



HAWAI'I PACIFIC UNIVERSITY

BACHELOR OF SOCIAL WORK DEGREE PROGRAM

STUDENT HANDBOOK

2025 - 2026

HAWAI'I PACIFIC UNIVERSITY

COLLEGE OF LIBERAL ARTS

SCHOOL OF SOCIAL WORK

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

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Preface

The Student Handbook Guide to the Bachelor of Social Work (BSW) Degree Program of [Hawai'i Pacific University \(HPU\)](https://www.hpu.edu/) School of Social Work (SWRK) sets forth the educational policies and procedures that govern the BSW program and its students. The other handbook of interest to BSW students is the BSW Practicum Handbook that describes policies and procedures for the field program of the SWRK.

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

The Handbooks should be used in conjunction with the HPU Academic Catalog and the HPU Student Handbook, which are both available online at the following URLs:

- HPU Academic Catalog: <https://www.hpu.edu/registrar/academic-catalog/index.html>
- HPU Student Handbook: <https://studenthandbook.hpu.edu/>

The curriculum, policies, and procedures set forth in this guide are in effect for the 2025-2026 academic year and govern most of the educational experiences of students beginning study in the 2025-2026 academic year.

Faculty of the SWRK BSW Program and of HPU as a whole, however, reserve the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students and is aligned with [the 2022 Education Policy and Accreditation Standards \(EPAS\)](#) of [the Council on Social Work Education \(CSWE\)](#). Please note that SWRK added Competency 10 in August 2024.

Letter to Social Work Students

Aloha mai kākou:

E komo mai, welcome to the BSW Program and our community at HPU. If you are a continuing student, welcome back!

You have chosen social work as your future profession and entrusted us with your professional education. We will do our utmost to live up to this trust by facilitating your learning so that you can increase your mastery of the knowledge and skills you need to practice effectively and competently. Since social work is a value-based profession, we will assist you in understanding our profession's values and do our best to live up to these values in our own work. We expect your best in trying to live up to them, too.

This handbook is designed to be your companion throughout the BSW program. Please take time to read it carefully and keep it as a reference, along with your HPU catalog and, when you are in practicum, your practicum handbook. Your education for this profession is designed carefully around a philosophy of practice and a sequence of learning. You need to understand the elements of these to see how all the pieces—the individual courses you take and the lessons within them—fit together. You will not need some of the information in this handbook until later in your program, but you need to know that it is here. You may not understand it all at first. As you move through the program, one way to chart your progress is to read this handbook from time to time. Review the handbook, especially when you have questions about the program or are thinking about courses for the next semester. Of utmost importance is the policy on [Academic and Professional Performance Standards for Social Work Students](#) (pages 54-63). You are responsible for reading this and abiding by it.

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

Our goal is to empower you to help others. Helping, however, is a demanding goal. Along the way, particularly as we challenge you to look at your own behavior and motivations more closely, you may wonder if you have made the right choice. If this occurs, or if you need help with other problems, we encourage you to talk with us, beginning with your social work faculty advisor. The

faculty and staff will make every effort to aid you in having the most fulfilling educational experience possible at HPU.

Our concern is for your well-being and your success. We are committed to your success, but it is a two-way street, and with all opportunities come responsibilities. As you will learn in class, a good social worker knows when to ask for help!

At present, your goal is quite naturally to receive your degree. However, it is impossible to learn in a few years all that is needed for a lifetime of practice. Social conditions, too, are always changing. As long as you are a social worker, you will also be a learner. As all professionals must do, you will identify your learning needs, set appropriate learning goals, and seek out learning opportunities. This may sound daunting, but the concept of lifelong learning has its advantages. Students often worry when they graduate, whether with the BSW or the Master of Social Work degree (MSW), that they are not completely prepared for practice. Accepting that you will always be a learner means that you will always have more chances to learn what you need to know. You need not know everything prior to graduation. You will graduate with the tools for professional practice that can be upgraded and refined as you use them. One of these tools is knowledge about where and how to find information.

Our commitment is to “grow” social entrepreneurs who can make a positive impact on the world around them. I would like to add one more thing. In the BSW program, we train you for entry-level generalist social work practice, and in the MSW for advanced generalist practice. The generalist method (the generalist intervention model/GIM) that we teach will be useful to you in personal relationships and potentially in a wide variety of fields. We are proud of our graduates who go on to practice as social workers. We are just as proud of our graduates who go in other directions and do good things with their lives. The most important aspect is, regardless of the field you ultimately choose, that you are contributing to the world and its people—and are happy.

We wish you a great year!

With best regards,

A handwritten signature in black ink, appearing to read 'Vince M. Okada', with a stylized, flowing script.

Vince M. Okada, Ph.D., MPPM
BSW Program Chair & Associate Professor

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 sometime between 124 and 1120 AD. 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 Hawaii's independence. In 1875, Hawaii 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

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

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

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. She 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, 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 Hawaii as a part of the US³. Hawaii became the 50th U.S. state on August 21, 1959, following a referendum in Hawaii 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 Hawaii 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 erected, cultural pride is being restored through reclaiming cultural arts and practices, and political scientists have shared new information such as the Ku'e petitions opposing annexation to the United States which was signed by over 39,000 people or 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 that land where the campus resides was originally Native Hawaiian land and in 2022 created the Justice, Equity, Diversity, & Inclusion (JEDI) committee which has formulated the following land acknowledgement statement which is currently awaiting administrative approval:

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

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

*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** with **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. **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 BSW 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 colonization that resulted in incredible intergenerational losses and cultural trauma. As a diverse faculty. We aim to inspire and train students to engage in critical self-reflection and embrace decolonization efforts within their academic training and field 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 in our HPU curriculum. HPU's faculty and staff will lead by example to demonstrate the values of Aloha, Pono and Kuleana.

We commit to the incorporation, perpetuation, and celebration of Hawaiian worldviews and emerging knowledge with students attending HPU SWRK. Through experiential learning

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

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

about the Hawaiian culture as the root culture of the Hawaiian Islands, students will gain a more in-depth understanding of what truly happened in Hawai'i and identify how those historic events and their cultural remedies which can be compared to their own cultural experiences and cultural pathways to healing.

Hawai'i Pacific University

History

Hawai'i Pacific University (HPU) is an independent, not-for-profit, coeducational, nonsectarian, and career-oriented university founded in 1965. It is Hawai'i's largest private institution of higher learning, serving approximately 5,000 students. The university offers 35 acclaimed undergraduate programs at the associate and bachelor's levels, including the Bachelor of Social Work (BSW), and 29 distinguished graduate programs, including the Master of Social Work (MSW), as well as 15 graduate and professional certificate programs (as of July 2025).

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 program anticipate the

changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

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.

The Social Work Program

History

In Spring semester of 1997, after almost two years of planning, we offered our first introductory BSW course. Our first majors began their junior-level core social work courses the following fall, and our first graduates received their BSWs in May 1999. After additional experience and planning, our first MSW students began their academic work in September 2005. Our first MSW graduates received their degrees in August 2007. In the summer of 2019, we moved to Waterfront Plaza as the University consolidated campuses. In 2024, MSW launched an online program.

HPU began its social work major because of requests from students and interest from the community. In keeping with HPU's large number of non-traditional and working students, as well as the community's need, it was decided to prioritize the needs of working adults. Core social work courses are offered primarily on Saturdays and weekday evenings. Please plan your schedule accordingly. We recognize that this may not meet the needs of every student, or even every working student. As the program grows, it may be possible to offer more varied schedules than we can today.

Accreditation

Throughout the United States, social work programs are accredited by the Council on Social Work Education (CSWE). This specialty professional accreditation is in addition to a university's overall accreditation. (HPU is accredited by [the Western Association of Schools and Colleges](#).) Accreditation is a way of ensuring that all social work graduates throughout the United States have a common set of knowledge, skills, and values, and have met certain educational standards. The social work accreditation process is similar to those for medical

schools, graduate psychology programs, and nursing programs (including HPU's). Achieving full CSWE accreditation is an exacting process that requires several years. HPU's BSW program initially received its full accreditation in 1999. Accreditation was most recently "reaffirmed" in June 2022 and continues until 2030. Please visit www.cswe.org to confirm our accreditation status for the BSW and MSW programs.

Mission, Program Goals, Core Competencies and Practice Behaviors

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

The mission of HPU's BSW Program is to prepare undergraduate students in the art and science of social work through competent, effective generalist practice to achieve social justice and honor the dignity of all peoples. HPU's social work students should unashamedly want to "make the world a better place" through caring, professional practice aimed at helping all people to meet their needs and secure their rights in the ever-changing local, national, and global environment.

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

1. To develop students' competence in the use of the generalist intervention problem-solving model (GIM) with client systems of all sizes.
2. To prepare graduates who practice competently with diverse populations.
3. To prepare graduates who understand the social and policy contexts of social work practice at micro, mezzo, and macro levels, including the changing nature of those contexts.
4. To promote the values and ethics of professional social work, social and economic justice, and human rights in the program and in students' practice.
5. To develop in students an appropriate foundation for and valuing lifelong learning which is built on research-informed practice and practice-informed research.

In meeting our mission statement and accomplishing the program goals, the curriculum is designed to give you, the student, competency in nine core areas, derived from the Educational Policies and Accreditation Standards (EPAS 2022) of Council on Social Work Education (CSWE). This, really, is a list of the knowledge and skills you will graduate with when you complete the program here at HPU.

2022 EPAS Goals/Core Competencies

Competency 1: Student demonstrates ethical and professional behavior

Social work students understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social work students understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social work students understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social work students recognize and manage personal values and the distinction between personal and professional values. Social work students understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social work students take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social work students use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social work students understand the role of other professionals when engaged in interprofessional practice. Social work students recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social work students understand digital technology and the ethical use of technology in social work practice.

Social work students:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior

Competency 2: Student advances human rights and social, racial, economic, and environmental justice

Social work students understand that every person regardless of position in society has fundamental human rights. Social work students are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism,

including social work's role and response. Social work students critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social work students advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social work students:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Student engages anti-racism, diversity, equity, and inclusion (ADEI) in practice advances human rights, social, economic, & environmental justice

Social work students understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social work students understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social work students understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social work students understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social work students understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social work students understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social work students:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social work students use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social work students use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social work students critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social work students understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social work students know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social work students demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social work students demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social work students understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social work students:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Student engages in policy practice

Social work students identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social work students recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social work students understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social work students influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and

communities. Social work students actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social work students:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social work students understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social work students value the importance of human relationships. Social work students understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social work students are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social work students use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social work students:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social work students understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social work students understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups,

organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social work students are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social work students:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social work students understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social work students understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social work students understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social work students facilitate effective transitions and endings.

Social work students:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social work students understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social work students evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social work

students understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social work students use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social work students:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Engage, honor, and respect Indigenous cultures and ways of doing toward decolonized professional practice

Social workers understand the impact of settler colonialism and the inhabitation and occupation of Indigenous lands and the effects of historical and cultural trauma on the lives and experiences of Indigenous Peoples. Social workers invite and seek opportunities to have their perspective challenged towards personal and professional growth and understanding. Social workers respect and strive to interweave traditional ways of knowing, doing, and being to decolonize dominant cultural hegemony. Social workers are informed about institutional barriers and cultural intolerance; strive to eliminate all forms of injustice; and ensure the inalienable rights of Indigenous Peoples to self-determine and cultivate pathways of healing as affirmed in the 2007 United Nations Declaration on the Rights of Indigenous Peoples.

Social workers:

- a. understand social, economic, and environmental injustices are tied to colonialism and colonization;
- b. recognize and acknowledge resilience and resistance strategies of Indigenous Peoples by supporting cultural strengths, practices, and worldviews as important pathways to healing the spirit and empowering communities;
- c. recognize and support the significance of ancestral lands, sovereignty, culturally resonant practices, and place-based teachings;
- d. honor Indigenous cultures and respect the practices of other local cultural groups, including protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice; and,
- e. understand their own culture, associated beliefs, values and practices that inform, bias, and influence ongoing commitment toward Indigenizing and decolonizing social work practice.

The Bachelor of Social Work Curriculum

When you understand how the curriculum is designed, you will understand why you are asked to take particular courses and how the whole curriculum fits together. Your courses can

be thought of as threads in a tapestry. When you complete a course, don't assume that you can "file the information away" and need never be responsible for it again. Recognize that each course is a brick that builds on other bricks and in turn is built upon to make a solid and useful wall.

Liberal Arts Foundation

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

The ability to write is not only vital for college success but for effective work with and on behalf of clients. Throughout your career, you must be able to write clear, grammatically correct reports, letters, and case notes. Your professional reputation and your clients' welfare will often depend on how effectively you present yourself and your perspective in writing. Therefore, your lower division preparation stresses effective writing. Writing skills development and practice continue throughout all University courses. The social work faculty take your writing seriously, and may factor it into your grade, ask you to re-do papers, or suggest that you seek tutoring if your writing is not of acceptable quality.

Required - WRIT 1200: Research, Argument and Writing

Social work is practiced within local community, national and global contexts. The resources available--or not available--to clients/client groups are largely determined by government agencies. Social workers often try to influence laws and policies as a means of solving social problems. In order to do this effectively, and to understand approaches to solving social problems that have been used in the past, they must understand how governments work. You gain this through knowledge of history and political science.

Required - PSCI 1400: American Political System or PSCI 2000: Introduction to Politics

To analyze public and agency policy, understand statistics in the articles you read, work with agency budgets, or even teach clients' money management skills, social workers must possess a basic knowledge of mathematics. Therefore, we require a basic knowledge of mathematics and statistics.

Required - MATH 1123: Statistics

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

Required - PSY 1000: Introduction to Psychology, SOC 1000: Introduction to Sociology, and SOC 2000: Social Problems and Policy

The BSW Curriculum

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

Social Work Courses

Classroom-based courses:

SWRK 1010: Social Sustainability, Social Work and Entrepreneurship is designed to introduce you to the knowledge, skills, and values of the profession. In addition to beginning your professional education, it is intended to help you think through your decision to become a social worker, as well as to help us get to know you.

The generalist social work education teaches you, via theories and models in the context of modern society through **SWRK 3003: Human Behavior in the Social Environment I** and **SWRK 3005: Human Behavior in the Social Environment II** (HBSE) courses. The Methods courses (**SWRK 3000: Generalist Social Work Practice**, **SWRK 3010: Social Work Practice with Individuals** (Micro), **SWRK 4000: Social Work Practice with Families and Groups** (Mezzo), and **SWRK 4010: Social Work Practice with Organizations and Communities** (Macro) build on the HBSE foundation and move through the problem-solving process with clients and client groups of all sizes (families, small groups, communities and organizations).

In **SWRK 3570: American Social Welfare Policy**, students are introduced to both public and agency policies, past and present, with the emphasis on “Policy is practice” - an approach that prepares students to critically analyze, influence and change existing policies

and develop new policies within the context of policy advocacy and social justice. **SWRK 3300: Research and Writing** in Social Work introduces students to research within the Social Work profession.

Finally, in **SWRK 4960: Social Work Capstone**, students are asked to integrate knowledge, values and skills developed throughout the program and field experiences through completion and presentation of a project aimed at furthering social work practice in the student's field agency.

Field-based courses:

Social work skills cannot simply be learned in the classroom. A vital component of professional education is supervised practice in the field. Students are first introduced to practice settings in the community during the spring of their junior year in **SWRK 3900: Practice in the Profession** course taken second semester of the junior year and normally begin their practicum the following semester. In your practicum, or field, courses you will experience practice within an agency setting under the supervision of a social worker. The following courses in the field sequence after SWRK 3900 are: **SWRK 4900: Practicum I** taken first semester senior year and **SWRK 4910: Practicum II** taken final semester of senior year. Further details about practicum instruction are given in the Practicum Instruction Manual, which you can find online (<https://www.hpu.edu/cla/social-work/student-resources.html>).

Major Courses from Other Departments

INTR 3500: Global Systems and Development

This course specifically prepares students to work within a cross-national context and lay the foundation for collaborative partnerships on a global scale. In addition, it lays the foundation for "macro" social work practice.

SOC 3380: Cross-Cultural Relations

This course addresses problems of residents of multiethnic societies and immigrants and sojourners in a foreign country. Topics include how characteristics of the individual, group, situation, and host society affect transcultural relations and principles which maximize cross-cultural adjustment, work effectiveness, and successful interaction. Special focus on the immigrant experiences of ethnic groups in Hawai'i.

Elective Courses

You will have room in your program to select additional courses according to your interests. Students are also encouraged to be creative and to enrich their programs and their lives. HPU offers opportunities in art, music, physical education, and creative writing. These can become the basis for a lifetime of enrichment. The field of social work has a long history of incorporating knowledge from disciplines outside of social work. There are many courses, outside of the social work discipline that will build your social work skills, knowledge, and values.

Students learn about current issues in practice, policy and research which are relevant to practice (**SWRK 3700: Special Topics in Social Work**). These topics change each semester and students can take one course during their time in the program or special topics courses can be repeated for credit up to six credits.

Degree Plan

A typical 4-year social work program plan for downtown students follows (<https://www.hpu.edu/cla/social-work/bsw-program-sample-4-year-pathway-rev2023.pdf>).

This is ONLY a sample degree plan. Please meet with an academic advisor prior to registration to formulate your own plan, and for additional information refer to the academic degree requirements (<https://catalog.hpu.edu/policiesandprocedures/ug-degree-requirements>):

Freshman Year	
Fall	Spring
General Education Requirement Course <i>Written Communication & Information Literacy I</i>	General Education Requirement Course <i>Written Communication & Information Literacy II</i>
General Education Requirement Course <i>Hawai'i and the Pacific</i>	General Education Requirement Course <i>Technology & Innovation</i>
SWRK 1010: Social Sustainability, Social Work and Entrepreneurship	General Education Requirement Course <i>Traditions & Movements</i>
General Education Requirement Course <i>Sustainable World</i>	
MATH 1123: Statistics	General Education Requirement Course <i>Global Crossroads & Diversity</i>
General Education Requirement Course <i>Qualitative Analysis & Symbolic Reasoning</i>	
PSCI 1400: American Politics	PSY 1000: Introduction to Psychology
General Education Requirement Course <i>Qualitative Analysis & Symbolic Reasoning</i>	General Education Requirement Course <i>Critical Thinking and Expression</i>

Sophomore Year	
Fall	Spring - Apply for the BSW program

General Education Requirement Course <i>Creative Arts</i>	SOC 2000: Social Problems & Policy
General Education Requirement Course <i>Natural World</i>	Unrestricted Elective Course
SOC 1000: Introduction to Sociology	Unrestricted Elective Course
Unrestricted Elective Course	Unrestricted Elective Course
Unrestricted Elective Course	Unrestricted Elective Course OR Study Abroad

Junior Year

Fall	Spring
SWRK 3000: Generalist Social Work Practice	SWRK 3010: Social Work Practice with Individuals (Register only with program director permission)
SWRK 3003: Human Behavior in the Social Environ I	SWRK 3005: Human Behavior in the Social Environ II
INTR 3500: Global Systems	SWRK 3900: Practice in the Profession
SOC 3380: Cross-Cultural Relations	SWRK 3570: Social Welfare Policy
Unrestricted Elective Course	Unrestricted Elective Course

Senior Year

Fall	Spring
SWRK 4000: Social Work Practice with Families and Groups	SWRK 4960: Social Work Capstone
SWRK 4010: Social Work Practice with Organizations and Communities	SWRK 4910: Practicum II
SWRK 4900: Practicum I	Unrestricted Elective Course
SWRK 3300: Writing & Research in Social Work	Unrestricted Elective Course
Unrestricted Elective Course	Unrestricted Elective Course

List of Course Descriptions

WRI 1200 - Research, Argument, and Writing

Prerequisite: An appropriate score on a placement test or a grade of C- or better in any WC&IL I course. This course continues WRI 1100's focus on argument as the cornerstone of academic writing, emphasizing organization, logical reasoning, and critical thinking. Students prepare a major argumentative research paper by locating and evaluating sources; summarizing, synthesizing, and incorporating them; and attributing ideas to their sources. Credit: 3

PSCI 1400 - American Politics

An analysis of the American political system. Topics include the central theme of democracy in American politics as well as structural factors including the Constitution, our federal system, media, public opinion, interest groups, and social movements. Additional topics deal

with how federal institutions such as the Congress, the presidency, the bureaucracy, and the Supreme Court work. The course looks at federal policy in civil rights and liberties, the economy, social welfare, foreign policy, and national defense.

Credit: 3

PSCI 2000 - Introduction to Politics

This course is designed to help the student better understand the political world. It surveys the central analytical concepts of political science that help explain the realities of the political world in the early 21st century. The level of analysis ranges from the individual's political beliefs and actions to the political orientations of groups and states, as well as the dynamics of the international political system.

Credit: 3

MATH 1123 - Statistics

This course provides an introduction to descriptive and inferential statistics. Topics include describing, summarizing, and displaying data; using sample statistics to estimate population parameters; evaluating hypothesis using confidence levels with application to the physical and social sciences; logically drawing conclusions based on statistical procedures; and quantifying the possibility of error and bias.

Credit: 3

PSY 1000 - Introduction to Psychology

An introductory course in psychology, covering the major processes underlying human behavior, cognition, and emotion. Specific units covered include: consciousness, sensation and perception, thought and language, human development, personality, social psychology, abnormal psychology, and the realization of human potential.

Credit: 3

SOC 1000 - Introduction to Sociology

This course will give students an introduction to the academic study of society. We will study the interplay between personal traits and characteristics and large-scale factors that are outside of ourselves, such as the rules that govern society. People who are comfortable thinking about the interplay between self and society have a sociological imagination. By employing the sociological imagination, individuals are able to observe events and social structures that influence behavior, attitudes, and culture. This way of thinking can inform

contemporary controversies within American society around inequality, social change, gender, race, and power.

Credit: 3

SOC 2000 - Social Problems and Policy

Prerequisite: Any introductory social science/political science course; any WC&IL I course.

A survey of important social problems confronting Americans today, their causes, and solutions. Particular attention is directed toward understanding how and why social problems are created and the controversies surrounding them.

Credit: 3

SOC 3380 - Cross-Cultural Relations

Prerequisite: Any two social science courses; Any WC&IL II course.

A course that addresses problems of residents of multiethnic societies and immigrants and sojourners in a foreign country. Topics include how characteristics of the individual, group, situation, and host society affect transcultural relations and principles which maximize cross-cultural adjustment, work effectiveness, and successful interaction. Special focus on the immigrant experiences of ethnic groups in Hawai'i.

Credit: 3

INTR 3500 - Global Systems and Development

A critical analysis of the historical and theoretical underpinnings of development and underdevelopment (i.e., how and why development happens or fails to happen). The course examines a range of development projects and their effects and explores selected issues like famine and hunger, the environment, human rights, racial/ethnic conflict, north-south relations, and alternative approaches to development. It provides students with the theoretical and conceptual tools to analyze the global economic system, international aid and humanitarian assistance, and the broader development arena.

Credit: 3

SWRK 1010 - Social Sustainability, Social Entrepreneurship, and Social Work

This course serves as an introduction to the profession of social work through the lens of social sustainability and entrepreneurship. Socially sustainable communities have systems, structures, and relationships that are equitable, diverse, connected, and democratic, providing quality of life to current and future generations. Social entrepreneurs are leaders seeking to find innovative solutions to social problems. Social work is one of many

professions that function as social entrepreneurs in their work with systems of all sizes. Students demonstrate the characteristics of social entrepreneurship by developing innovative strategies to sustainably meet social problems. Required for admittance to social work major. Credit: 3

SWRK 3000 - Generalist Social Work Practice

Prerequisite: SWRK 1010; and a grade of C- or better in any WC&IL II course or HON 1000

An orientation to the principles and overview of the problem-solving process of generalist social work practice (intake, engagement, data collection, assessment, planning, contracting, intervention, evaluation, termination, and follow-up.)

Credit: 3

SWRK 3003 - Human Behavior in the Social Environment I

Prerequisite: SWRK 1010; and a grade of C- or better in any WC&IL II course or HON 1000

This course will employ theories, models, and perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. The knowledge presented will include the interrelationships between smaller and larger social systems and, in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

Credit: 3

SWRK 3005 - Human Behavior in the Social Environment II

Prerequisite: A grade of C- or better in any WCIL II course

This course examines theory and research knowledge about political economic and societal structures and processes related to communities, groups, and organizations within contemporary society. Consideration is given to ways in which these social systems have significant social, political, economic, and psychological impacts on the functioning of individuals, families, and social groups. The course provides a framework for understanding the influences of medium-to-large social systems on individuals, families, and groups with whom social worker's practice. There is a focus on oppression, discrimination, prejudice, and privilege and their relationship to social and economic justice for populations served by social workers.

Credit: 3

SWRK 3010 - Social Work Practice with Individuals

Prerequisite: SWRK 3000 and program director permission

A closer examination of the social work skills and methods with individuals including diverse/special populations.

Credit: 3

SWRK 3300 - Writing and Research in Social Work

Prerequisite: MATH 1123 (concurrent enrollment allowed); and a grade of C- or better in any WC&IL II course or HON 1000.

This course focuses attention on two essential skills of social work: (1) clear, correct, and professionally/legally-sound documentation and (2) integrating the results of social science research into professional practice/practice evaluation.

Credit: 3

SWRK 3570 - American Social Welfare Policy

Prerequisite(s): SOC 2000, and PSCI 1400, and any WC&IL II course (may be taken concurrently)

This course involves an exploration of the development of social welfare programs. It includes content about the history of social work; the history and current structure of social welfare services; and the role of policy in service delivery, social work practice, and the attainment of individual and social well-being. Students will understand and demonstrate social policy skills in regard to economic, political, and organizational systems.

Credit: 3

SWRK 3700 - Special Topics in the Social World

Prerequisite: Any WC&IL II course

This is a special topics seminar providing students with the opportunity to participate in an in-depth exploration of current social problems impacting our society. Each semester the topic will change to focus on a contemporary social issue. Students will participate in class discussions, self-reflections, and oral presentations on contemporary social issues and debates. Course content will vary as set forth in the approved syllabus. Course may be repeatable as content changes.

Credit: 3

SWRK 3900 - Practice in the Profession

Prerequisite: SWRK 3010 (may be taken concurrently)

This course focuses on the development and integration of the knowledge, values, and skills needed for a successful fourth year practicum experience in social work. Students will explore roles in various aspects of social work practice, network with area professionals, and engage in service learning at a social agency. Development of professional identity will be facilitated through exploration of ethics, professional writing, simulation experiences, and reflection. This course includes a lab portion for each class where students will practice skills and apply knowledge and values. Knowledge in this course is utilized in SWRK 4900 and 4910 courses.
Credit: 3

SWRK 4000 - Social Work Practice with Families and Groups

Prerequisite: SWRK 3010

A closer examination of the social work skills and methods with families and groups, including diverse/special populations.
Credit: 3

SWRK 4010 - Social Work Practice with Organizations and Communities

Prerequisites: SWRK 3010

A closer examination of the social work skills and methods with organizations and communities, with special attention to evaluation. This course also serves as a "capstone," in which students return to the generalist model as a whole.
Credit: 3

SWRK 4900 - Social Work Practicum I

Prerequisite: SWRK 3010 and SWRK 3900

Students apply and integrate classroom theory in social agencies under close supervision. Required for all social work majors.
Credit: 3

SWRK 4910 - Social Work Practicum II

Prerequisite: SWRK 4900

Students apply and integrate classroom theory in social agencies under close supervision. Required for all social work majors.
Credit: 3 to 4

SWRK 4960 - Social Work Capstone

Prerequisite: SWRK 4000, SWRK 4010 and SWRK 4900 or permission of program director

The social work capstone is intended to provide senior social work students with an opportunity to integrate and apply previous learning (academic and field) through the creation and implementation of project at their practicum agency in order to demonstrate mastery of the knowledge, skills, ethics, and values necessary for evidence-based generalist social work practice.

Credit: 3

Teaching, Learning, and Grades

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

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

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

Culturally-Immersive, Reciprocal, Community-Engaged Learning and Service (CIRCELS) Approach

SWRK affirms Eve Tuck and K. Wayne Yang's assertion that "decolonization is not a metaphor"—it is a strategy of action that challenges colonial narratives, disrupts dominant logics, and restores Indigenous ways of knowing and being (Tuck & Yang, 2012). Decolonization is upheld as praxis—the process through which Native Hawaiian theories, wisdoms, and traditions are enacted, embodied, realized, applied, and practiced (Meyer, 2003a).

A central initiative developed by SWRK as a form of decolonizing cultural praxis is CIRCELS, a place-based, relationship-centered pedagogical model. CIRCELS centers Hawaiian practices, community engagement, and critically explores how knowledge is understood and created. For SWRK, CIRCELS is more than a curricular enhancement—it represents a vital epistemological and ontological shift in how and where student learning is expected to occur. This model demonstrates what decolonized, Indigenous-centered education can look like and reflects a commitment to teaching from—rather than merely about—Indigenous ways of knowing and doing.

All BSW junior/senior students are required to participate in the Fall semester CIRCELS (typically held in early September), as this learning is integrated into the BSW curriculum and course assignments (e.g., written reflections, Learning Agreements under CSWE EPAS Competency 10, and class discussions). Spring and Summer semester CIRCELS are optional but encouraged.

Sources

Daniels, L., Dunn, L., Giroux, D., Martin, T., Mataira, P., Okada, V.M., Stewart, T., & Tran, P. (2025). Centering 'ike kūpuna: Decolonizing social work education through Indigenous knowledge and pono practice in Hawai'i. *Global Social Welfare*.

Meyer, M. A. (2003). Hawaiian hermeneutics and the triangulation of meaning: gross, subtle, causal. *Social Justice*, 30(4 (94)), 54-63. <http://www.jstor.org/stable/29768223>

Tuck, Eve and Yang, K. Wayne (2012) Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1 (1). pp. 1-40.

Evaluation

Evaluation is one of the steps of the generalist intervention model (GIM) and is also a very important part of the SWRK Program. The faculty has a commitment to you, the student, to give you the best education possible. The faculty also has an obligation to the profession, to the community and to your future clients to ensure that you have been appropriately educated. Ongoing evaluation of our educational program helps to accomplish these commitments and obligations. You may be asked to complete various inventories, data collection forms, and course evaluations, during and after your time at HPU. We would appreciate your kōkua (assistance).

BSW Curriculum Assessment (Revised Fall 2024)

To ensure the quality and effectiveness of the BSW program, student learning is assessed at multiple points throughout the curriculum. These assessments are aligned with [the 2022 CSWE Educational Policy and Accreditation Standards \(EPAS\)](#) and are used internally to evaluate student competency and guide program improvement.

Beginning in Fall 2024, program evaluation includes three key measurements across junior and senior years:

Junior Year: Students complete a Comprehensive Quiz in SWRK 3000 and a Competency Paper in SWRK 3010 to assess foundational knowledge and values related to the 10 CSWE competencies.

Fall Semester SWRK 3000 Junior	Introduction - Knowledge Values	Comprehensive Quiz for 10 Competencies in mid-November (BSW Program Use Only - not submitting this to CSWE) Test scored by instructor	80% of students meet the benchmark which is 90% score or higher.	Instructor will share the results with the BSW curriculum committee
Spring Semester SWRK 3010 Junior	Develop- Knowledge Values Competency 1-10 Measurement #1	Measurement #1 - Competency Comprehensive Paper Paper graded by instructor and another BSW faculty	80% of students meet the benchmark which is 70% score or higher.	Instructor will share the results with the BSW curriculum committee

Senior Year: In SWRK 4900 and SWRK 4910, students are evaluated during their field practicum experiences through Field Practicum Evaluations submitted online after completing 225 hours each semester. These evaluations assess mastery of knowledge, values, cognitive and affective processes, and skills.

Fall Semester SWRK 4900 Senior	Develop - Knowledge, Values, Cognitive & Affective Processes, Skills & Performance Competency 1-10 Measurement #2	Measurement #2 - Field Practicum 1st Semester Evaluation Online submission of Field Evaluations at the end of spring semester for courses SWRK 4900 after 225 practicum hours have been completed.	65% of students will achieve a 2 or higher for each of the 10 competencies (2 out of 3)	Assessed by Field Instructors, BSW Practicum Instructors & Director of Field Education
Spring Semester SWRK 4910 Senior	Master- Knowledge, Values, Cognitive & Affective Processes, Skills & Performance	Measurement #3 - Field Practicum 2nd Semester Evaluation Online submission of Field Evaluations at the end of spring	80% of students will achieve a 2 or higher for each of the 10 competencies (2 out of 3)	Assessed by Field Instructors, BSW Practicum Instructors & Director of Field Education

	Competency 1-10 Measurement #3	semester for courses SWRK 4910 after 225 practicum hours have been completed		
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All assessments are scored by instructors and/or field faculty. Results are reviewed by the BSW Curriculum Committee to ensure program benchmarks are being met and to inform ongoing curriculum development. The results are also reported annually to CSWE.

HPU Academic Integrity Policy

Students are expected to uphold the highest standards of academic integrity in all their coursework. Please refer to the HPU Catalog, specifically [Section Three: University Policies and Procedures – Academic Integrity Policy](#), for complete details.

Please note that the use of third-party tools—such as, but not limited to, generative AI (e.g., ChatGPT)—to complete any academic exercise (e.g., assignments, papers, speeches, equations, etc.) is not permitted unless explicitly authorized by the instructor of the course. Some instructors may allow the use of generative AI tools for specific academic purposes. However, such tools may only be used with the clear and explicit permission of the individual instructor, and only in the ways and contexts specified by that instructor.

Standards for Written Assignments

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

Term papers are to follow the most current American Psychological Association (APA) documentation style. Formal papers (not logs or in- class exams) must be typed or word processed, double spaced, unless otherwise specified by the instructor.

The sources or references you use should reflect the depth, breadth and variety of available research and literature sources. Whenever possible, references must represent viewpoints about the topic. You should turn to professional literature (books and articles written by and for social workers or other professionals) before using general interest websites and encyclopedias. In general, it is a good idea to use references that are to be up-to-date, usually in the last five to ten years except for books and articles that may be considered classics in a particular field.

Writing style, spelling, and grammar should reflect college-level proficiency. Your paper should use complete sentences, be logically sequenced, and have coherent paragraphs. Outlining is highly recommended to help you build your argument. Please consult your instructor for more details.

Your writing should follow the instructions given for the assignment. No matter how good the work is, you will not receive credit for it if it is not responsive to the assignment or topic. Again, we urge you to use one of the APA templates easily available online or through purchased software such as End Note. Consult your HPU librarian for additional information about APA, and other social work resources available to you through the HPU library. These will make your job much easier.

If you need help with your writing, the HPU Tutoring Center is available to assist you. There is tutoring available, and you can book these appointments via email. Check the following link: <https://www.hpu.edu/cas/tutoring/index.html>

International Hosting/Exchanges and Travel

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

SWRK Program integrated the interprofessional education model (IPE) as part of its goals in conjunction with the CHS. The program conducted several community service trips to **South Africa** (Summer 2008 and Summer 2009); **Viet Nam, Cambodia**, and **Japan** (Winter 2010, Winter 2012, Summer 2016 and Winter 2018); **Japan, Viet Nam** and the **Philippines** (Winter 2022); and **Japan, Cambodia**, and **Viet Nam** (Summer 2025). Please check with your instructors to find out whether one will be offered during your time at HPU. The SWRK program has hosted students and faculties from Japan and other countries and offered various interactive workshops and community activities.

Staying Informed

Students are responsible for knowing and adhering to the policies and procedures in this Handbook, the HPU Catalog, the HPU Student Handbook, and the Practicum Handbook while they are in practicum. You are responsible for activating your HPU account and checking your HPU email regularly for college and program announcements.

Field Education

Complete policies related to Field Instruction are available in the Practicum Handbook (<https://www.hpu.edu/cla/social-work/student-resources.html>). Prior to placement, you need to be aware of the following policies:

A student who does not accept placement at two field agencies which, in the judgment of the Director of Field Education, would be appropriate, and who does not withdraw from the course, will be deemed to have failed the practicum course.

Under no circumstances are students allowed to find their own field placements.

Please contact **Ms. Lisa Dunn, Director of Field Education** for any inquiries related to the field education (Office: WP 1-435, Phone: 808-566-2475, Email: ldunn@hpu.edu).

Course Offerings and Sections

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

Generalist Social Work Practice

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

The application of social work knowledge, skills, and values to a variety of settings, population groups, and problem areas. Generalist practitioners are able to be flexible, eclectic, and pragmatic in their approach to situations needing social work intervention. They recognize the inter-relatedness of individual problems, life conditions, social institutions, and social problems. Because of this understanding, generalist practitioners are able to analyze

situations, recognize the potential for change, and apply the generalist problem-solving method appropriately at the micro- mezzo-, and macro-levels.

Appropriate settings, groups, and problem areas may include individuals (micro level); families and other small groups (mezzo level); and communities, organizations, and societies (macro level). Potential clients/client groups include those of various ethnicities, traditions, lifestyles, economic conditions, and life experiences/circumstances. Thus generalist practice consists of attitudes, values, and skills that are “portable.” It provides a “tool box” that you can take into any situation and use appropriately, according to the needs of your client/client group(s). If we succeed in teaching generalist practice, you should find that your social work education is relevant and helpful wherever you work.

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

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

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

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

The Ecosystems Perspective

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

Why be concerned about a theory for practice or theories of change?

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

"The choice for a practitioner is not whether to have a theory but what theoretical assumptions to hold. All persons acquire assumptions or views on the basis of which they construe and interpret events and behavior, including their own. These assumptions are frequently not explicit . . . Thus, the appeal for practitioners to be atheoretical amounts simply

to an argument that theory ought to be implicit and hidden, not explicit and self-conscious. It is difficult, however, to defend an argument favoring implicit theory that, by definition, is not susceptible to scrutiny and objective validation and therefore cannot be distinguished from idiosyncratic bias.” (Briar and Miller, quoted in Greene and Ephross, p.5)

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

What are the basics of the theory?

The basic assumptions of the ecological perspective (EP) are:

- Person and environment form one system, with two-way interactions. It is not person plus environment (1+1), but a unit of this person in this setting.
- You cannot separate people from (or understand people apart from) their environment. If people have life problems, these must be understood within the full person-environment context.
- The environment influences people. This influence can be positive or negative.
- People influence their environment. This influence can be positive or negative.
- The individual’s subjective understanding of the environment is key to his/her development.
- People may fit well or poorly into their environment—a concept called “Goodness of fit.”
- “People are goal directed and purposeful. Humans strive for competence.”
- What the individual thinks about/experiences from the environment is key to development, and it is an individual matter.
- Personality is the result of long-term interactions between the person and the environment.
- Miley (p.36) says that factors like race, culture, SES, and gender are very powerful in creating “our worlds,” because of the messages they send to individuals about who they are, and the opportunities that are open or denied to those people.
- Changing the environment can change the people in it.
- A change to one part of a system may “reverberate” (via, for example, reciprocal interactions) throughout the system, and cause further intended and unintended changes.

- Social workers can help clients through a variety of interventions in the client's "life space." Potentially, several interventions could have the same result. The worker may want to start with the simplest, or the one that gives the most "leverage" ("bang for the buck").
- Germain & Gitterman say that most people become involved with social workers because they are facing "life stressors." Once people judge something to be a stressor, they try to bring their coping methods to bear. They muster their personal and environmental resources; these may or may not be effective. If coping is not effective, stress gets worse and may lead to other stresses (e.g., a person is depressed and nothing seems to help; he loses his job and now has financial pressures). Sometimes coping efforts themselves cause additional problems—a person confronts a troublesome neighbor, gets into a fight, and is arrested.

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

How does the EP affect social work practice?

- In EP, the most basic job of the social worker is seen as bringing about rapprochement between the client/client group and the environment. The social worker often serves as facilitator, not "fixer."

- Using the EP changes the way that social workers name, define and look at problems. A client is not judged as "deviant" or "maladaptive" or "pathological" (all of which attribute the problem to the individual). Rather, the client/client group and the environment are "out of synch." Redefining problems to focus on synchronicity can lead to innovative and successful solutions. The perspective forces us always to look at micro, mezzo, and macro around any problem.
- "It makes sense from an ecological perspective that inner cities have high crime rates, family breakdown, and other related problems. These kinds of problems are not a symptom of an inner city dweller's inability to control id impulses, as will be argued by a Freudian, but instead are a result of a hostile social environment that does not provide the supports needed for growth and development. Social intervention . . . must be at both the micro- and macro-levels. . . . Thus, the effective social worker must become enmeshed in the political process. . . ." (Pardeck, pp.39-40) Garvin & Seabury say that for individuals to grow and thrive, their needs (think Maslow's hierarchy) must be matched by resources in the environment, their aspirations must be matched by opportunities in the environment, and the demands of the environment must match their capacities. It is unlikely that these will ever be perfectly be balanced, especially because the individual and the environment are constantly changing. Social workers are especially aware of the power of "isms" to limit resources, opportunities, and, often, demands (too little is expected of people, or conversely they are expected to do the impossible). Social work roles include trying to improve the balances between the individual and the environment around these dimensions.
- The perspective is positive and hopeful. It suggests that both people and environments can change for the better. Positive change can result from life experiences. It sees difficulties as "problems in living," not pathology. It is oriented towards growth. The perspective promotes diversity. "The more complex the network is, the more resilient it will be." (quoted in Mattaini, p.8) Thus, promotion and protection of diversity is not simply a matter of "political correctness" or law, but a matter of survival for the group, since diversity brings new resources into the system.
- The strengths perspective is important in the EP. Strengths are not seen as "things" that a person possesses, as much as they are seen as skills/resources that a person brings to transactions. Each person or group, including the client/client group, has skills and resources that it could bring to the situation to help resolve the problem.
- EP allows us to look at multifactorial causation. "There are no separate actors in an event; the actions of one person are understood in relation to the actions of other people, and in relation to spatial, situational, and temporal circumstances in which the

actions are embedded. These different aspects of an event are so intermeshed that understanding one aspect requires simultaneous inclusion of other aspects in the analysis." Werner, et al, quoted in G&G p. 8. EP also accommodates multifactorial resolution.

- The EP organizes the social worker's activities around six basic roles. Presentation of these roles hopefully helps students understand that "counseling" (the "conferee" role) is not the only or even the chief role of a social worker.
- Conferee: the social worker "confers" with clients around their problems.
- Enabler: An unfortunate name. In EP, it refers to the practitioner doing things to improve system functioning. "Environmental modification."
- Broker: The worker links the consumer with needed resources. This may involve more than just referral.
- Mediator: The social worker tries to reconcile parts of the system that are in conflict.
- Advocate: The worker speaks on behalf of the client or takes action to build what is needed but does not now exist or is currently unresponsive.
- Guardian: The worker exercises a social control or protective function for clients who cannot protect themselves.
- Educator: The social worker teaches clients/client groups things that they need to know.
- Facilitator: Social workers facilitate processes, create space and opportunities for clients to grow and develop.
- Change agent: Social workers work collaboratively with client groups to bring about positive change to unresponsive systems.

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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 SWRK program, a generalist degree focusing on cultural relevance, form is 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).

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 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) 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). 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).

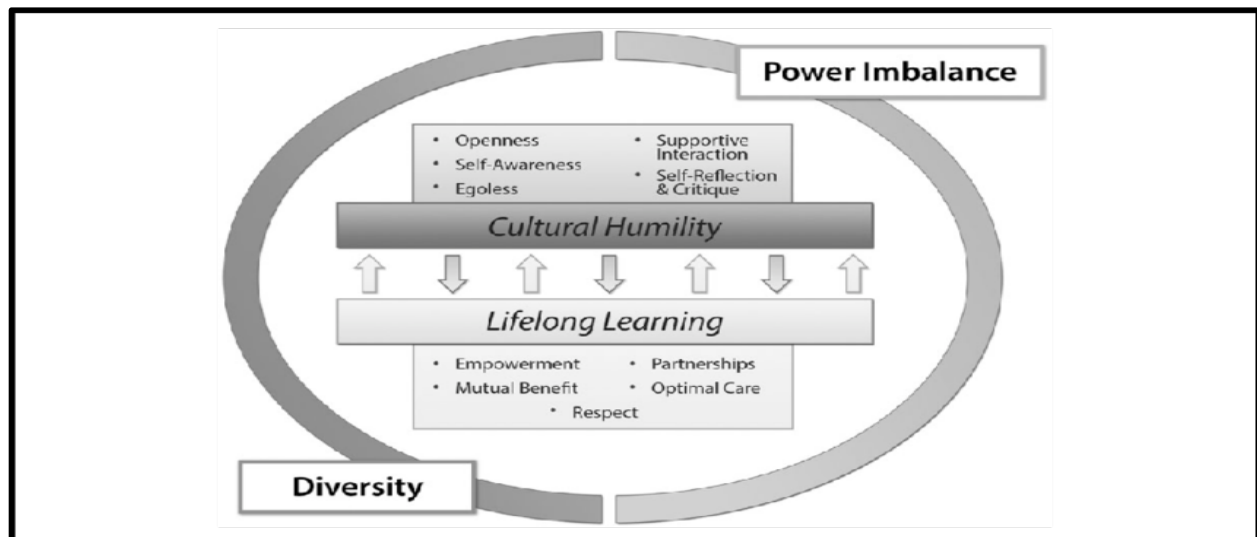


Figure 1: A Concept Analysis of Cultural Humility

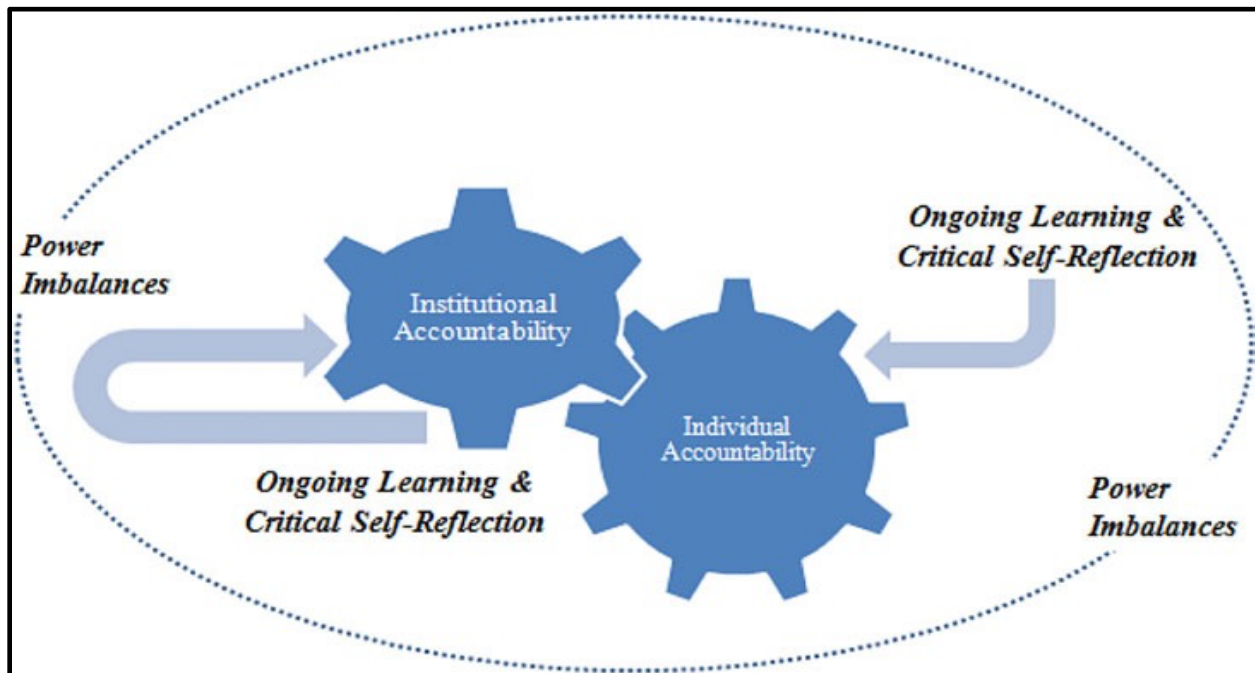


Figure 2: Cultural Humility Individual and Institutional Accountability

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).

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.

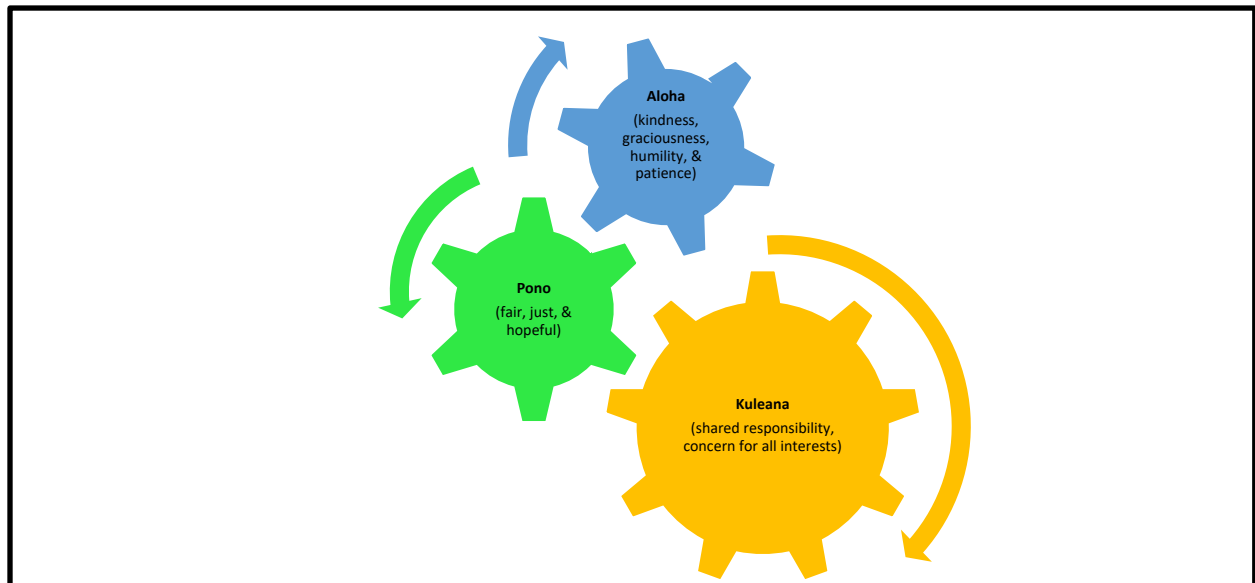


Figure 3: Cultural Humility Operationalized through Native Hawaiian Values

1. **Aloha** – Aloha refers to 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 a just and decent path 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 well-being 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).

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).

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'Ike Kupuna (ancestral and elder wisdom):

- 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'uuanu & 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

Using Critical Thinking (CT) and Critical Analysis (CA)

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

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

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

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

Social Work Program Policies and Procedures

Admission Policy

HPU's BSW program operates under a selective admissions policy because of our need to maintain a program of excellence in the classroom, assure availability of quality internship placements and adhere to accreditation requirements. The BSW program reserves the right to admit a limited number of students each year. The completion of a BSW at HPU requires the student proceed through three stages of admission. **The first stage** involves securing admission to HPU and declaring social work as a major. This does not mean that you are automatically accepted into the BSW program. During this stage, general education

requirements and program pre-requisites are completed. **The second stage** is applying for formal admission to the BSW program itself, a separate admissions process. **The third stage** occurs before beginning the senior year field practicum.

Step 1: Admission to HPU and Declaration of Social Work as a Major

Students wishing to pursue a BSW may declare social work as a major when entering the university or complete an official university Change of Major Form during their tenure at HPU. The student is welcome to participate in the activities of the Social Work Student Organization, and will begin taking general education, pre-requisite courses and social sciences courses appropriate for social work majors. In addition, the student will enroll in **SWRK 1010: Social Work, Social Sustainability and Social Entrepreneurship**. This course introduces students to the nature, demands, values, and fields of practice of the profession from a perspective of sustainability. During the course, students are encouraged to consider whether they wish to commit to social work as a professional goal.

Step 2: Applying for Admission to the Social Work Program

The second step – applying for admission to the social work program – is typically done at the end of sophomore year. This step is designed to accomplish two goals. First, it is based on the need to maintain a program of excellence in the classroom and to assure the availability of quality field experience placements by limiting the number of students admitted to the program. Second, it is intended to identify and admit to the program those students who may reasonably be expected to complete the program academically, to be accepted by agencies for field placement and to perform competently as professionals upon graduation.

All students who meet the minimum requirements for the social work program are invited to apply. No student will be denied admission on the basis of race, sex, disability, age, religion or sexual orientation. This program is committed to having a diverse student body. However, students should be aware that meeting the minimum standards does not guarantee admission to the program. The program reserves the right to limit the number of students admitted to the program each semester. Students have the right to appeal a denial of admission to the program by following the procedures outlined in the social work student handbook.

Admission Requirements

- Completion of 45 semester credit hours prior to admission.

- Attainment of a minimum cumulative grade point average of 2.75 on a 4.0 scale at the time of application.
 - Completion of SWRK 1010 with a grade of C or better.
 - Completion of the following prerequisite courses. These courses may be in progress at the time of application.
 - WRIT 1200
 - PSY 1000
 - SOC 1000
 - SOC 2000
1. Completion and submission of the 'Application for Admission Form' and supporting materials, which includes the following:
 - a. Personal statement including:
 - i. An assessment of your personal values and congruence of these beliefs with the profession's values and ethics;
 - ii. A discussion as to how you will balance outside commitments and the required coursework with a 16 hours per week practicum during the final program year;
 - iii. An assessment of personal strengths and limitations as they pertain to your human services work experience or life experience;
 - iv. A discussion of your career goals as they stand now;
 - v. Additional Information. Please add any other information you believe is relevant to this application, that would support your application, or that you think is important for the Admission Committee to consider, including any special needs, experiences, concerns, requests, and so on.
 - b. Unofficial transcripts or, if within HPU system, current degree plan
 - c. Acknowledgement of review of the BSW Student Handbook

A student who does not meet one or more of the above requirements at the time of application, may be considered for conditional admission to the SWRK Program by submitting a written plan to complete the above requirements with the application for admission to the Program.

Following admission to the BSW Program, any student who withdraws from the Program or does not take classes at the HPU for two or more sequential semesters, must reapply for

admission into the Program (unless the student has applied, and been approved, for a leave of absence).

Criteria for Acceptance to the Program

Applications are reviewed after all materials have been submitted. If needed, a student may be asked to complete a formal interview with the Admission Committee, as well as submit additional documentation for those who can support the student's readiness for a career in social work. The Admissions Committee may seek additional information from social work faculty, the applicant, or other formal sources. The Committee will focus on academic achievement as well as criteria that demonstrate a commitment to social work values, beginning understanding of the social work profession, professional attitude and behavior, emotional maturity, and ability to express oneself clearly both orally and in writing.

Meeting minimum standards does not guarantee admission to the SWRK Program. Social work is a professional program, thus numerous factors are taken into account including an applicant's capacity to acquire the requisite knowledge, values, skills and professional conduct of the profession of social work. Students are evaluated based on prior course work, admissions essay, work experiences, and other information presented by social work faculty members. Approval is based upon an assessment of the criteria listed below. Sources of information by which to evaluate students include the evaluations completed by social work faculty at the conclusion of each social work course, the evaluation completed by volunteer work supervisors and from any other information presented by social work and/or other faculty members who have had personal contact with the student.

Factors included in the assessment include:

- Class attendance.
- Appropriate participation in classroom activities.
- Ability to meet deadlines.
- Ethical conduct.
- Ability to maintain positive relationships with faculty and other students as well as clients and supervisors in volunteer placements.
- Willingness and beginning ability to examine own values and biases as they relate to social work practice.
- Ability to communicate effectively both in written and oral form.
- Maintenance of at least one year in recovery if student has history of chemical dependency.

- Reasonable emotional stability and maturity (serious questions raised by social work faculty in these areas will result in a requirement that student complete a psychological/psychiatric assessment by a professional agency approved by the student's adviser at the student's expense).
- Presence of any criminal record which would indicate a history of physical violence, sexual misconduct or any other offense which would make the student unemployable as a social work professional.

Outcome of Decision

Once a decision has been reached, the student will be notified in writing within two weeks of the receipt of the full application with the decision and reasons or conditions. Committee options include full admission, conditional admission with specific requirements listed and deadline for removal of conditions, or denial of admission with a specific reason for denial listed. A student may appeal a denial of admission by following the Appeal Process for the SWRK Program. A student can also reapply to the program for admission during a subsequent semester.

Transfer Students

The BSW Program employs a two-step process in regard to the transfer of credit from other colleges.

Step 1: The HPU Registrar's Office evaluates the transfer of earned credit from other institutions to HPU and makes a determination regarding fulfillment of General Education requirements. This evaluation is forwarded to the BSW Program.

Step 2: The BSW Program Chair, in consultation with SWRK faculty, evaluates transfer credits for prerequisite, support and social work foundation courses. Students may be asked to provide a course syllabus as well as assignments completed in the course for review. Course equivalency will be determined based on a review of course objectives, content outline, textbooks and readings, learning activities, and theoretical perspectives. The BSW Program Chair may require that courses varying significantly in content and objectives be retaken. For courses that have only minor gaps, a plan will be put forth wherein students will cover the necessary content. The BSW Program Chair will contract with the student on items that need completion and identify a faculty member to work with the student. Only courses taken through other CSWE accredited baccalaureate Social Work Programs may be evaluated for equivalency of a HPU professional foundation social work course.

BSW students wishing to transfer in courses equivalent to SWRK 1010 must demonstrate that the course was offered by a degreed social worker as an instructor.

A student accepted into HPU as a transfer student from another accredited program will be required to sign a release of information allowing the HPU BSW Program Chair to communicate with the Chair at the previous Social Work Program to determine that the student was in good academic standing.

Step 3: Applying for Senior Field Placement

Because students will be working directly with individuals in a helping relationship, it is necessary that they meet certain standards for admission to senior year field placement. This is the reason that the Program requires students to apply for field placement. Application to field occurs before intended enrollment in SWRK 4900/4910, the "senior year" field placement, typically in SWRK 3900.

Requirements

- Admission to the social work major at HPU.
- Completion of the following courses: SWRK 1010, SWRK 3003, SWRK 3000, SWRK 3005, and SWRK 3010.
- Attainment of a minimum cumulative grade point average of 2.75 overall on a 4.0 scale at the time of application.
- Submission of most current [Degree Plan](#).
- Agreement to adhere to the [NASW Code of Ethics](#).
- Approval of the social work faculty based on demonstration of beginning level competence and commitment to preparing for a professional degree as demonstrated by the following:
 - a. Demonstrate the beginning level knowledge, skills and professional value system necessary to:
 - i. Demonstrate ethical and professional behavior.
 - ii. Engage diversity and difference in practice.
 - iii. Advance human rights and social, economic, and environmental justice.
 - iv. Engage in research-informed practice and practice-informed research.
 - v. Engage in policy practice

- vi. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.
- b. Demonstrate commitment to preparing for a professional degree by:
 - i. Regular class attendance
 - ii. Appropriate participation in classroom activities
 - iii. Observation of deadlines
 - iv. Ethical conduct.
 - v. Maintenance of positive relationships with faculty and other colleague/other students.
 - vi. Willingness and ability to examine own values and biases as they relate to social work practice.
 - vii. Effective communication in both written and oral communication.
 - viii. Reasonable emotional stability and maturity.

Credit for Life

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

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

Advising in the SWRK Program

Within the SWRK Program, advisement is an opportunity for students to receive guidance on the sequencing of courses, options for electives that may complement their interests, and discussion of other areas of academic, personal, or professional concern. It is a form of mentoring and is the first "point of contact" for all issues and problem resolution. Students must meet with their SWRK faculty advisor prior to registration. This meeting should be held before the end of the preceding semester. When you meet with your faculty advisor, please bring with you your Plan of Study (PoS) (list of course taken and to be taken) if you have it. If you do not have one your faculty advisor will develop one with you. Your faculty advisor will give you the best advice s/he can, but the ultimate responsibility for knowing and following University policies is yours.

Responsibilities of the SWRK Faculty Advisor:

- Confers with the students at least once per semester to review performance and plan for coursework.
- Assists student in developing a — PoS
- Helps student choose appropriate courses
- Maintains up to date materials in the student file
- Works closely with advisee in the event of academic probation
- Counsels' advisee about academic, professional, and career issues
- Initiates meetings with advisee as needed to discuss issues
- Performs as an academic manager and coordinator for their assigned students
- Serves as a student advocate during student review committee

Responsibilities of Student Advisee:

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

An SWRK faculty advisor will be appointed to each student in the beginning of the Fall semester of their junior year **once they are admitted to the program**. A BSW Program Chair can be reached out for any SWRK related inquiries before they are assigned to a faculty advisor. Although close contacts with the faculty are welcomed, faculty advising is not therapy and faculty cannot function effectively in the dual role of teacher and therapist. Students whose personal concerns are interfering with their performance in the classroom or field, who are experiencing personal distress, or who show potential for growth through intensive examination of personal issues will be referred to appropriate University or community resources.

Academic and Professional Performance Standards for Social Work Students

Social work values and professional conduct are at the heart of what HPU teaches in SWRK. The most widely used statement of social work values and professional conduct is the Code of Ethics of the National Association of Social Workers (NASW). Hence, HPU social work students are responsible for understanding and adhering to the NASW Code of Ethics,

whether they are NASW members or not. Performance standards for students in the HPU SWRK are divided into four general areas:

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

These Performance Standards apply to all social work students accepted into the HPU SWRK. They are in addition to the HPU's Code of Student Conduct described in the University's Student Handbook (<https://studenthandbook.hpu.edu/>). The purpose of the performance standards is to help students become successful social work professionals in preparation for a profession which holds high standards and because the SWRK has a responsibility to the community and students' present/future clients, as well as to one another. Therefore, the faculty will observe and evaluate students' professional behavior, in addition to what material students learn. In some cases, the standards may lead to a decision that social work is not the right profession for the student.

AREA I: BASIC CAPACITY TO ACQUIRE PROFESSIONAL SKILLS

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

Communication Skills: Students who meet this standard demonstrate sufficient written, verbal, and nonverbal skills to comprehend information and communicate ideas and feelings clearly and appropriately. Therefore, students are expected to:

- Write clearly, use correct grammar and spelling, and apply the American Psychological Association (APA) formatting and writing styles, in accordance with the 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 SWRK 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.

- 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 content in 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. Students who need accommodation make this need known to their social work faculty, advisor, or BSW Program Chair so that appropriate steps can be taken for the student's success and that of the student's clients.

AREA II: MENTAL AND EMOTIONAL CAPACITY FOR PROFESSIONAL PERFORMANCE

Expectations of having mental and emotion capacity for academic and professional performance are the extent to which students can demonstrate mature judgment, effectively use help for physical and emotional challenges that interfere with academic and professional performance and demonstrate the ability to deal with current life stressors using appropriate (and healthy) coping mechanisms. These students handle stress effectively using suitable self-care and develop supportive relationships with colleagues, peers, and others. No student will be allowed to continue the program if personal situations: (a) compromise scholastic/academic performance or performance in the field; (b) interfere with professional judgment and behavior; (c) jeopardize the physical/emotional/mental safety or best interests of other students, faculty/staff, or clients; and/or (d) jeopardize the physical/emotional/mental safety of the student.

AREA III: PROFESSIONAL PERFORMANCE

Students are expected to develop the professional commitment, behaviors, and skills necessary for ethical work with clients. Students who meet this standard demonstrate a commitment to the goals, ethical standards, and essential values of the social work profession, including respect for the dignity, worth, and rights of individuals, and abide by the NASW Code of Ethics. Students are required to meet the following professional behavior standards, which are considered the minimal standards of professionalism:

- Comply with program policies with the SWRK, University policies, agency policies, and State and Federal laws in the classroom, field, and community.
- Are punctual and dependable, prioritize responsibilities appropriately, attend class regularly, observe deadlines, complete assignments on time, and keep appointments. If they are unable to do any of these, or have difficulty, they notify/seek help from their classroom, online and/or field instructor and/or social work faculty advisor.
- Accept supervision and constructive criticism. Show a willingness to accept feedback and supervision, as well as use such feedback to enhance their continued professional development.
- Respect interpersonal boundaries with other students, faculty, staff, clients, professionals, and community members encountered as part of the students' educational experience.
- Respect the academic environment, including the knowledge and integrity of instructors/professors.
- Work effectively and collaboratively with those at, above, and below their level.
- Reflect, in their hygiene, dress, and general demeanor, a professional manner in keeping with usual standards for the classroom and the agency in which they are placed for practicum.

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

- Demonstrate nonjudgmental relationships and attitudes when working with others (e.g., other students, professors/instructors, clients, field supervisor, university staff members).
- Strive to comprehend others' ways of life and values.
- Use empathic communication and support of the client as a basis for a productive professional relationship.
- Demonstrate an appreciation of the value of cultural pluralism.
- Provide appropriate service to others, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.

- Not impose their own personal, religious, sexual, and/or cultural values on clients.
- Avoid any form of bullying, intimidation, and/or harassment, including intellectual bullying.
- Demonstrate respect for the rights of others and a commitment to others' rights to exercise freedom of choice and self-determination.
- Maintain confidentiality as it relates to classroom self-disclosure, and experiences throughout one's field placements.
- Show honesty and integrity by being truthful about background, experiences and qualifications, doing one's own work; giving credit for the ideas of others; reporting practicum hours honestly; and providing the proper citation of source materials.
- Demonstrate clear, appropriate, and culturally sensitive boundaries. This includes no verbal, intimidating, or sexual harassment; no verbal, physical, emotional, or mental abuse of others; no disrespectful behaviors or implied threats toward others (e.g., showing a weapon); no verbal or non-verbal threats of any kind; no personal or sexual relationships with others in situations when professional or personal conflicts of interest may exist.
- Furthermore, students who meet this standard are able to discuss how personal values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. These students can accurately assess their strengths, limitations, and suitability for professional practice. They are also aware of how other people perceive them and their behavior (i.e., demonstrate insight). Finally, students who meet this standard are willing to examine and change their behavior and attitudes when it has been observed, noted, and communicated that these interfere with work with clients and other professionals.

AREA IV: SCHOLASTIC PERFORMANCE

Students who meet this requirement:

- Maintain a 2.75 GPA per semester for BSW students in their SWRK courses and 2.0 overall GPA. Students who are falling under these requirements are put under probation by either or both the university and the SWRK.
- Meeting the criteria for scholastic achievement is necessary but not sufficient alone to ensure continued enrollment in the program.

School of Social Work Performance Review Process

Review any student who fails to meet the expectations of the social work program will be subject to review. In general, the intent of such a review is to identify possible corrective actions that would facilitate successful completion of the program.

The types of issues that would warrant a request for a student review could include, but are not limited to:

- Conduct that is not congruent with the values and ethics of the social work profession.
- Failure to adhere to HPU policies, agency policies, or SWRK professional standards.
- Failure to communicate effectively, both verbally and in written form.
- Inadequate academic performance
- Unprofessional interactions or relationships with faculty, staff, students, peers, and field agency staff and clients.
- Consistent pattern of unprofessional behavior.
- Behavior that interferes with the functioning of others in academic and professional settings.

Review Process

The review process presented is not necessarily sequential; the faculty member may choose a level for review that is appropriate to the behavior or issue of concern. The Field Director and Program Chair are the only social work faculty who can suspend a student prior to a Faculty Review Panel (FRP). This should only occur for behavior that is of immediate concern for the safety of others or significant violation of the Code of Ethics.

Level 1 Review

Level 1 review: meeting with faculty and student

When a faculty member becomes concerned about a student, the student has a couple of options to address the concern at this level. The options are not presented as incremental; a faculty member may choose which option seems most appropriate to the situation.

Option 1: meet with the student, discuss the behavior of concern, and discuss solutions. No follow-up is needed if this is sufficient to resolve the concern.

Option 2: meet with the student, discuss the behavior of concern, and discuss solutions. Follow-up with an email to the student summarizing the conversation and the expectations. If warranted, copy the Program Chair and student's advisor on the email.

Option 3: meet with the student, discuss the behavior of concern, and complete a contract that details the resolution agreed upon, signed by the student and faculty member. Indicate on contract whether Program Chair and/or advisor will be receiving a copy of the contract.

Level 2 Review

Level 2 review: meeting with student, Program Chair, faculty advisor and relevant faculty such as field supervisor.

At this level, the Program Chair and the student's faculty advisor is included in meetings with the student; if the concern involve conduct/performance at the field site inclusion of the field supervisor/field director may be warranted; also, meetings and outcomes are documented.

Level 2 is initiated:

1. By the Program Chair after receiving two or more formal or informal contracts related to a student. The Program Chair will meet with the student and the relevant faculty member(s).
2. By the faculty member when concerns have not been resolved at Level 1. This meeting is with the faculty member, student, faculty advisor, and Program Chair.
3. By either a faculty member or the Program Chair when a student is out of compliance with University Standards or policies. This meeting is with the faculty member, student, faculty advisor and Program Chair.
4. By the Program Chair when a student's GPA in their social work courses is 2.75 or less and overall GPA 2.0 or less and/or when a student receives a D or F in any SWRK course in the undergraduate program. This review may only be a transcript review initially but could be followed by a meeting with the student and Program Chair.

Level 2 review response: The outcome of a Level 2 review could include any or all of the following:

1. Probationary status with a timeline for a follow-up review
2. An academic and/or non-academic remediation plan with specific expectations and a timeline for completion. The student's faculty advisor will implement and monitor the Plan. Any student on a Remediation Plan will be scheduled to meet a minimum of 2x/month with their faculty advisor in order to maintain communication and monitor progress on the Plan during the time that the Plan is in effect.
3. Recommendation for review by the Faculty Review Panel

Level 3 Review

Level 3 review: meeting with Faculty Review Panel (FRP)

At this level, a review occurs with FRP because dismissal from the program is an option for reasons of Academic Performance or Non-academic Performance. This level review can be initiated for the following types of situations:

1. Because the behavior is sufficiently egregious to warrant consideration of dismissal from the program such as behavior that jeopardizes the safety of others or is a significant violation of the Code of Ethics.
2. When concerns about student behavior and performance have not been adequately resolved at previous levels.

Level 3 review response: The outcome of a review by the Faculty Review Panel (FRP) could include any of the following:

1. Permit student to continue in the program without contingencies
2. Permit student to continue in the program with contingencies for continuation (examples: time limits; additional coursework; evidence of ability to function; a plan of academic or nonacademic expectations; requirements for monitoring)
3. Permit student to continue in the program by suspending or waiving a department requirement
4. Recommend dismissal from the program

Student Dismissal - Faculty Review Panel (FRP)

A Faculty Review Panel (FRP) comprised of three faculty members will be elected by the SWRK faculty each academic year. The FRP will be charged with reviewing 1) students recommended for dismissal and 2) applicants for re-entry to the BSW/MSW program.

Policies

Students may be dismissed from the SWRK programs for any one of the following reasons:

1. Students who are placed on probation and whose GPA in their social work courses is 2.75 or less (and/or overall GPA falls below 2.0) in any subsequent semester may be recommended for dismissal unless they can provide reasons for their substandard performance, and unless they can demonstrate their capacity to meet minimum standards of performance in the future.
2. Students whose performance in a field placement is unsatisfactory may be recommended for dismissal from the program.
3. When seeking a field placement, students who are rejected for placement by three or more agencies for reasons that relate to their appropriateness or their readiness for placement may be recommended for dismissal from the program.
4. Students whose general performance is viewed as nonprofessional may be recommended for dismissal from the BSW/SWRK Program.

Procedures

Students subject to academic dismissal are referred to the Program Chair by the faculty/staff. All issues related to field performance will be referred to the Program Chair by the Field Director. All referrals to the Program Chair should include a recommendation and appropriate documentation. Faculty/staff may request to be present at the meeting of the FRP.

Within ten days of receiving a referral for possible dismissal, the Program Chair shall review the materials to confirm that the situation is a possible dismissal. If the situation does involve one of the above policies relating to dismissal, the Program Chair will forward a referral, in writing, to the FRP with copies to the student and his/her faculty advisor.

The student may choose to submit evidence in writing of his/her ability to meet the performance standards of the program. All materials shall be submitted to the Program Chair and made available to the FRP prior to the scheduled meeting. The student may request to be present at the meeting of the FRP.

The FRP will convene in a timely manner to review available materials and determine whether to request additional written materials and/or the presence of the student, faculty, and/or staff.

The FRP will prepare a written report of their recommendation to the Program Chair for appropriate action.

The Program Chair will review the recommendations and reach a determination on the student's status in the program.

In those cases where academic dismissal from the SWRK Program is not recommended, the Program Chair will notify the faculty advisor and designated staff regarding responsibilities for monitoring the future performance of the student.

In those cases where academic dismissal from the SWRK Program is recommended, the Program Chair will notify the student of the decision and date of implementation.

Application for Reentry

A student who is dismissed from the SWRK program may be readmitted if the problems that led to the decision have been resolved. The burden is on the student to demonstrate that this is the case.

1. Students dismissed from the BSW/SWRK program may request consideration for readmission to the program by submitting their request in writing, accompanied by any materials considered appropriate, to the Program Chair for a readmission request review.
2. The Program Chair will forward these materials to the FRP to conduct a review of the readmission request. A member of the committee will be appointed to chair the committee. The information available in the student's file and in the student's review request will be made available to the committee.
3. The FRP will convene in a timely manner to review available materials and determine whether to request additional written materials and/or the presence of the student, faculty, and/or staff.
4. The FRP will prepare a written report of their recommendation to the Program Chair for appropriate action.
5. The Program Chair will review the recommendations and reach a determination on the student's status in the program.
6. The Program Chair will notify the student of the decision within 10 days of the FRP meeting.

Appeals

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

1. For appeal of a grade by an instructor, consult the HPU Student Handbook for the grade appeal process <https://studenthandbook.hpu.edu/>.
2. For appeal of a decision by the FRP related to suspension, dismissal or denial of reentry, the student will submit an appeal within 20 business days to the College of Health & Society Dean's office. The Dean or his/her designee will not re-hear the case. Rather, the Dean or his/her designee will decide if the appeal has merit under the basis for appeal as outlined below. Actions by the Dean or his/her designee include overturning the outcome of the case, maintaining the original outcome, overturning particular sanction(s), imposing new sanction(s), and/or maintaining original sanction(s). The outcome of the appeal is final and binding. The student will be

notified in writing via US mail and a copy sent to his/her HPU email addressing the final resolution appeal letter.

Basis for appeals includes:

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

Nondiscrimination Policies

SWRK Program Disability Statement

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Students who are eligible for ADA accommodations are encouraged to register with the Coordinator of Academic Advising and Student Support, 808-566-2406. Without proper registration, accommodation for disabilities cannot be provided. It is the student's responsibility to contact the Coordinator of Academic Advising and to propose accommodation as needed. Accommodation does not compromise standards of behavior required for success in the professional discipline, including the Performance Standards for Social Work Students.

SWRK Program Cultural Diversity Statement

As stated in [the NASW's Code of Ethics](#) and consistent with the SWRK Program's mission, we:

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

our total life experience and promote peace individually and collectively as global citizens.

Financial Aid

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

Social Work Student Scholarship

SWRK at HPU offers a scholarship specifically for students in social work upon availability. Application forms are available through the SWRK office.

Perkins Loan Repayment

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

- Full time teaching in a public or nonprofit school or Head Start program designated as serving a high concentration of low income students
- Full time provision of early intervention services to children with disabilities
- Full time employees of public or nonprofit child/family service agencies providing services to low-income, high-risk children or their families
- Peace Corps or ACTION (domestic volunteer) service Service in the military
- Loan “forgiveness” for social workers is pending in Congress. The NASW website is usually up- to-date on this topic.

The amounts of the loan that can be cancelled vary with the position. For further information, contact the University’s Financial Aid Office at 808-544-0253, or visit them on campus at 500 Ala Moana Blvd, Waterfront Plaza Suite 5A.

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

- File taxes as early as possible (or have your parents do so) if the income is being considered for financial aid. You will need information from the tax forms.
- File your FAFSA (Free Application for Federal Student Aid) and obtain your SAR (Student Aid Report) as early as possible. You need to file your FAFSA every year.
- File for loans and scholarships early.
- Get to know someone personally in the Financial Aid Office.

- Get a Scholarship Seekers Guide from the Financial Aid Office and check those that pertain to specific majors, heritages, hobbies, disabilities, gender, etc. Also, check on line.
- DO NOT PAY FOR SCHOLARSHIP INFORMATION.

Appendices

Learning a New Discipline

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

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

Understand thoroughly the “requirements of the class, how it will be taught, and what will be expected of you.”

“Become an active learner. Be prepared to work ideas into your thinking by active reading, writing, speaking, and listening.”

“Become a questioner.”

“Look for interconnections. The content in every class is always a SYSTEM of interconnected ideas, never a random list of things to memorize. . . . Study like a detective, always relating new learning to previous learning.”

“Relate content, wherever possible, to issues and problems and practical situations in your life. If you can’t connect it to life, you don’t know it.”

"Figure out what study and learning skills you are not good at. Practice those skills whenever possible."

"Frequently ask yourself, 'Can I explain this to someone not in class?' If not, then you haven't learned it well enough."

"Test yourself . . . by trying to summarize . . . the main points of the previous class meeting [or your reading]. If you cannot summarize the main points, you haven't learned them."

"Use writing as a way to learn by writing summaries in your own words of important points from the textbook or other reading material. Make up test questions. Write out answers to your own questions."

"Frequently evaluate your listening. Are you actively listening for main points? Can you summarize what your instructor is saying in your own words? Can you elaborate what is meant by key terms? . . . Don't sit back passively, waiting for knowledge to fall into your head. . . . It won't."

"Frequently evaluate your reading. Are you reading the text book actively? Are you asking questions as you read? Can you distinguish what you understand from what you don't?" [Are you bringing questions to class or your professor's office hours about what you don't understand?]

Some Tips for Success

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

Do what the faculty recommends. If you are told to follow through, do it. If you are given an assignment that calls for answering several questions, make sure you address each one. If you find that you cannot do what is recommended, discuss this with the appropriate faculty member or advisor as soon as possible.

Be responsible. Be at class, and especially at practicum, when you are supposed to be there.

Be prepared for class. Call if you are going to be late to practicum. Set a schedule and stick to it. If you accept a task for the club, do it.

Admit to problems that are occurring. Attempting to cover up a problem only makes matters worse.

Ask for help. Don't be afraid of the faculty. They will make every effort to help you, and want you to succeed. But they cannot know what problems you are facing unless you tell them.

Consider forming a study group. Many students have found that studying with others is an excellent way to gain insight and support.

Always back up your data and keep a copy of assignments you have submitted. Your faculty are human too.

Keep track of your course credits. Your Degree Plan, available on Pipeline, is an excellent way to do this. Don't wait until just before graduation to resolve any discrepancies. If you are told different things by different people, talk to your Faculty Advisor or University Advisor.

Opportunities within the Social Work Program

Social Work Student Organization (SWSO) is a club that is open to any HPU student, graduate or undergraduate, with an interest in social work or human services. (The student need not be a social work major or admitted to the social work program.) SWSO engages in activities that provide service to the community, helps members learn more about/network with the social work profession, and engages in fun activities as well. Meetings are held regularly, typically on Saturdays. Note: The SWSO is encouraged to elect, from their officers or membership, a BSW student representative to attend SWRK Faculty Meetings and Advisory Committee Meetings where appropriate.

Faculty advisors are **Ms. Lisa Dunn** and **Dr. Vince Okada**.

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

Undergraduates: declared a major in social work, have completed 9 semester hours of required SWRK courses and rank in the top 35% of their class. Students on probation are not eligible for Phi Alpha. Common application form for all honor societies is distributed at the

beginning of each semester. Students may belong to as many honor societies for which they qualify.

Co-faculty advisors are **Ms. Lisa Dunn** and **Dr. Tracy Stewart**.

School of Social Work Community Advisory Committee is composed of social workers and others interested in social work education from the community. The purpose of the advisory committee is to help the faculty plan an effective social work program, and to bridge the gap between the program and the practice community. The president of SWSO is also a member of the Advisory Committee, and students are also encouraged to elect a representative to the Advisory Committee. The student representatives must be approved by the faculty. No student on probation is eligible to serve as a representative.

National Association of Social Workers (NASW) - Students are encouraged to join the NASW, and to affiliate with and be active in the Hawai'i chapter (NASW-HI).

Guidelines on Confidentiality

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

- Do not reveal names of or information about specific agency clients with anyone outside the agency unless you have the client's permission. You may discuss the fact that you are placed at an agency, and your general experience there.
- Do not put names of clients in journals, logs, or reports that you write for classes. Use initials that are different from the real name of the client or make up a name.
- Do not share information that would allow a client's identity to be readily guessed. This is especially necessary in a small community like Hawai'i.
- If you see clients on the street, let them greet you or not, as they wish.
- Do not remove original or copied records from an agency unless you have the agency's permission and it is absolutely necessary. If you have such records with you, be careful about reading them in a public place where names/details might be visible. Be especially careful not to lose them.
- You are allowed to discuss details of client interactions, including names, with your practicum and agency supervisors and (as necessary to accomplish the job) with

agency colleagues. NEVER agree with a client--especially in advance--that you will keep absolutely secret what is revealed to you. You may not be able to keep this promise.

- Some situations, such as child and dependent adult abuse, must be reported as a matter of law. These should be discussed first with your supervisor for advice on informing the client and protective agency.
- You are allowed to present case situations for discussion in social work class, as long as names are omitted and highly identifying details are changed. All social work faculty and students are bound by confidentiality for such discussions. If you need to present a case situation in a non-social work course, consult with your agency supervisor or the social work faculty. You are always allowed to discuss troubling situations with appropriate social work faculty, revealing details and names as appropriate. Such sharing should occur in private rather than in the classroom or corridor.
- While working in an agency setting, be careful of situations in which client records are visible to the public, your conversations may be overheard.
- Occasionally, students, faculty, or guests may inadvertently reveal in class material that is personal and best kept out of the stream of gossip. If this occurs, the Golden Rule applies.
- Confidentiality does NOT mean that you can never share information. It means that information should be shared in the way that the "owner" of the information wants, revealing it when that is the person's wish, keeping it private if the person wants it kept private.
- Be aware that the same expectations above apply to social media. Do not disclose any identifying information or any information that might lead to someone being able to guess a client's identity by "putting the pieces together." A general rule of thumb is to avoid discussing your clients or your agency on social media.

Note: Any information disclosed during any student meetings with faculty or University staff, and which raises concerns about professional performance, will be shared among the faculty, including field instructors, as necessary for the protection of present and future clients.

University employees may and will share pertinent information with each other for the purpose of identifying student issues and solving problems.

School of Social Work Faculty and Administration

School of Social Work Faculty

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Social Work Advisory Board:

Jessica Garlock, MSW, LSW (Continental United States) HPU Social Work Senior Adjunct Faculty
Daniel Heathcock, LCSW (Military & Veterans) Veterans Health Administration (VA)
Jodi Johnson, LCSW (O'ahu) Wellness Partners MH
Laron Kageyama, MSW (Hawai'i) Department of Human Services (DHS), State of Hawai'i
Hiroko Kobira, MSW, LSW (International) Kobira Healthcare Hawai'i, LLC, League of Japan Social Work
Melody Lopez, MSW (Kaua'i) Catholic Charities Hawaii
Christopher Molina, MSW (Kaua'i) Lili'uokalani Trust (Research, Evaluation, and Strategy Team)
Leina'ala Nakamura, MSW (O'ahu) Department of Community Services, City and County of Honolulu
Pohā Sonada-Burgess, JD, MSW (West O'ahu) Waianae Coast Community Mental Health Center, Inc.
Meghan Walles, LCSW (Maui) Walles Wellness

Working and Being a Social Work Student

(Adapted from the HPU Student Nurses' Handbook)

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

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

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

Start with 168 hours in a week (24 hours/day X 7 days/week)	168	Remaining Hours
Subtract # of hours you work:		
How many credit hours are you enrolled for this semester? ____ credits		
Subtract FOUR TIMES that number to allow for preparation time, study, etc. as well as class hours Credit hours X 4 = ____ hours:		
Subtract # of hours in practicum:		
Subtract travel time: to work, to school, to practicum:		
Subtract # of hours you expect to sleep (should not be fewer than 6 hours/night):		
Subtract # of hours for fun/quality time for yourself and your family:		
Subtract # of hours for church, community obligations, etc.:		
Subtract time for any other commitments, and build in a little for unexpected contingencies:		
Subtract # of hours for the "business of living" (cooking, cleaning, eating, grooming, shopping, paying bills, etc.):		
How much is left????		

Are you in the minus category? Prioritize!

What can you cut out without harm to yourself or others? Can you combine activities?

(Example: tape lectures or study notes and listen to them in the car if you spend a lot of time on the road, study on the bus.) Be disciplined; set a schedule and stick to it. But also be realistic, and plan for the "long haul." You may be able to cut back on sleep for a night or two, but not indefinitely. Your family may understand neglect during "finals," but months or years of neglect stress relationships. It is not possible to do everything, all at once, perfectly. You must make choices and compromises based on a clear sense of your personal long-term goals. You may find that a slower school pace pays off in the long run in more thorough learning, better family relationships, and personal happiness.

BSW Applicant Rating Sheet*

*This will be distributed with the Microsoft Form.

Applicant:	
Overall GPA:	
Transfer Students?	
Returning Students?	

Conditions Met?	
Overall GPA above 2.75?	
Completed at least 45 semester credits?	
Current HPU student or transfer student?	
Completion of Prerequisite: WRI 1200?	
Completion of Prerequisite: SOC 1000?	
Completion of Prerequisite: PSY 1000?	
Completion of Prerequisite: SWRK 1010 or 2010?	
Grade C or better in SWRK 1010?	

Essay:

SCORES				
GPA	1 (2.74 or less)	3 (2.75 – 2.99)	4 (3-3.49)	5 (3.5 +)
Writing Ability	1 Many writing errors	2 Several writing errors	4 Few writing errors	5 No writing errors
Personal Statement (capacity for self- reflection and objectivity)	1 Failed to adequately address questions	2 Weak response to questions	4 Satisfactory response to questions	5 Excellent response to questions
Meeting Prerequisites	1 Has not completed SWRK 1010 or other prerequisites	3 Has completed SWRK 1010 but missing at least two prereqs	4 Has completed SWRK 1010 but missing one prereq	5 Has completed SWRK 1010 and all prereqs
			Total Points (20 max)	

0 - 10 points	Poorly qualified – not admitted	
8-11 points	Weak candidate – admit only if strongly offsetting factors	
12-15 points	Acceptable candidate – admit	
16+ points	Excellent candidate – recommend admittance	

Comments:

Rater:

Date:

Student Agreement Form*

*This will be distributed with the Microsoft Form.

The purpose of this form is to document that I _____ (Print Name);

- Have received information to access a copy of the 2025-26 Student Handbook containing the Social Work Program Performance Standards and other material on the Social Work website: (<https://www.hpu.edu/cla/social-work/bsw.html>)
- Understand that it is important to familiarize myself with the expectations contained in the Handbook, and especially with the Social Work Program Performance Standards;
- Will discuss these Standards with my faculty advisor if I have any questions and concerns; and;
- Understand that I am bound by these Standards while I am a student in the HPU Social Work Program.

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

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

Signature: _____

Print Name: _____

Date: _____

Social Work Student Update Form*

*This will be distributed with the Microsoft Form.

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

HPU Student I.D. Number:	
Student Full Name:	
Student Preferred Nickname:	
Best mailing address:	
Best phone number(s): <i>Please designate whether numbers are home, work, cell, pager, or other.</i>	
Best email address: (PLEASE <i>print</i> clearly)	

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

Educational level (Please circle):	Yes?
Undergraduate program Junior	
Undergraduate program Senior	
Other Please specify ()	

In-State Student? Out-of-State Student?	Yes?
In-State Student (From the state of Hawaii)	
Out of State Student including International Student	

I am attending <i>social work</i> courses:	Yes?
Full time, following the regular schedule of my cohort	
Part time	
Out of sequence with my cohort	

We will use the following information for the CSWE annual survey report purpose only:

Please provide a single designation for race/ethnicity of each student following the U.S. Department of Education guidelines. Only U.S. citizens, permanent residents, and refugees are to be categorized in the specific race/ethnicity categories. The 'International student' category is reserved specifically for anyone who is not a U.S. citizen, an immigrant (permanent resident) or a refugee no matter what other race category may apply; these may include holders of F (student) visas, J (exchange visitor) visas, and M (vocational training)

visas. Count as Hispanic anyone who is of Hispanic/Latinx ethnicity no matter what other race category may also apply. Non-Hispanic students who qualify for two or more race categories are to be entered only in the 'Two or more races, non-Hispanic' category. For example: If a student is Hispanic and White, enter that person in 'Hispanic/Latinx' only. If a student is Asian, non-Hispanic, and American Indian, count him/her/them as 'Two or more races, non-Hispanic' only.

	Yes?
Hispanic/Latinx	
American Indian/Alaska Native, non-Hispanic	
Asian, non-Hispanic	
Black/African American, non-Hispanic	
Native Hawaiian/Pacific Islander, non-Hispanic	
White, non-Hispanic	
Two or more races, non-Hispanic	
Unknown	
International Student	

What is your age group?

	Yes?
Under 22 years old	
22-24 years old	
25-29 years old	
30-34 years old	
35-44 years old	
45 years old or older	
Unknown	

Please indicate "Yes" if any of these apply to you. **If you prefer not to answer, you may skip these questions.**

	Yes?
Do you identify yourself as a person with a disability and/or receive accommodations due to a disability?	
Are you the first generation in your family to pursue a baccalaureate degree?	

What type(s) of student loan debt do you have?

	Yes?	Amount
Only Federal Student Loan Debt		
Only Private Student Loan Debt		
Both Federal and Private Student Loan Debt		
Unknown		

None		
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Please provide the information of your scholarship information:

	Yes?	Amount
Scholarship for Historically/Currently Underrepresented Students		
Outside-Funded Aid without a Service Commitment, Need based		
Outside-Funded Air without a Service Commitment, Non-Need Based		
School-Funded Aid without a Service Commitment, Need Based		
School-Funded Aid without a Service Commitment, Non-Need Based		
Aid with a Service Commitment		
Work Study		
Unknown		
Other (Please specify: _____)		
None		

Please submit the following updated information:

General Education Requirements	Class	Grade	Credit	Semester/Year
Freshman Seminar (UNIV 1000)				
Hawaii and the Pacific				
Quantitative Analysis and Symbolic Reasoning (MATH 1123)				
Writing Communication and Information Lit I				
Writing Communication and Information Lit II (WRI 1200)				
The American Experience (SOC 1000 or PSCI 1400)				
Creative Arts				
Critical Thinking and Expression (PSY 1000)				
Global Crossroads & Diversity				
The Natural World				
The Sustainable World (SWRK 1010)				
Technology and Innovation				
Traditions and Movements that Shape the World (PSCI 2000)				
	TOTAL			

Social Work Pre-Requirements	GE?	Grade	Credit	Semester/Year
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Introduction to Psychology PSY 1000				
American Political System PSCI 1400 (or PSCI 2000)				
Social Sustainability, Social Work and Social Entrepreneurship (SWRK 1010/2010)				
Statistics (MATH 1123)				
Introduction to Sociology (SOC 1000)				
Social Problems and Policy (SOC 2000)				
	Counted Total			

Social Work Major Requirements		Grade	Credit	Semester/Year
INTR 3500 Global Systems and Development				
SWRK 3000 Generalist Social Work Practice Pre: SWRK 1010, any WC&IL II course				
SWRK 3003 Human Behavior in the Social Environment I Pre: SWRK 1010; and a grade of C- or better in any WC&IL II course or HON 1000				
SWRK 3005 Human Behavior in the Social Environment II Pre: A grade of C- or better in any WC&IL II course or HON 1000				
SWRK 3010 Social Work Practice with Individuals Pre: SWRK 3000 & program director permission				
SWRK 3300 Writing & Research in Social Work Pre: MATH 1123 (concurrent enrollment allowed); and a grade of C- or better in any WC&IL II course or HON 1000.				
SWRK 3570 American Social Welfare Policy Pre: SOC 2000, PSCI 1400/2000, any WC&IL II course (concurrently)				
SOC 3380 Cross-Cultural Relations (SWRK 3700-old catalog) Pre: Any two social science courses, any WC&IL II course				
SWRK 3900 Practice in the Profession Pre: SWRK 3010 (concurrent enrollment allowed)				
SWRK 4000 Social Work Practice with Families and Groups Pre: SWRK 3010				
SWRK 4010 Social Work Practice with Organizations and Communities Pre: SWRK 3010				
SWRK 4900 Social Work Practice I Pre: SWRK 3010, SWRK 3900				
SWRK 4910 Social Work Practicum II Pre: SWRK 4900				
SWRK 4960 Social Work Capstone Pre: SWRK 4000, 4010, 4900 or permission of program director				
	Counted Total			

Electives	Class	Grade	Credits	Year/Semester
Elective 1				

Elective 2				
Elective 3				
Elective 4				
Elective 5				
Elective 6				
Elective 7				
Elective 8				
Elective 9				
Elective 10				
Elective 11				
Elective 12				
	Counted Total			

	Required	Current	Remaining
GE Requirements	36 credits		
SW Pre-Major Reqs	60 credits		
SW Major Requirements			
Electives	(24 credits)		___ credits needed
Graduation Requirements	120 credits	___ credits	___ credits needed

Fall _____	Cr			Spring _____	Cr		
GPA/CR:				GPA/CR:			

Fall _____	Cr			Spring _____	Cr		
GPA/CR:				GPA/CR:			

Fall _____	Cr			Spring _____	Cr		
SWRK 3000				SWRK 3010			
SWRK 3003				SWRK 3005			
INTR 3500				SWRK 3900			
SOC 3380				SWRK 3570			
GPA/CR:				GPA/CR:			

Fall _____	Cr			Spring _____	Cr		
SWRK 4000				SWRK 4910			
SWRK 4010				SWRK 4960			
SWRK 4900				Elective			
SWRK 3300				Elective			
GPA/CR:				GPA/CR:			

Expected Graduation:

Note: