to help them reflect on what this identity means for practice in Hawai'i. The cultural immersion uses the three core values of Aloha, Kuleana, and Pono to guide the activities and experiences provided to students.

SOCIAL WORK AND ACADEMIC ADVISING

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, 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,
- h. Petition to Graduate (PTG) process, including Graduation Audit during last semester 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:

- i. 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;
- j. Informs faculty advisor about program and course selection for each semester;
- k. Provides current information (address, phone numbers, name changes, etc.);
- l. Consults with faculty advisor regarding changes in personal situation that will affect academic plan; and
- m. 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.³⁹

Procedures:

1. Upon admission to the MSW Program, the student will meet with their 2U Student Success Advisor to develop an initial Plan of Study. The student will also be assigned an MSW faculty advisor who will verify that this plan of study is correct. The Plan of Study outlines the list of courses to be taken.
2. 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. Once students have received confirmation from their advisor that the course plan is correct they will go online to the HPU portal and self-register for the appropriate course sections. 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
3. Students are required to initiate a meeting with their faculty advisor if problems occur during online registration and/or to discuss and reflect on their 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 social work 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 contact information for their advisees and provides basic information about student status (e.g., year in degree plan, MLVA focus).

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

The function of the social work faculty advisor, however, is not as a therapist; faculty advising is not therapy. Students whose personal concerns are interfering with their performance in the classroom or field or who are experiencing personal distress will be referred to appropriate University or community resources. Information for HPU departments and services can be found in the 2024-2025 HPU Student Handbook.

³⁹ <https://www.hpu.edu/registrar/petition-to-graduate.html>

Student Feedback

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!
- Drop in with faculty or chair – we maintain an ‘open door policy’, meaning that we want you to stop by and chat! Faculty also maintain virtual office hours and would love to hear from you online.
- Bringing forward concerns to student representatives – both the BSW and MSW student body has an elected student representative who attends the monthly faculty meetings and brings student concerns to the attention of faculty. Student representatives are then tasked with reporting any changes or resolutions back to the student body
- Informational Meetings – occasionally the MSW faculty will hold an informational meeting for students, at these meetings students are free to ask questions or bring up student concerns.

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 2022 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. (A copy of the withdrawal form can be found in Appendix F).

Students who are having difficulty in their courses should first make every effort to work with their instructors, social work 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 approval⁴⁰ 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 GPA of 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 following semester; 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 (2024-2025), “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 (2024-2025) 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.

Change in Registration (Drop/Add) Policy and Procedures

⁴⁰ The student must follow the Change in Registration Policy and Procedures : <http://www.hpu.edu/dropadd>.

Accordingly, “Courses may be changed only in accordance with the academic calendar for each term or session” (HPU Academic Catalog, 2024-2025: 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 courses 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.⁴¹

Incomplete Grade Policy

The assignment of an Incomplete (I) grade is reserved for cases of illness, unforeseen circumstances, military assignments, or other verified emergencies that prevent a student from completing a course by the due date. An Incomplete grade may only be issued if the student has completed a substantial portion (more than 50%) of the course work and the work to date has been of passing quality. As a matter of procedure, the student should initiate an Incomplete Grade Contract with their instructor and provide appropriate documentation to support the request. If granted, the Incomplete grade will allow a student a maximum period of 12 weeks (for a semester-long class) or six weeks (for an eight-week or shorter class) to complete the appropriate course work. The Incomplete Grade Contract must be signed by the student, course instructor, and the Dean of the College. This Grade Contract shall include detailed information regarding what work must be completed, a final deadline for completion of said work (not to exceed the relevant twelve- or six-week period), and the grade to be issued if the work is not completed by the deadline. Incomplete Grade Contracts are due by the final grade deadline and must be submitted to the Registrar’s Office for processing. A student may not graduate with an outstanding Incomplete grade. Faculty members will submit a Change of Grade Form to the Registrar’s Office once the student has met the terms of the Incomplete Grade Contract. If the Incomplete Grade Contract terms are not met, the student will be issued the grade indicated on the Contract.⁴²

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. Faculty will not send any FERPA protected information such as grades or course enrollment verification, to personal email accounts.

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.⁴³

The PTG Form is available on the HPU website. Students are required to submit the completed

⁴¹ <https://www.hpu.edu/registrar/academic-forms.html>

⁴² <https://www.hpu.edu/registrar/academic-forms.html>

⁴³ <https://www.hpu.edu/registrar/academic-forms.html>

form to the SWRK faculty advisor for approval. Students are required to meet with their advisor to review their Plan of Study and complete a Degree Audit before the PTG will be processed.

Honors at Graduation

Students with a minimum GPA of 3.7 after completing a minimum of 24 credit hours are considered for the award of “With Distinction” during the commencement. Additional requirements to graduate with distinction are listed in the HPU Academic Catalog (2024-2025: 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 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 do 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. Information on the Center for Academic Success (CAS) can be found in the 2024-2025 HPU student handbook on page 8⁴⁴.

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

⁴⁴ <https://www.hpu.edu/cas/index.html>

members or not. Performance standards for students in the HPU MSW Program are divided into four general areas:

- Area I: Scholastic (Academic) Performance
- Area II: Basic capacity to acquire professional skills
- Area III: Mental and emotional abilities
- Area IV: Professional commitment, behavior, and awareness

These Performance Standards apply to all social work students accepted into the HPU School of Social Work. Social work students are held to these professional standards as well as the HPU student code of conduct found in the HPU 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

AREA I: SCHOLASTIC (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 (2024-2025), “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. Grades for HPU graduate course us the following plus (+)/minus (-) grading system.

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

“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 (2024-2025: 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 grade of C+ or lower 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.

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 (2024-2025 HPU Student Handbook, p. 53)

It is Hawai'i Pacific University's policy that any act of academic dishonesty in any learning modality 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 who 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 (2024-2025 HPU Student Handbook, p 56):

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. Students who desire to appeal a final course grade must follow the process described as noted in the Student Handbook at [Hawai'i Pacific University Catalog \(hpu.edu\)](http://Hawai'i Pacific University Catalog (hpu.edu))

Students who desire to appeal a final course grade must follow the process described on pages 56 and 57 of the 2024-2025 HPU Student Handbook.

Evaluating Student's Professional Performance

AREA II: 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, course instructor, or MSW Chair so that appropriate steps can be taken for the student's and client's protection and to provide appropriate and reasonable supports to the student.

AREA III: MENTAL AND EMOTIONAL CAPACITY

Expectations of having mental and emotional 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 exhibit good boundaries, handle stress effectively, and use 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 IV: 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 ethical standards, and essential values of the social work profession. 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)
- Honor client's right to confidentiality by not sharing confidential information in inappropriate settings. Maintain confidentiality as it relates to classroom self-disclosure, and experiences throughout one's field placements.
- 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 professor, 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 the interpersonal boundaries of other students, faculty, staff, clients, professionals, and community members encountered as part of the students' educational experience.

- Maintain appropriate professional boundaries in the classroom and in field (e.g., avoid dual relationships with clients, avoid sharing inappropriate personal information, do not use positions of personal power to coerce others, etc.)
- Respect the academic environment, including the knowledge and integrity of instructors/professors. Observe respectful language during verbal and written communication.
- 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.
- Provide appropriate service to others, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. Refrain from racist, or microraggressive, remarks in written and oral communication.
- Not impose their own personal, religious, sexual, and/or cultural values on clients or peers.
- Avoid any form of bullying, intimidation, and/or harassment, including intellectual bullying. Including online or on social media.
- Demonstrate respect for the rights of others and a commitment to others' rights to exercise freedom of choice and self-determination.
- Show honesty and integrity by being truthful about background, experiences, credentials, 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 intimidation 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.

Violation of any of the above-mentioned required behaviors may also be against university student conduct policies and will be subject to the HPU student conduct policies and procedures found on page 63 of the HPU student handbook. In the cases of sexual assault, harassment, damaging property, threatening others, or revealing confidential client information, the student's actions may also be illegal and may be subject to legal action.

CSWE requires that all social work programs facilitate a cognitive and affective process for students which requires them to discuss how personal values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. Social work students should be able to 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.

Adherence to the NASW Code of Ethics & Hawai'i Revised Statutes

The NASW Code of Ethics is a guide for the professional conduct of social workers. MSW students are expected to adhere to the NASW Code of Ethics in the classroom, in interactions with other students, faculty, and staff, and in the social work field education practicum placement.⁴⁵ Students are also expected to abide by State of Hawai'i^{46,47}

Expectations for Online Behavior “Netiquette”

Students are expected to observe professional behavior standards when attending class virtually and through their personal social media accounts. See appendix H for the policy and agreement related to personal social media accounts. Individual users of HPU's technological resources (e.g., Zoom, Blackboard, Canvas, YouTube, etc.) are responsible for their behavior and communications when using those resources. Responsible use of HPU technological resources is use that is ethical, respectful, academically honest, supportive of student learning, and respectful of diversity. No user of HPU technological resources will use these resources to transmit content that is untruthful, unprofessional, disrespectful, defamatory, pornographic, proprietary, racist, discriminatory, or harassing. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts. Students who engage in any prohibited behavior may be muted, removed from chat, or removed from the virtual classroom by the professor or blocked on social media accounts by the social media administrator. When faculty determine that these non-disciplinary options are insufficient for maintaining a safe and orderly learning environment, they may consider disciplinary consequences to address inappropriate student behavior in the remote learning setting. Individuals who encounter online behavior from a student that indicates the student is planning to harm themselves (e.g., suicidal ideation) or someone else (e.g., homicidal ideation) are encouraged to report this behavior immediately to the Department Chair, the Dean of Students, and the police.

BACKGROUND CHECKS AND DISCLOSURE FOR MSW FIELD PLACEMENTS

Due to the types of client groups serviced by social workers within the community (e.g., elderly, people with a range of disabilities), an admitted MSW student may be required to obtain and pass a background check, drug testing and/or fingerprinting prior to being placed as a MSW practicum student within a particular agency.

A criminal conviction on a background check can present challenges in securing a field placement. Hawai'i Pacific University (HPU) and its external partners are actively working to assist students who may encounter these challenges and will attempt to identify field placements that recognize the importance and value of lived experience and inclusive of people with conviction histories.

⁴⁵ <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

⁴⁷ <https://law.justia.com/codes/hawaii/2019/title-25/chapter-467e/>

HPU's Director of Field Education and external partners are building partnerships with organizations and agencies who welcome people with a carceral experience and are encouraging flexible policies with existing partnerships. While we attempt to place all students at a field site of their choosing, there may be instances when this is not possible.

If a background check must be conducted, the following are areas that may be screened for depending on the type of practicum placement:

- Seven-year criminal court history
- Address verification
- Sex offender database search
- Two names verification (current legal and one other name, e.g., AKA)
- Three county check of records via a search of the Department of Health and Human Services Office of the Inspector General database of excluded persons.
- Social security number verification.

The fees required to obtain a background check and/or additionally required tests are the sole responsibility of the student. Students must authorize release of the results of the background check to the prospective field placement agency and the HPU Field Director prior to generating any "field hours" at the agency. If there is any information in the background check that precludes acceptance as an MSW practicum student, efforts will be made to understand the criteria of which an agency determines as a disqualification for placement.

- There is a slight possibility that students without a criminal conviction in their history also may not be able to pass a criminal background check, depending on the criteria set by a particular agency.
- If a student does not pass a background check for a particular agency, HPU and its external partners will actively work with the student to find an alternative placement.
- MSW students in placement are required to report any new convictions while enrolled in the program to the MSW Chair and their MSW faculty advisor.
- If a field placement cannot be found after all available resources have been exhausted, the student may not be able to participate in a field placement and may be unable to complete the requirements for their degree.

Admitted students are required to immediately report all changes in their criminal record that may occur while enrolled in the MSW program, since any conviction or other adverse outcome may prevent placement in the field. Failure to report any change in status will result in referral to the Director of Conflict Resolution and Community Engagement and may result in a delay in the student's ability to complete the MSW program and to graduate as planned

Student Impairment and Incompetence

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 in the MSW Student Handbook, as well as during the first MSW student orientation. 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 occurs every year. In addition, MSW faculty advisor meetings each semester should include a discussion of the student's progression through the degree plan and review and evaluation of academic and professional performance standards.

Complaints or Grievances about an MSW Student

Before any formal action is taken, the faculty, staff, or peer who has been aggrieved should first try to resolve the student issue informally. Faculty may do this by meeting individually with students or sending them written correspondence or assignment feedback that seeks to address the issue. Students may do this through the process of peer mediation described on page 49. If informal resolution does not remedy the issue, then a report of the student's unprofessional behavior will be brought to the attention of the student's advisor, or the Department Chair and an informal meeting will be arranged. If the issue cannot be resolved at that level, the advisor or Department Chair will initiate a Student Progress Review or a Student Program Review in accordance with the policies herein. It should be noted that the HPU student handbook has a separate process for student conduct violations so a student may experience a review at the program level and at the university level simultaneously depending on the nature of the incident. Depending on the nature of the student conduct issue, department level Progress and Program Reviews may be halted until the conclusion of an investigation by the Title IX office or the Dean of Students office. For the full HPU student code of conduct please see the HPU student handbook page 63.

Student Progress Review

A Student Progress Review meeting takes place when an instructor, advisor, or program coordinator is concerned about a student's professional behavior or academic progress in a course or in the program and requests for the Department Chair and the student's advisor to meet with the student. Additional School of Social Work faculty members may also be asked to attend the Student Progress Review, such as a course instructor, the MSW Field Education Coordinator, or the Dean.

The goal of the Student Progress Review meeting is to assist the student to resolve challenges and to develop a plan to successfully meet academic expectations, progress through their course and social work program, meet expectations for professional behavior and academic honesty, and/or follow the Student Code of Conduct. Prior to the Student Progress Review meeting, the initiator clearly describes the identified concerns and/or expectations for improving professional behavior or academic progress. The student and the Department Chair work together to develop a written plan and a timeline for improvement of professional behavior or academic progress, including the date at which the plan will be revisited and reviews. A copy of the plan will be given to the student and

placed in the student's file. See appendix H for a blank copy of the Student Progress Review Plan.

If the necessary improvements in professional behavior or academic progress that were discussed in the Student Progress Review process are not met within the agreed upon timeline, then the department chair will initiate a Student Program Review.

If a student's conduct is so egregious that it places the student, peers, faculty, staff, or clients at risk or violates that law, then the Student Progress Review will be bypassed and the student will be moved immediately to a Student Program Review, and potentially reported to the Title IX office, the Dean of Students office, or the police depending on the nature of the offense.

Student Program Review

A Student Program Review meeting may be initiated by a School of Social Work instructor, advisor, or department chair when:

- A concern identified through the Student Progress Review process is not resolved;
- A student engages in a violation of the NASW Code of Ethics or the Student Code of Conduct.

To request a Student Program Review meeting, a School of Social Work instructor, advisor, or program coordinator will submit a written request for Student Program Review meeting to the School of Social Work Department Chair. The written request should include: the name and contact information for the student, a summary of the concerns, and a description of any prior actions taken to address the concern. See appendix I for a copy of the Student Program Review Request Form.

Within five working days of receiving the written Student Program Review request, the School of Social Work Department Chair will appoint a Student Program Review Committee from the School of Social Work faculty that will consist of a non-voting committee chair, typically the Department Chair, and a minimum of three voting committee members, that may include the initiator.

School of Social Work Department Chair will forward the Student Program Review Meeting request to the committee members and will be responsible for scheduling the Student Program Review, informing the student of the meeting, and facilitating and documenting the outcome of the meeting. All Student Program Review meetings will take place over zoom and will be recorded.

The meeting date must be within 15 business days after the written request was submitted. School of Social Work Department Chair will send the student a written notification of the summary of concerns, the date and time of Student Program Review Committee meeting, and instructions for requesting that the meeting be rescheduled. If the student does not appear for the meeting, the Chair may decide to proceed without the student.

Possible outcomes of a Student Program Review can include but are not limited to the following:

- Requiring the student to obtain professional mental health care
- Removal from a cohort
- Removal from or repeating of a social work course
- Removal from a field practicum agency
- Suspension from all program related clubs and extracurricular activities
- Suspension from the program
- Expulsion from the program

At the conclusion of the Student Program Review meeting, if the student is not expelled from the program then a written plan will and a timeline for improvement of professional behavior or academic progress, including the date at which the plan will be revisited will be created. Failure to comply with the plan within the specified timeline will result in expulsion from the MSW program.

Student Program Review Appeals Process

If a student disagrees with the resolution imposed by the Student Program Review, the student will submit an appeal within 20 business days to the College of Liberal Arts 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.

Peer Mediation

Some incidents between students are most appropriately resolved informally and the Social Work Department reserves the right to assign informal resolution based upon the nature of the incident. Peer mediation is a form of informal resolution that may be appropriate when students have had a miscommunication or misunderstanding that does not rise to the level of incompetence or impairment. Mediation or restorative justice conferences requires mutual consent of the involved parties. Students must mutually agree to pursue mediation and, if so agreed, students are expected to participate in good faith, but may request to

terminate the mediation at any time. Participation in a mediation or conflict resolution circle does not require admission of a violation by any involved party. However, if one or more involved parties is no longer willing or able to participate, the incident will be referred for formal resolution through a Student Progress Review. During mediation both parties meet with the Department Chair to discuss the situation together as a team and come up with an appropriate resolution. Once a resolution has been reached through peer mediation the matter will be considered closed and will not result in the initiation of a Student Progress Review.

Student Complaints and Grievances Against Faculty

Student reports of faculty exhibiting unprofessional behavior or other concerns will be brought to the attention of that faculty member. The first step is to try to resolve the issue informally; this can be done by the student directly addressing it with the faculty member in question or by the student bringing it forward to the Department Chair and the Department Chair addressing it informally with the faculty member. Students may also bring student grievances forward through the use of Student Representatives. Both the BSW and MSW students have a representative who attends the faculty meetings and can speak on behalf of students regarding student concerns.

If the efforts to resolve the grievance informally have failed, students must file their written grievance complaint with the MSW Department Chair. Note that complaints made against an MSW faculty to any outside department, excluding complaints of discrimination and harassment, will be forwarded to the MSW Chair (2024-2025 HPU Student Handbook, p.114).

The grievance process begins with a written complaint by an aggrieved 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 Department Chair of the involved Program who will convene a 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. The Faculty Review Panel is comprised of; three social work faculty and the MSW student representative. The Faculty Review Panel will convene to review materials about the grievance within 15 business days after the written complaint was submitted to the Chair. 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 within 15 business days of the original written complaint.
- The Social Work Faculty Review Panel (faculty & student representative) meets

with the aggrieved student within 20 business days of the original written complaint. The student is allowed to bring an advocate with them to this meeting.

- The Social Work Faculty Review Panel meets with the involved faculty/staff person within 20 business days of the original written complaint.
- The Social Work Faculty Review Panel formulates recommendations and forwards recommendations to the MSW Department Chair within 30 business days of the original written complaint.
- The program Chair renders a decision and notifies the student of the decision within 35 business days of the original written complaint.
- If the student is not satisfied with the decision, the student may appeal to the Dean of the College of Liberal Arts. The student has 10 business days after the MSW Program Chair has sent the student a written notification of the outcome of the Faculty Review Panel to file an appeal with the Dean.

Complaints of a non-academic nature may be initiated by any student of Hawai'i Pacific University to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators. Student complaint procedures regarding prohibited behavior are covered by the Code of Student Conduct (2024-2025 Student Handbook, p. 115).

Discrimination or Harassment Complaints

Any student who believes they have been discriminated against or harassed based upon their sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, national or ethnic origin, or any other characteristic protected by applicable law may initiate a complaint by reporting the matter to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators. Complaints of sex discrimination or sexual harassment by a student, employee or vendor/supplier should be directed to the Title IX Coordinator and/or via an online report at www.hpu.edu/titleix. For specifics, reference the Sex Discrimination and Sexual Harassment policy in the Student Handbook (www.hpu.edu/studenthandbook). HPU will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding. In the process of handling complaints, certain information may be distributed to appropriate administrators, respondents and/or witnesses in order to conduct fact finding, institute remedial actions or to informally resolve the complaint. Records of formal complaints will be kept for a minimum of five years (2024-2025 HPU Student Handbook, p. 114).

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. 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 are⁴⁸:

- *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: Lisa Dunn (ldunn@hpu.edu) and Tammy Martin (tlmartin@hpu.edu).

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

⁴⁸ 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 2024-2025, p. 28).

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:

1. 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)⁴⁹
2. Licensed Social Worker (LSW). The applicant must hold a master's degree from a social work program accredited by CSWE, must make an application to the State, and must pass an examination given by the ASWB.
3. 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 additional 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.

PROFESSIONAL LICENSURE CRITERIA

The profession of social work often requires state licensure or certification for clinical practice and certain social work positions.

In accordance with the U.S. Department of Education State Authorization Rule (effective July 1, 2020), the following is HPU's educational requirements with which to meet professional social work licensure

⁴⁹ <https://cca.hawaii.gov/pvl/programs/socialworker/>

requirements.

- HPU School of Social Work MSW program is a fully accredited social work degree by the Council of Social Work Education (CSWE).
- The MSW at HPU currently requires 225 practicum hours per semester (450 per academic year).
 - For 2–3-year MSW students, the 450 supervised practicum hours will occur during both foundational and specialization years (totaling 900 hours);
 - For advanced standing students (with BSW degrees), 450 hours total supervised practicum hours are required during the specialization year.

These practicum hours meet the requirements for licensure in the State of Hawaii (and many other state requirements). Some states may require more than 450 practicum hours.

Each state has its own policies and requirements for the different levels of licensure for social workers (i.e., LSW, LBSW, LCSW, LMSW), which vary in terms of requirements governed by the respective state's licensing board. Many licensure boards require more than successful degree completion to obtain a license; state laws, regulations and policies may change at any time. Therefore, HPU MSW program's ability to meet all educational requirements for licensure in every state may or may not fit, given any changes in different state requirements. It is the responsibility of the student completing the MSW program to review and periodically check with the licensing board(s) in their state of residence or in the state in which they intend to obtain a license for the most recent information and requirements.

- A criminal history associated with certain crimes and convictions may prohibit a graduate from obtaining social work licensure in certain states.
 - For specific information on the requirements to obtain a social work license in the state where you anticipate practicing as a social worker in the community, please contact the licensing board for that particular state.

HPU shall not be liable if a student is unable to qualify for licensure or certification in any jurisdiction. While the HPU can provide initial guidance, it is ultimately the responsibility of the social work student to continually check with the state/territory where they intend to seek licensure to confirm all licensing/certification requirements. If questions remain after reviewing the information provided, please contact the program chair.

**SCHOOL OF SOCIAL WORK FACULTY AND
ADMINISTRATIVE STRUCTURE**

WP1-400, 500 Ala Moana Blvd., Honolulu, HI 96813

COLLEGE OF LIBERAL ARTS

Allison J. Gough, Ph.D.

Dean, College of Liberal Arts

Office: WP6, Suite 314, Phone: (808) 544-1109

Email: agough@hpu.edu

SCHOOL OF SOCIAL WORK EXECUTIVE LEADERSHIP TEAM

<p>Danielle Giroux, PhD <i>Associate Professor MSW</i> <i>Program Chair</i> Office: WP1-446 Phone: (808) 236-9329 Email: dgiroux@hpu.edu</p>	<p>Vince Okada, PhD <i>Associate Professor BSW</i> <i>Program Chair</i> Office: WP1-436, Phone: (808) 566-5845 Email: vokadacoelho@hpu.edu</p>	<p>Lisa Dunn, MSW <i>Instructor and Director of</i> <i>Field Education</i> Office: WP1-435, Phone: (808) 566-2475 Email: ldunn@hpu.edu</p>
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FULL-TIME FACULTY

<p>Peter Mataira, PhD <i>Full Professor</i> Office WP1-433, Phone: (808) 544-1487 Email: pmataira@hpu.edu</p>	<p>Paul Tran, MSW <i>Instructor</i> Office: WP1-435, Phone: (808) 544-0855 Email: ptran@hpu.edu</p>
<p>Lori Daniels, PhD <i>Full Professor</i> Office: WP1-426, Phone: (808) 566-3521 Email: ldaniels@hpu.edu</p>	<p>Tammy Martin, PhD <i>Assistant Professor</i> Office: WP1-433, Phone: (808) 544-1119 Email: tlmartin@hpu.edu</p>
<p>Tracy Stewart, PhD <i>Assistant Professor</i> Office: WP1-4 Phone: Email: tstewart@hpu.edu</p>	

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 assistance 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

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 is 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 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.

APPENDICES

Appendix A: CSWE Core Competences and Practice Behaviors

Appendix B: Plans of Study

Appendix C: Capstone Project Outline

Appendix D: Student Portfolio Paper Outline and Rubric

Appendix E: Request to Change Enrollment Status

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Appendix G: Excerpt from Hawai'i Revised Statutes, Ch. 467E

Appendix H: School of Social Work Social Media Policy Agreement

Appendix I: Student Progress Review Plan

Appendix J: Student Program Review Form

Appendix K: MSW Student Agreement Form

Appendix L: Social Work Student Update Form

APPENDIX A: CSWE Core Competences and Practice Behaviors

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.

Competency 10: Engage, honor, and respect Indigenous culture towards decolonized professional practice

- Advocate for social, economic, and environmental justice based on an understanding that colonialism has historic and systematic impacts;
- Recognize and acknowledge the resiliency of Indigenous Peoples including cultural strengths and practices as pathways to healing the spirit;
- Recognize the significance of place in developing and communicating culturally resonant practice;
- Respect local traditions, protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice;
- Demonstrate knowledge of their own culture and associated beliefs, values and practices.

APPENDIX B: Plans of Study & Student Degree Checklists



Sample Degree Plan

Traditional Master of Social Work (MSW)

		Semester 1		Semester 2			
		SWRK 6100	Theories of Working with Individuals	3	SWRK 6103	Theories of Working with Orgs and Communities	3
		SWRK 6102	Theories of Working with Groups and Families	3	SWRK 6201	Human Behavior in the Social Environment II	3
		SWRK 6200	Human Behavior in the Social Environment I	3	SWRK 6500	Social Welfare Policy	3
					SWRK 6900	Graduate Practicum I	3
				9 CREDITS	12 CREDITS		
Semester 3		Semester 4		Semester 5			
Research Methods	3	SWRK 7103	Advanced Practice with Diverse Orgs and Communities	3	SWRK 7102	Advanced Practice with Diverse Families and Groups	3
Culture and Diversity in Advanced Practice	3				SWRK 7901	Graduate Practicum IV	3
Graduate Practicum II	3	SWRK 7900	Graduate Practice III	3			
AND							
Global Indigenous Focus (GI) Focus							
Indigenous Ways of Knowing and Being	3	SWRK 7402	Trauma, Healing and Reconciliation	3	SWRK 7403	Program Sustainability: Funding, Administration and Evaluation	3
		SWRK 7300	Ho'ike Proposal with Indigenous Research Methods	3	SWRK 7350	Ho'ike Integrative Seminar in Global Indigenous Focus	3
OR							
Military and Veteran Affairs (MLVA) Focus							
Military and Veteran Practice	3	SWRK 7602	Crisis Intervention	3	SWRK 7603	Clinical Diagnosis and Treatment	3
		SWRK 7301	Ho'ike Proposal with Applied Evidence Based Practice	3	SWRK 7351	Ho'ike Integrative Seminar in Military and Veteran Affairs	3
12 CREDITS		12 CREDITS			12 CREDITS		



Sample Degree Plan

Advanced Standing Master of Social Work (MSW)

Semester 1		Semester 2		Semester 3			
Culture and Diversity in Advanced Practice	3	SWRK 7103	Advanced Practice with Diverse Orgs and Communities	3	SWRK 7901	Graduate Practicum IV	3
Advanced Practice with Diverse Families and Groups	3	SWRK 7900	Graduate Practice III	3			
AND							
Global Indigenous Focus (GI) Focus							
Indigenous Ways of Knowing and Being	3	SWRK 7402	Trauma, Healing and Reconciliation	3	SWRK 7403	Program Sustainability: Funding, Administration and Evaluation	3
		SWRK 7300	Ho'ike Proposal with Indigenous Research Methods	3	SWRK 7350	Ho'ike Integrative Seminar in Global Indigenous Focus	3
OR							
Military and Veteran Affairs (MLVA) Focus							
Military and Veteran Practice	3	SWRK 7602	Crisis Intervention	3	SWRK 7603	Clinical Diagnosis and Treatment	3
		SWRK 7301	Ho'ike Proposal with Applied Evidence Based Practice	3	SWRK 7351	Ho'ike Integrative Seminar in Military and Veteran Affairs	3
9 CREDITS		12 CREDITS			9 CREDITS		

Student Degree Checklist - Global Indigenous Focus

Check When Completed	Course Number and Pre-requisites	Date Completed
Semester 1		
	SWRK 6100 Theories of Working with Individuals	
	SWRK 6102 Theories of Working with Groups and Families	
	SWRK 6200 Human Behavior in the Social Environment I	
Semester 2		
	SWRK 6103 Theories of Working with Orgs and Communities	
	SWRK 6201 Human Behavior in the Social Environment II	
	SWRK 6500 Social Welfare Policy	
	SWRK 6900 Graduate Practicum I	
Semester 3		
	SWRK 6300 Research Methods	
	SWRK 7100 Culture and Diversity in Advanced Practice (Pre-req SWRK 6100, SWRK 6102, SWRK 6103)	
	SWRK 6901 Graduate Practicum II (Pre-req SWRK 6900)	
	SWRK 7401 Indigenous Ways of Knowing and Being	
Semester 4		
	SWRK 7103 Advanced Practice with Diverse Orgs and Communities	
	SWRK 7900 Graduate Practice III (Pre-req SWRK 6900 & SWRK 6901)	
	SWRK 7402 Trauma, Healing and Reconciliation	
	SWRK 7300 Ho‘ike Proposal with Indigenous Research Methods (Pre-req SWRK 6300)	
Semester 5		
	SWRK 7102 Advanced Practice with Diverse Families and Groups (Pre-req SWRK 6100)	
	SWRK 7901 Graduate Practicum IV (Pre-req SWRK 6900, SWRK 6901, SWRK 7900)	
	SWRK 7403 Program Sustainability: Funding, Administration and Evaluation (Pre-req SWRK 6100)	
	SWRK 7350 Ho‘ike Integrative Seminar in Global Indigenous Focus (Pre-req SWRK 7300)	

Student Degree Checklist- Military and Veteran Affairs (MLVA) Focus

Check When Completed	Course Number and Pre-requisites	Date Completed
Semester 1		
	SWRK 6100 Theories of Working with Individuals	
	SWRK 6102 Theories of Working with Groups and Families	
	SWRK 6200 Human Behavior in the Social Environment I	
Semester 2		
	SWRK 6103 Theories of Working with Orgs and Communities	
	SWRK 6201 Human Behavior in the Social Environment II	
	SWRK 6500 Social Welfare Policy	
	SWRK 6900 Graduate Practicum I	
Semester 3		
	SWRK 6300 Research Methods	
	SWRK 7100 Culture and Diversity in Advanced Practice (Pre-req SWRK 6100, SWRK 6102, SWRK 6103)	
	SWRK 6901 Graduate Practicum II (Pre-req SWRK 6900)	
	SWRK 7601 Military and Veteran Practice	
Semester 4		
	SWRK 7103 Advanced Practice with Diverse Orgs and Communities	
	SWRK 7900 Graduate Practice III (Pre-req SWRK 6900 & SWRK 6901)	
	SWRK 7602 Crisis Intervention	
	SWRK 7301 Ho‘ike Proposal with Applied Evidence Based Practice (Pre-req SWRK 6300)	
Semester 5		
	SWRK 7102 Advanced Practice with Diverse Families and Groups (Pre-req SWRK 6100)	
	SWRK 7901 Graduate Practicum IV (Pre-req SWRK 6900, SWRK 6901, SWRK 7900)	
	SWRK 7603 Clinical Diagnosis and Treatment (Pre-req SWRK 6100)	
	SWRK 7350 Ho‘ike Integrative Seminar in Military and Veteran Affairs (Pre-req SWRK 7300)	

APPENDIX C: Capstone Project Outline

The over-arching purpose of this written assignment is for students to make a contribution to social work knowledge, based on what they have learned through their research project. This written report is worth up to 400 points (40% of the final grade for SWRK 7350/7351).

Read through this outline carefully and many times to assure that you are not missing any pieces or sections. USE HEADINGS for each section (except Title Page), consistent with APA style.

Sections of this Final Report are due on different dates throughout the semester to your peers for your writing group and class meetings – prepare early for each section’s due date to maximize the feedback you receive.

Title Page (Worth up to 10 points)

Include appropriate running head and title of your research project.

Abstract (Worth up to 20 points)

The abstract is a paragraph, ranging from 150 to 250 words that include a brief description of key elements of a student’s research project. The abstract should include the most important findings of the research project, key variables, the sample size, and method of data collection.

Introduction (Worth up to 30 points)

- Describe the purpose, goals, objectives, and rationale of the research project, as it relates to the field of social work.
- Provide a summary of findings from previous relevant research on the social problem.
- Include the research questions.
- Quantitative research projects should include a description of the hypotheses and the predicted direction of the relationship between variables.

Literature Review (Worth up to 40 points)

The literature review provides a comprehensive description of the current understanding of the social problem and a clear connection between previous studies, the research question(s), and the research project. A description of the strengths and limitations/inconsistencies of previous research is also provided. While most of the literature review has already been written, as part of the research project, students will need to update this section because this written assignment is not about proposing a research project.

Methods (Worth up to 50 points)

The Methods section must include the following subsections:

Design and data collection (how the participants/sample were contacted, recruited, and provided with information about the research project to make an informed decision to participate in the project, etc.).

Participants/sample (N-size & justification; gender, ethnicity, ages, and other socio-economic demographic information, etc.), and how ethical issues were addressed as it relates to the participants.

Instrumentation (define the measures that you used to collect the data by operationalizing the key variables).

If you used an existing standardized instrument, justify why you selected that instrument.

If you developed your own instrument, discuss how it is relevant to your research project. Provide a copy of the instrument as an appendix. In addition, discuss how you accessed and addressed

reliability and validity. Answer the questions provided by Corcoran and Secret (2013, p. 124):

- Do the variables measure what they are intended to measure?
- Are the questionnaire items good indicators of [what you the variable you are studying]?
- How similar are the conceptual definitions and the operational definitions of your variables?
- Would a [participant] respond the same way each time he/she was asked any of the questions?
- How would you, as a student, assess the validity of this instrument?
- How would you assess the reliability?
- Furthermore, describe how you utilized the instrument. For example, if you conducted interviews, how many sessions did you meet with each participant to complete the interviews? How well did the session follow the interview protocol?

Data analysis (describe the **process** of making sense of data)

Be sure that each subsection has its own subheading. Citations in the methods section should be related to “data gathering or analysis techniques you used that were derived from previous studies” (Thomas & Hodges, 2010, p. 207).

Research Findings (Worth up to 100 points)

The research findings section focuses on reporting the results/outcomes of your research project. There are many ways in which students can report their research findings. For example, you can utilize subsections to answer your research questions. Or, you can report your research findings in order of most importance or significance to least importance or significance by using subsections or new paragraphs.

It's necessary to report the findings first, before interpreting the findings. Use tables to highlight major quantitative findings, is necessary and appropriate (refer to APA manual for required format). Thomas & Hodges (2010) recommends that “when reporting categories or themes derived from an analysis of qualitative data, give each category a brief label followed by a description of what that category means” (p. 211).

Discussion and Conclusions (Worth up to 100 points)

The discussion and conclusion section of the research report should include the following subsections:

- Summary of the major findings/themes
- Comments on the findings
- Relate the findings back to the literature (comparing the findings with previous research)
- Limitations and suggestions for future social work research
- Implications for social work practice and policy (practical application)

References (Worth up to 20 points)

Follow most recent APA guidelines for formatting the reference pages

Tables and Appendices (Worth up to 10 points)

Follow most recent APA guidelines for formatting tables and appendices

Graduate-level writing that includes good/excellent Grammar, Spelling and adherence to APA Format (Worth up to 20 points)

APPENDIX D: Student Portfolio Paper Outline and Rubric

Students are to write a well-written, narrative paper using the following outline and major headings (**in bold**). You are encouraged to use the prompts (“Describe...”) to help you write about the specific aspects of your MSW student experience, agency, and to provide examples (when asked). If there’s a prompt that does not apply to your experience(s), then acknowledge this by writing a sentence at the end of the section (i.e., “*Opportunities did not exist within my social work agency to provide program evaluation*”); however, this is a chance for you to fully reflect on your years of MSW education and creatively consider answering each prompt in some capacity. You’ll be evaluated on how thorough your process of writing these reflections are, as well as your acquired knowledge and application of skills.

Introduction

- Describe the structure and function of the agency
- Describe your specific responsibilities in the agency
- Evaluate how effectively you manage the workload
- Describe your relationships with your colleagues

Competency 1: Student demonstrates ethical and professional behavior.

- Describe an ethical dilemma at your practicum and how you responded to the situation
- Describe your decision-making process and the information upon which you based your decision
- Self-assess your commitment to ethical values of the profession
- How do you intend to utilize professional development to maintain and improve your professional standards consistent with the code of ethics

Competency 2: Student engages diversity and difference in practice.

- What are the cultural, racial, gender and lifestyle factors as they relate to the problem, concern or unmet need of the client system served by your agency?
- How are you intervening with sensitivity to diverse groups (i.e., women, minorities, sexual minorities, handicapped, elderly)?
- Give an example of a client or client system that you worked with that was different from yourself and explain how you modified your approach to meet the client’s needs
- How do you intend to transfer learning about cultural competence from one situation to another?
- How do you plan to self-evaluate your competence in writing agency/program work, and within other client systems?
- What is your plan for continuing to develop cultural competence as you move forward in your social work career?

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

- Describe efforts and examples to effect social change through work with community representatives
- Pick two of the six core social work values (e.g., Service, Social justice, Dignity and worth of the individual, Importance and centrality of human relationships, Integrity, Competence) and describe how you exhibited these values while working toward advancing human rights and/or social, economic, or environmental justice.
- Describe one example of a social change effort you were involved in during the MSW program that illustrates your understanding of culturally sensitive social action.

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

- What is your understanding of social work research and the capacity to conduct social work research?
- How will you incorporate social work research into your future social work practice?
- How have you developed data collection skills including your questioning, observational and assessment skills.
- Describe your ability to explore factual information for accurate problem identification.
- Describe how you conduct research within/throughout the MSW program related to social work practice? What did you learn from this process?

Competency 5: Student engages in policy practice.

- Give an example of how you engaged in policy practice while you were in the MSW program.
- Describe your advocacy efforts, including leadership initiatives and explain how you would improve upon them.

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

- Describe a situation in which you have engaged with individuals, families, or groups.
- How do you use your Professional use of self
- Describe your use of communication skills through the engagement process.
- Describe how your skills have improved in client engagement throughout the MSW program and describe your plan for continued improvement.

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

- Describe a situation in which you have assessed individuals, families, groups, or organizations
- How did you identify current unmet need, concerns or problems?
- How did you use assessment as a basis for establishing an implementation/intervention plan?
- How did you involve other systems appropriately in problem solving and decision-making process?
- How did you help client system become involved in problem solving and decision-making process?
- What methods did you use to identify client system's strengths,
- Based upon your example, what methods do you plan to use to recognize the importance of professional ethics throughout the assessment process?

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

- Describe a situation in which you intervened with an individual, family, group, organization or community
- How did you identify and use appropriate social work roles in the intervention plan?
- Describe the process you used for identifying and utilizing the "most effective" implementation/intervention for client system?
- What methods did you utilize to identify client system's strengths in ameliorating problems?
- How did your intervention demonstrate sensitivity to diverse groups?
- Based upon your example what methods do you plan to use to recognize the importance of professional ethics throughout the intervention process?

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

- Describe a situation in which you evaluated an intervention with an individual, family, group, organization or community
- Describe how you evaluated the results of your implementation or intervention efforts
- Discuss how you involved client system in evaluative process

- How would you assess agency services? (If you were to propose a formal evaluation process, such as an outcome study).
- What process is used to evaluate the existing community resources?
- What tools did you use to evaluate the outcomes of your practice?
- How effective, based on your evaluation, was your social work practice?

Learning and Professional Development

- Describe how you assumed responsibility for your own learning by sharing ideas in classroom and in the field.
- Describe how you accepted objective criticism by those involved in the learning process (i.e., your instructors, professors, classmates, field supervisors).
- Evaluate yourself in overall learning and performance, including strengths and limitations.
- How do you intend to transfer learning from one situation to another?
- How would you self-evaluate your competence in writing, including agency recording?
- How would you self-evaluate your competence in oral presentations – including those in class and at the agency?
- What was your process to learn through professional and peer groups?
- Describe your future career goals, including employment opportunities and/or continuing graduate education.
- Assess your leadership potential and identify those instances where you assumed a leadership role in your practicum. Explain how you will continue providing leadership to the social work profession upon graduation.

STUDENT PORTFOLIO PAPER RUBRIC

SWRK 7903: <u>SELF-ASSESSMENT PAPER</u> - <i>How well did the student ...</i>	Functioning within Agency Functioning with Community Work with Client System Termination phase Learning & Prof Dev.					Student earned points for each section
Address issues with ETHICS and legal issues related to the following: (EPAS/CSWE)?						
Provide specific examples to support the assessment and evaluation of their knowledge, skills and values to back up the evaluation?						
	Missing = 0 Partially = 1 Satisfactory = 2 Very well done = 3-4 Exceptional = 5					

<p>Competency 1: Student demonstrates ethical and professional behavior. (Knowledge) Student's written self-assessment indicates knowledge of the NASW code of ethics</p>						
<p>Competency 1: Student demonstrates ethical and professional behavior. (CAP) Student's written self-assessment shows self-reflection and recognition and integration of personal emotional reactions related to the six core values of social work.</p>						
<p>Competency 1: Student demonstrates ethical and professional behavior. (Values) Student's written self-assessment describes practice behaviors that align with the six core values of social work</p>						
<p>Competency 2: Student engages diversity and difference in practice. (Knowledge) The student displays knowledge of culturally responsive social work practice appropriate to the practice context they have selected for their paper.</p>						

<p>Competency 3: Student advances human rights and social, economic, & environmental justice. (Knowledge) Student's description of efforts to effect social change that reflects the student understands culturally sensitive social action.</p>						
<p>Competency 3: Student advances human rights and social, economic, & environmental justice. (Values) Student's description of efforts to effect social change reflect the six core values of social work.</p>						
<p>Competency 4: Student engages in practice-informed research and research-informed practice. (Knowledge) Student accurately describes the process of data collection and analysis regarding the client system they have selected.</p>						
<p>Competency 5: Student engages in policy practice. (Knowledge) Student selects and accurately describes a policy issue that effects the client system they have chosen as the subject of their paper.</p>						
<p>Competency 5: Student engages in policy practice.</p>						

<p>(Values) Student describes their role in bringing social welfare policy issues to their supervisor in a way that reflects the six core values of social work.</p>						
<p>Competency 6: Student engages with individuals, families, groups, organizations, and communities. (Knowledge) Student accurately describes basic communication skills and appropriate professional use of self.</p>						
<p>Competency 6: Student engages with individuals, families, groups, organizations, and communities. (CAP) Students writing reflects critical thinking, appropriate judgment, and recognition and integration of personal reactions regarding the client engagement process.</p>						
<p>Competency 7: Student assesses individuals, families, groups, organizations, and communities. (Knowledge) Student describes selecting and implementing an appropriate assessment plan for the client system.</p>						
<p>Competency 7: Student assesses individuals, families, groups,</p>						

<p>organizations, and communities. (CAP) Students writing reflects critical thinking, appropriate judgment, and recognition and integration of personal reactions regarding the client assessment process.</p>						
<p>Competency 8: Student intervenes with individuals, families, groups, organizations, and communities. (Knowledge) Student describes selection and implementation of an evidence-based intervention for the client system.</p>						
<p>Competency 8: Student intervenes with individuals, families, groups, organizations, and communities. (CAP) Students writing reflects critical thinking, appropriate judgment, and recognition and integration of personal reactions regarding the client intervention process.</p>						
<p>Competency 9: Student evaluates individuals, families, groups, organizations, and communities. (Knowledge) Student accurately describes how evaluation results were gathered and used</p>						

Competency 9: Student evaluates individuals, families, groups, organizations, and communities. (CAP) Students writing reflects critical thinking, appropriate judgment, and recognition and integration of personal reactions regarding the client evaluation and termination process.						
	Missing = 0	Partially = 1 (provided little within the 5 areas of assignmt)	Satisfactory = 2 (provided for only some of the 5 areas of assignmt)	Very well done = 3-4 (provided for most of the 5 areas of assignmt)	Exceptional = 5 (provided for all 5 areas of assignmt)	
Clearly and thoroughly evaluate the five parts of the assignment? Included both the strengths and limitations of their learning?	0	1	2	4	5	5
Identify goals for continued development?	0	1	2	4	5	5
Thoughtfully applied their knowledge toward own evaluation?	0	1	2	4	5	5
Organize the presentation of the paper? Adhere to graduate level presentation of material: grammar, spelling and punctuation?	0	1	2	4	5	5
TOTAL						30

APPENDIX E: Request to Change Enrollment 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)
Part-Time

Full-Time (3-year)

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 Year: Fall Spring

Approved Not Approved-see attached

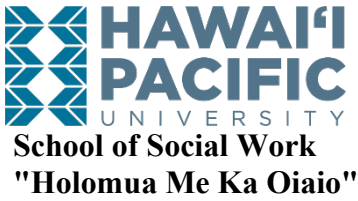
SWRK Faculty Advisor

Date:

MSW Program Director:

Date:

APPENDIX E: Request to Withdrawal Form



Student Name: _____

Student ID#: _____

Course: _____ **Course Title:** _____

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

Explanation (attach documentation, if applicable):

Student Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

Decision: Approved

Rejected

Explanation:

Director Signature: _____

Date: _____

Appendix G: Excerpt from Hawai`i Revised Statutes, Ch. 467E⁵⁰

§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:

Information, resource identification, referral services, mediation services, advocacy services, and education of individuals, groups, couples, and families;
Preparation and evaluation of assessments and development and implementation of social work service plans;

Case management, coordination, casework intervention, and monitoring of social work service plans in the areas of personal, social, or economic resources, conditions, or problems;
Administration and development of social service programs, policies, community organization, planning, implementation, and involvement in the evaluation of social systems and social policies;
Social work consultation and resource development;

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;
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

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:
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;

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

The "licensed clinical social worker" or "L.C.S.W." may perform duties as defined in

⁵⁰ <https://law.justia.com/codes/hawaii/2019/title-25/chapter-467e/>

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 H: School of Social Work Social Media Policy Agreement



Setting and maintaining clear boundaries is a hallmark of a professional relationship. With the increased use of social networking sites, it is important to draw such boundaries, especially when participating in field experiences. To protect the privacy, confidentiality, and interests of the HPU school of social work, clients, and field practicum sites, HPU social work students are expected to exercise good judgement and abide by any social media policies at their field practicum site as well as the following department social media policies.

Expectations for HPU MSW Students

- Do not “friend” clients (current or past)
- Do not allow clients (current or past) to “friend” you
- Do not use messaging on websites to contact or respond to clients (current or past)
- Do not share confidential information about practicum sites or clients (current or past) online
- Do not take and/or share photographs of the field practicum agency, employees, or clients (current or past) on social media
- Do not share zoom links with student information, class rosters, or student grade information online
- Do not use your personal email address to communicate with clients (current or past)
- When posting on social media, if you identify yourself as an HPU social work student you must state that your views are yours alone and do not necessarily represent the school or social work or the university
- Become familiar with online privacy controls and ensure that personal information cannot be viewed by the general public
- Report any online harassment from other students to the MSW department chair and the Dean of Students as needed.

Consent, Liability, Discipline

Consent: By participating in the field practicum experience, you are granting permission to the HPU social work department to access your social networking sites and upon request you agree to withdraw any comments/content/images that the HPU social work department deems to be untruthful, unprofessional, disrespectful, defamatory, pornographic, proprietary, racist, or harassing.

Liability: You are liable for comments/content/images that you post online and may be sued by any individual/entity for comments/content/images that are untruthful, unprofessional, disrespectful, defamatory, pornographic, proprietary, racist or harassing.

Discipline: You will be disciplined by the HPU social work department for any comments/content/images, for which you are responsible (online or elsewhere) that are untruthful, unprofessional, disrespectful, defamatory, pornographic, proprietary, racist or harassing.

I accept and agree to abide by this policy

Signature: _____ Date: _____

Appendix I: Student Progress Review Plan



Student name:

HPU ID

Student email:

Student phone:

Explanation of Incident/Concern (attach documentation, if applicable):

Student Statement/Response:

Actions to be taken by MSW Program/Faculty:

Date by which actions will be completed: _____

Actions to be taken by Student:

Date by which actions will be completed: _____

Student Referred to (check the appropriate boxes):

CENTER FOR ACADEMIC SUCCESS (CAS)	808-544-9334 Waterfront Plaza: 500 Ala Moana Blvd., Building 6, Suite 440
COUNSELING AND BEHAVIOR HEALTH SERVICES	808-687-7076 Waterfront Plaza: 500 Ala Moana Blvd., Building 6, Suite 440
CAMPUS SAFETY	808-544-1400 808-294-4276
FINANCIAL ASSISTANCE AND SCHOLARSHIPS	808-544-0253, financialaid@hpu.edu
OFFICE OF THE REGISTRAR	808-544-0239, registrar@hpu.edu
ITS HELP DESK	808-566- 2411, help@hpu.edu
HPU CHAPLAIN	808-544-5294
HOUSING & RESIDENT LIFE	808-544-1436
TITLE IX OFFICE	808-544-0276, cmormon@hpu.edu
ASSISTANT DEAN OF STUDENTS	808-544-1461, dyeager@hpu.edu
VOC REHAB SERVICES	808-544-1123, gwen.dang@va.gov
HPU LIBRARY SERVICES	Ms. Elizabeth Torres, Social Sciences Librarian, etorres@hpu.edu
OTHER:	
External/Non-HPU Services	
HONOLULU POLICE DEPARTMENT	*911 https://www.honolulu.gov/
DOMESTIC VIOLENCE HOTLINE	808-841-0822
NATIONAL SUICIDE PREVENTION LIFELINE	1-800-784-2433
CRISIS TEXTLINE	Text HOME to 741741
HOMELESS SERVICES/SHELTERS	https://humanservices.hawaii.gov/bessd/home/hp/homeless-services-agencies-directory/
AA/NA	808-946-1438 www.oahucentraloffice.com (808) 734-4357 www.na-hawaii.org
OTHER:	

Date of Follow-Up Meeting: _____

Student Signature: _____

Date: _____

Department Chair Signature: _____

Date: _____

Appendix J: Student Program Review Form



Student name:

HPU ID

Student email:

Student phone:

Explanation of Incident/Concern (attach documentation, if applicable):

Previous Remediation Actions Taken & Dates Taken:

Committee Members Present (List Names & Positions):

Final Decision by Committee (Check Appropriate Box):

- Requiring the student to obtain professional mental health care
- Removal from a cohort
- Removal from or repeating of a social work course
- Removal from a field practicum agency
- Suspension from all program related clubs and extracurricular activities
- Suspension from the program
- Expulsion from the program
- Other: _____

Appendix K: Master of Social Work (MSW) Student Agreement Form⁵¹



The purpose of this form is to document that I _____:
have received information to access a copy of the 2024-2025 MSW Program Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website: <https://www.hpu.edu/cla/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 (2024-2025) and HPU Academic Catalog (2024-2025), 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: _____

⁵¹ Submit the signed and dated form to MSW Program Director by September 5, 2022.

Appendix L: Social Work Student Update Form (2024-2025)⁵²

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: _____

Student Preferred Pronouns: _____

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

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:

⁵² Submit this form to the MSW Program Director by September 5, 2022.

