

KA HŪLILI

NASW Hawaii Chapter Newsletter

“It’s not what you are that holds you back, it’s what you think you are not”

Denis Waitley

The Psychology of Winning



SUICIDE RISK FOR TRANSGENDER STUDENTS DENIED APPROPRIATE BATHROOMS, HOUSING



MEMBER PROFILE: ALETIA POINT DU JOUR



HOMELESSNESS AND PARENTAL DECISIONS ABOUT PRESCHOOL

Current Social Work Licensing Cycle Ending June 30, 2016

As a reminder to Social Workers who are licensed at ALL levels in the state of Hawai'i (LBSW, LSW, LCSW) the current licensing 3 year cycle ends on June 30, 2016.

What this means:

-If you have gotten your license within the last 3 years, you do not owe CEU credits.

-If this is not your first licensing cycle, you must have completed 15 CEUs, 3 specifically in Ethics. These MUST have been completed in the last 3 years and have been CE trainings approved by either NASW or AWSB.

-If your certificate does NOT say NASW or AWSB on it, you are responsible for contacting the training provider to get proof that the training was NASW/ASBW approved

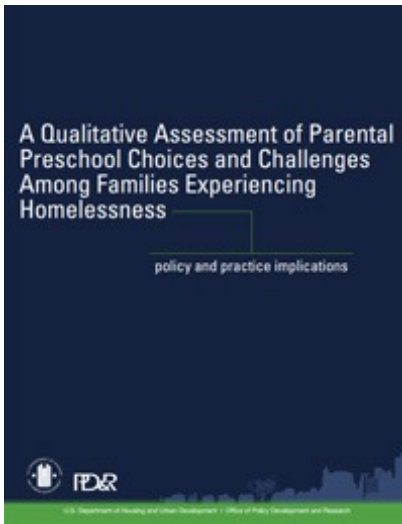
-On-time renewals for the licensing period of July 1, 2016 to June 30, 2019 begins on Monday, May 9, 2016 and ends midnight (HST) Thursday, June 30, 2016.

-Renewal postcard reminders will be mailed out May 6, 2016

-All online renewals will need to be submitted through “MyPVL” at <https://pvl.ehawaii.gov/mypvl>

-Failure to timely renew by the renewal date will result in the forfeiture of the license. The forfeited license may be restored within 1 year and subject to meeting restoration requirements. Failure to restore a forfeited license within 1 year after the renewal date will result in the termination of the license and the person must apply as a new applicant and meet current licensing requirements.

Assessing How Parents Experiencing Homelessness Make Preschool Decisions: Policy and Practice Implications



Research suggests that early childhood education can help mitigate the developmental delays and decreased academic achievement often observed in children experiencing homelessness. Yet very few of these children are enrolled in preschool, and the reasons why have not been fully explored. In a recent study, “A Qualitative Assessment of Parental Preschool Choices and Challenges Among Families Experiencing Homelessness: Policy and Practice Implications,” researchers interviewed families who had recently experienced homelessness to determine what factors influence preschool participation. Based on their findings, the researchers make policy and community practice recommendations to facilitate preschool enrollment for children experiencing homelessness.

Implementing the Study

Researchers conducted interviews with families who had recently experienced homelessness to identify common themes concerning preschool enrollment and participation. The study defined preschool as an early childhood education program that promotes cognitive and social development, including Head Start, as opposed to “daycare” or “childcare,” which lacked an educational component. Researchers conducted an initial round of focus-group and individual interviews with 28 households: 14 in Atlanta, Georgia, and 14 in the Bridgeport–New Haven area of Connecticut. Researchers restricted participation to families with children under 6 years of age who had been enrolled in HUD’s Family Options Study, a multi-site random assignment experiment designed to evaluate the impact of various housing and services interventions for families experiencing homelessness. Twenty-two of the study participants were African American, two were white, three were Native American, and one was of unknown race. Females headed all but one of the participating households. One head of household was married, 19 were single and never married, and 8 were separated or divorced. After the first round of interviews, researchers contacted participants to engage in more detailed followup discussions, with 6 households in Connecticut and 10 in Georgia ultimately taking part.

Researchers structured the initial and followup interviews to learn participants’ views on their opportunities for and barriers to preschool enrollment while experiencing homelessness. The first round of discussions explored how families identified, pursued, and participated in preschool options as well as the role of homelessness program staff and early childhood service providers in these activities. Followup interview questions examined these issues in more detail.

Study Findings

The interviews revealed that multiple factors, both positive and negative, influenced the preschool choices of families experiencing homelessness. High housing instability and the absence of social supports and networks often encountered by those experiencing homelessness were key determinants to preschool enrollment. Systemic barriers presented additional obstacles; foremost among them were long preschool waitlists. The lack of information on enrollment periods and the absence of meaningful information on preschool options in general compounded the problem. A lack of affordable or accessible transportation to preschool facilities, lack of tuition subsidies, and complex bureaucratic processes also had negative impacts. Frustration with systemic barriers contributed to high parental stress levels, another factor limiting preschool enrollment.

Stable, affordable, and safe housing as well as access to positive social networks and supports were factors that encouraged preschool enrollment. Services that facilitated preschool participation included subsidized tuition, easy access to transportation, and basic information about educational opportunities and referral support. All of these factors helped parents focus on preschool options for their children.

Recommendations

Based on their findings, researchers recommend that shelter staff and early childhood educators more actively publicize preschool opportunities. Few of the parents interviewed, for example, were aware that Head Start programs prioritized the enrollment of children currently or formerly experiencing homelessness or that they offered case management for enrolled families. Shelter and preschool providers could help families complete preschool applications and alert them to application deadlines. Researchers also recommend greater incorporation of preschool options and enrollment mechanisms in shelter case management protocols, including strategies to help families transition from one preschool or Head Start program to another and information on preschools in wider geographic areas. Reducing systemic barriers to preschool enrollment by ensuring that program information is accurate and up to date, simplifying the application process, prioritizing children experiencing homelessness on waitlists, and providing transportation assistance would help boost enrollment. Researchers also cite a need for greater collaboration between homelessness service providers and educators. They suggest that educators actively participate in shelter programs and that homelessness service providers be included in educational planning. In conclusion, the researchers encourage further evaluation of interventions that link housing assistance and early education support for families experiencing homelessness, believing that such studies would yield valuable information.

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NASW Hawai'i Chapter

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Honolulu, HI 96813

808.521.1787

Letter from the President-Elect

Aloha kākou,

Soon, we will be welcoming graduates from the social work programs into the profession. This transition from student to colleague is filled with a variety of emotions and expectations. The quest to obtain a license begins, as does the search for a position. I am excited for the new graduates and the journey that is before them.

As I transition from President-elect to President, I want to take a moment to say mahalo to the Chapter President, Eddie Mersereau. Eddie has worked tirelessly on behalf of the Chapter. With his leadership, we have worked to enhance the Chapter's role in the Clinical Supervision of LCSW candidates. He has been a source of support and his guidance will be missed.



In previous columns, I've discussed the process to determine the Chapter's programmatic priorities for the next fiscal year. In July, I plan to outline more details on our programming efforts for Fiscal Year 2017 (July 2016 - June 2017). With the end of the triennium for licensure approaching, I wanted to take a moment to reflect upon two areas highlighted in the survey we released in January on Chapter Priority Areas.

With 69 members responding to the online survey, it was evident that there are both areas of success and opportunities for growth. Two areas that were important to those who responded included, Advocacy on behalf of the Social Work Profession and Opportunities for Continuing Education.

Since the passing of the CE legislation in 2013, the Chapter has taken on a critical role in the review and approval of continuing education activities for social work. In July 2014, the Continuing Education Committee created and released both policies and procedures related to approval of CE as well as deployed a new approval system. From August 1, 2014 to April 30, 2016 the Chapter approved 178 educational activities. We have also made a listing of upcoming approved activities available on our website and in our newsletters. The Chapter has directly sponsored 14 continuing education activities.

In the coming months, the Board of Directors will work to develop a plan on the Advocacy on behalf of the Social Work Profession. One clear example of our work regarding this item is the recent effort to clarify language regarding supervision for licensure. This was a large undertaking with far reaching implications. And through the process, it became clear that we need to educate others on the skills and attributes of social workers, as well as a deeper understanding of our broad scope of practice.

I am proud to be social worker and am thankful for this opportunity. I look forward to serving the Chapter and advocating on behalf of the profession. Mahalo for your membership and for your support.

A hui hou!

Robin G. Arndt, MSW, LSW
 President-Elect | NASW-Hawaii Chapter
robin.g.arndt@gmail.com

NASW	Hawai'i	Approved	CEUs
Trauma Informed Care	When: 5/9/16 , 9am-4pm, 6 CEUs (Hawai'i Island) Cost : \$50 for NASW/HYSN members, \$100 for non-members	Where: Queen Liluokalani Children's Center, 919 Ululani Street, Hilo, HI 96720	Co-hosted by NASW Hawai'i & Hawai'i Youth Services Network (HYSN). https://www. 123signup.com/ register?id=prgff
Ethics for Social Workers	When: 5/9/16 , 10am-1pm, 3 CEUs (Hawai'i Island) Cost: \$110.87	Where: Queen Lilioulalani Children's Center-Kona	Axtell Consulting LLC Register: http:// www.eventbrite.com/e/ kona-social-work- ethics-ce-workshop- tickets-24473249147? aff=utm_source %3Ddeb_email %26utm_medium %3Demail %26utm_campaign %3Dnew_event_email& utm_term=eventurl_text
Ethics for Social Workers	When: 5/11/16 , 10am-1pm, 3 CEUs (Hawai'i Island) Cost: \$110.87	Where: Queen Lilioulalani Children's Center-Hilo	Axtell Consulting LLC Register: http:// www.eventbrite.com/e/ hilo-social-work-ethics- ce-workshop- tickets-24473382546? aff=utm_source %3Ddeb_email %26utm_medium %3Demail %26utm_campaign %3Dnew_event_email& utm_term=eventurl_text
Trauma Informed Care	When: 5/13/16 , 9am-4pm, 6 CEUs (Kauai) Cost : \$50 for NASW/HYSN members, \$100 for non-members	Where: Kauai Hospice, 4457 Pahee St, Lihue, HI 96766	Co-hosted by NASW Hawai'i & Hawai'i Youth Services Network (HYSN). Register: https://www. 123signup.com/ register?id=phvpd
Equine Assisted Psychotherapy Certification Seminar	When: 5/12-5/14/16 8a-5p, 24 CEUs (Hawai'i Island) Cost: \$1075, &875 group rate	Where: Hawai'i Paso Finos, Kapaa, HI	Ok Corral Series http:// okcorralseries.com/ event-calendar

NASW	Hawai'i	Approved	CEUs
Ethics for Social Workers	When: 5/16/16 , 10am-1pm, 3 CEUs (Kauai) Cost: \$110.87	Where: Queen Lilioulalani Children's Center-Lihue	Axtell Consulting LLC Register: http://www.eventbrite.com/e/kauai-social-work-ethics-ce-workshop-tickets-24473467801?aff=utm_source%3Ddeb_email%26utm_medium%3Demail%26utm_campaign%3Dnew_event_email&utm_term=eventurl_text
Trauma Informed Care	When: 5/16/16 , 9am-4pm, 6 CEUs (Hawai'i Island) Cost : \$50 for NASW/HYSN members, \$100 for non-members	Where: Queen Liluokalani Children's Center, 919 Ululani Street, Hilo, HI 96720	Co-hosted by NASW Hawai'i & Hawai'i Youth Services Network (HYSN). Register: https://www.123signup.com/register?id=phkhh
The Mindful Social Worker	When: 5/20/2016 , 9am-12pm, 3 CEUs (O'ahu) Cost: \$25 for students, \$45 early bird, \$55 at the door	Where: HPU Windward Hawai'i Loa Campus, 45-045 Kamehameha Highway, Kaneohe, HI 96744	Register: http://www.hpu.edu/CHSS/SocialWork/blocks-home-rightcol/2016_CEUs.pdf
Worry Less, Play More! Using Play Therapy to Treat Anxiety	When: 5/22/16 1p-4:30p, 3CEUs (O'ahu) Cost: HAPT member \$40, non-member \$55, student rate \$20	Where: UH Manoa, Gartley Hall	Register: http://www.hawaiiplaytherapy.net/workshops.html
Empowerment & Transformation: The Foundations of Jungian Sandplay Therapy Part II	When: 5/27/16 9a-5p 4 CEUs (Hawai'i Island) Cost: Free	Where: 25 Kahoa Street, Hilo, HI 96720	Register: Call Cyndi Desha (808) 935-5423 Sponsored by Pacific Quest

Study finds transgender college students at higher risk for suicide attempts after denial of access to bathrooms, appropriate housing



Transgender university and college students are at a significantly higher risk for suicide attempts when their campus experience includes being denied access to bathrooms and gender-appropriate campus housing, a Georgia State University study finds.

“An alarmingly high proportion of the transgender individuals participating in this study – 46.5 percent – had a history of attempted suicide,” said Kristie Seelman,

assistant professor of social work in the Andrew Young School of Policy Studies.

The rate of attempted suicide was even higher among those who had been denied access to bathrooms (60.5 percent) or gender-appropriate campus housing (60.6 percent), which were significant differences, she said.

This risk holds true even after controlling for other forms of victimization, Seelman said.

“Hostility, harassment, discrimination, invisibility and marginalization are common experiences for transgender students,” Seelman said. “The institutional and social supports that may contribute to their resilience, coping and academic success are often lacking. Taken altogether, these experiences often tear down their psychological well-being.”

Seelman paired data from the National Transgender Discrimination Survey (NTDS), a study of more than 6,000 transgender adults, including more than 2,300 individuals who self-identified as transgender while in college, to study whether denial of access to bathrooms and gender-appropriate campus housing are related to a heightened risk for suicide attempts among transgender individuals.

Nearly a quarter of those in the NTDS who had attended college reported being denied access to bathrooms or other campus facilities due to being transgender or gender non-conforming. About a fifth of the total sample had been denied access to gender-appropriate campus housing.

The study was published recently in *The Journal of Homosexuality*.

Other studies have found that transgender individuals report bathroom access as one of their most pressing issues on campus. Their negative experiences include being questioned about whether they belong in the bathroom, being stared at and being denied access or told to leave.

Those targeted felt less safe and tried to avoid campus bathrooms, the study reported. Being forced to wait longer to use a bathroom led to physical health consequences, including dehydration and kidney and urinary tract infections.

The research recommends institutions of higher education put policies and a network of faculty and staff in place to address harassment and victimization, provide access to safe, gender-appropriate bathroom and housing options, and establish well-funded, competent mental health services to meet transgender students’ needs.

“We are at a crossroads in the rising public awareness of transgender identities and in examining the ways our institutions can be structured to keep these individuals safe from harm,” Seelman said. “Administrators who take steps to combat discrimination affecting transgender people and other marginalized groups are not only contributing to a safer climate, they are also communicating the institution’s commitment to inclusiveness and the development of a diverse campus population.”

Reprinted with permission <http://lgbtweekly.com/2016/04/19/study-finds-transgender-college-students-at-higher-risk-for-suicide-attempts-after-denial-of-access-to-bathrooms-appropriate-housing>

<http://news.gsu.edu/2016/04/19/transgender-college-students-at-higher-suicide-risk-after-denial-of-access-to-bathrooms-research-shows/>

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Display advertisements with borders: business card size = \$30; 1/4 page = \$50; 1/2 page = \$75; full page = \$115.

Deadline for Receipt of articles: Usually the last Friday of the month for the following month. Call the Chapter office to verify the next printing of the newsletter and website posting (rates are per month).

Advertisements may include employment, office space, seminars, or miscellaneous ads and will also be posted on our website for that month. Our website receives over 30,000 hits and over 3,000 individual visits each month.

Subscription Rate for non-members: \$20/year; Mailing labels one time rental= 25 cents per label.

Send information to: NASW Hawai'i Chapter, 677 Ala Moana Blvd. #702, Honolulu, HI 96813, Phone: 521-1787, Fax: 628-6990

NASW reserves the right to accept, reject or edit advertisements, articles and notices of events based on publication schedule, space limitations, and appropriateness. Publication of advertising copy does not constitute endorsement or approval of the contents therein of a book, other publications, points of view,

Mahalo to our outgoing board members!



Eddie Mersereau,
LCSW, CSAC-
Board President



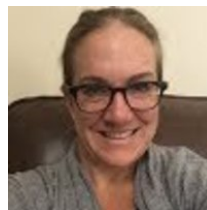
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THE LONG AND DIFFICULT ROAD IN CREATING **HOUSE BILL 2169**

House Bill 2169 is not a bill that was created over night. With years of preparation, research and advocacy, the long road to pass this social work licensing bill has been a challenging but exciting one. The possibility of telehealth supervision becomes a hopeful new reality for social workers in Hawaii, as it endures the long road towards becoming a law for social workers who need it most.



STEP ONE: PREPARATION AND RESEARCH

Starting in the summer of 2015, NASW Hawaii and partners began researching existing data and literature surrounding social work licensing. These months of preparation helped to lay the groundwork for the language used in this new piece of legislation.



STEP TWO: FORMATION AND INTRODUCTION

After these months of preparation and research came to an end, the outline for the bill was written up by NASW Hawaii and it was up to them to find Legislators who would be in charge of introducing the bill. Once these five Legislators agreed and were identified, the clerks at the State Capitol wrote up what has now become House Bill 2169.



STEP THREE: ENTERING THE LEGISLATURE

Once the bill was introduced into the House, it has made its way from Committee to Committee, starting at the House Committee on Human Services and Consumer Protection and Commerce. The bill has traveled from Committee to Committee, through hearings and passings and now awaits consensus between the House and the Senate.

With fingers and toes crossed, House Bill 2169 will be passed and all of the hard work will be rewarded. This bill is a necessary step towards providing resources and support for our fellow social workers who live in rural or unpopulated areas.

Update as of May 5, 2016

Our bill has been sent to the governor's office for review and signing.

What this means:

- Once signed into law, supervision towards the hours required to become an LCSW will be allowed to be done via a HIPAA compliant video-conferencing service or face to face.
- Supervision will be allowed to take place outside the brick and mortar walls of an agency and will also be allowed to happen in a private practice setting.
- This will create better access for supervision, particularly in rural and neighbor island communities

Name: Aletia Point Du Jour

Agency Name and Location: St. Francis Hospice, Bereavement Services

2251 Mahalo Street, Kalihi, Hawaii

Title: Social Work Practicum Student

School of social work: HPU

Email: info@stfrancishawaii.org



1. Agency Mission:

St. Francis Hospice offers bereavement support through a wide array of services including: Grief Counseling, Support Groups, Walks in the Mall, Memorial Services, Community Events, and phone consultations.

2. Role at the agency:

I am an MSW practicum intern, graduating this month. I make bereavement calls to loved ones to see how they are coping since their loved one has passed and I offering referrals and resources to individuals and families that include education services, counseling, and grief support. My role also includes working as a group facilitator for grievers in the community, and coordinating memorial services people have the opportunity to honor their loved ones who have passed.

3. Population served:

St. Francis Hospice serves the adult grievers on the island of Oahu.

4. What are some things you wished the general community would know/understand about

your work or the population you work with?

Grief affects everyone differently. Some people express grief through crying, while others isolate themselves. It is incredibly important to respect how each person grieves and to not put a label on their grief. As people grieve differently, it also equally important to not to put a time line on their grief. People can grieve for years and some grief evolves and changes over different years. One example of this is how people can go through different phases of grief, from missing and grieving a loved one to just honoring them and keeping them in their thoughts.

5. What are some special needs of your population?

Because of the trauma that grief can cause, people experiencing grief sometimes have problems that are not visible. The person experiencing grief may have physical problems as a result of their grief, which is something some may not associate directly with their loss. Some grief manifests physically in some people, which the client may not

associate with specifically coming from their grief. It is also important to recognize that grief may manifest differently depending on the cultural context.

6. Why are social workers important in your organization?

I can't imagine the roles that social workers currently fill at this agency, being done by anyone who isn't a social worker for a few different reasons. Social work is a unique profession in that social workers are trained to fill a variety of different roles that would typically require a number of different professionals from different specialties.

For example, social workers at her agency advocate for the families, work with individuals, complete follow-ups, run grief support groups, while also organizing community events. Social workers at this agency truly work at all three levels concurrently, making them the glue that holds everything together and the most integral piece of the organization.

7. How can others refer clients to your agency?

The best way to refer clients is through the Bereavement Network of Hawaii as well as through contacting the following counselors:

*Felicia Marquez-Wong, L.S.W., Q.C.S.W.,
C.T. Bereavement Services Supervisor
Wesley Taira, L.C.S.W. Ph: (808) 547-8129
Valerie Payton, L.C.S.W. Ph: (808)
547-8144*

Luisa Wyant, L.C.S.W. Ph: (808) 547-8147

8. Are there educational or licensing requirements placed on you by your organization?

Most of the social workers at the agency have both their clinical licenses (LCSW) and are licensed social workers in the state of Hawai'i (LSW).

9. What particular skills do you feel are important in your line of work?

It is especially important to exhibit warmth, genuineness and empathy. It is also important to practice active listening and to respect that each experience is different. Being able to transition from one role to the next is beneficial as well as possessing the knowledge in the different levels of social work. It is valuable to come with a certain level curiosity regarding each individual, knowing that every client offers strengths, traits, cultural differences and weaknesses that are unique and special to that individual person. It is imperative that those working in this field are skilled in knowing the different components of grief, like how it can not only affect your psychological functioning but can also affect your physical health as well.

10. What do you find most satisfying about your job?

I enjoy the time I spend with each group of grievors and I appreciate each

person's own process of grieving and discusses how powerful it is how safe each member feels in expressing their feelings in the group, which can be such a challenging thing to do during such a traumatic time period. Everyone here is supportive everyone is of each other's grief. However at the end of the day, the most satisfying aspect about my job is being able to experience watching unyielding strength that the members possess.

11. What are some challenges you face in your role, and how do you overcome them?

Setting healthy boundaries is sometimes the greatest challenge; clients confuse boundaries and will start to view me as a friend or something more, because of the trust that has been built in the relationship. My supervisor helped me through this obstacles by having me go to trainings regarding setting healthy boundaries.

Occasionally I have people who want to give gifts as a way to say thank you, which goes against the NASW Code of Ethics. This particular aspect can be challenging in Hawai'i, as gift giving is a part of the culture here, My supervisor and I came up with a way to both maintain healthy boundaries, while simultaneously respecting the client's culture. Cultural competency is a crucial piece of helping to overcome challenges through appropriate means.

12. What are your forms of self-care in this challenging work?

Supervision helps me in coping and exercising best practice. On her off time, I enjoy exercising, sleep, and hanging out with people that she loves (friends and family), and practices gratefulness meditation.

13. What do you feel is your most significant social work accomplishment?

I wrote and received a \$2,5000 grant for the agency. With the grant I was able to create a grief support program in an underserved area on Oahu on the windward side.

14. Why are you an NASW member?

The awesome networking opportunities the membership provides; the trainings to continue with my professional development; the information provided on the latest changes that are happening in social work community and lastly; it allows me to keep abreast with everything that is happening in the community.