WELCOME

Welcome to the Social Work Department at the University of Wisconsin-Whitewater. As you read this handbook we hope that you will sense our wish to involve you in this program. You are an important part of it! We believe this booklet will prove useful to you in a variety of ways as you continue through your academic career. We have tried to cover a number of issues and areas which are important to you and hope that you will suggest other subjects for us to include in the future. If you have any questions about either the program or the handbook, please ask any faculty member. Our faculty welcome the opportunity to meet with you.

This handbook for Social Work majors is in addition to the existing University of Wisconsin-Whitewater student handbook and undergraduate bulletin. The purpose of this Social Work Handbook is to explain and clarify procedures and matters which are important to our students. Please read the handbook carefully, refer to it during your course of studies, and let us know if you need additional information. We welcome you to Social Work and the University of Wisconsin-Whitewater.

Department of Social Work Faculty and Staff
### FULL TIME FACULTY 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Title</th>
<th>Education</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>James P. Winship, Ph.D., Chair</td>
<td><a href="mailto:winshipj@uww.edu">winshipj@uww.edu</a></td>
<td>Professor</td>
<td>B.A. Davidson College, M.S.W., Ph.D. University of Georgia</td>
<td>(262) 472-5304</td>
</tr>
<tr>
<td>William E. Powell, Ph.D, LICSW</td>
<td><a href="mailto:powellw@uww.edu">powellw@uww.edu</a></td>
<td>Professor</td>
<td>B.S. Ball State University, M.S.S.W., Ph.D. UW-Milwaukee</td>
<td>(262) 472-5272</td>
</tr>
<tr>
<td>Jeannine M. Rowe, MSW, Ph.D.</td>
<td><a href="mailto:rowej@uww.edu">rowej@uww.edu</a></td>
<td>Assistant Professor</td>
<td>B.A. University of Nevada-Reno, M.S.W., Ph.D. UW-Milwaukee</td>
<td>(262) 472-1162</td>
</tr>
<tr>
<td>Tim Reutebuch, MSW, Ph.D.</td>
<td><a href="mailto:reutebut@uww.edu">reutebut@uww.edu</a></td>
<td>Associate Professor</td>
<td>B.S. Purdue University, M.S.W., Ph.D. Indiana University, Ph.D. Ohio State University</td>
<td>(262) 472-1478</td>
</tr>
</tbody>
</table>

### FULL TIME LECTURERS 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Title</th>
<th>Education</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Hessenauer, MSW, MBA, LICSW, ABD</td>
<td><a href="mailto:sheridas@uww.edu">sheridas@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A., M.B.A. UW-Whitewater, M.S.W. UW-Milwaukee, ABD Loyola University</td>
<td>(262) 472-1203</td>
</tr>
<tr>
<td>Michael Wallace, MSSW, LCSW</td>
<td><a href="mailto:wallacem@uww.edu">wallacem@uww.edu</a></td>
<td>Lecturer</td>
<td>B.S., M.S.W. UW-Milwaukee</td>
<td>(262) 472-1212</td>
</tr>
</tbody>
</table>

### PART TIME LECTURERS 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Title</th>
<th>Education</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Cain</td>
<td><a href="mailto:cainn@uww.edu">cainn@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A. UW-Whitewater, B.S. UW-Milwaukee</td>
<td></td>
</tr>
<tr>
<td>Katherine Drechsler, MSW</td>
<td><a href="mailto:drechslk@uww.edu">drechslk@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A. UW-Whitewater, M.S.W. UW-Eau Claire</td>
<td></td>
</tr>
<tr>
<td>Tammy Foerster, MSW</td>
<td><a href="mailto:foerstef@uww.edu">foerstef@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A. UW-Whitewater, M.S.W. UW-Madison</td>
<td></td>
</tr>
<tr>
<td>Amy Herbst, MSSW</td>
<td><a href="mailto:herbsta@uww.edu">herbsta@uww.edu</a></td>
<td>Lecturer</td>
<td>B.S. UW-Whitewater, M.S.W. UW-Madison</td>
<td></td>
</tr>
<tr>
<td>Susan Hubbell, MSSW</td>
<td><a href="mailto:hubbels@uww.edu">hubbels@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A. Valparaiso University, M.S.W. UW-Milwaukee</td>
<td></td>
</tr>
<tr>
<td>Dana Strohm, MSW, LAPSW</td>
<td><a href="mailto:strohmdl30@uww.edu">strohmdl30@uww.edu</a></td>
<td>Lecturer</td>
<td>B.A. UW-Whitewater, M.S.W. UW-Milwaukee</td>
<td></td>
</tr>
<tr>
<td>Mary Van Dyke, MSW</td>
<td><a href="mailto:vandykem@uww.edu">vandykem@uww.edu</a></td>
<td>Lecturer</td>
<td>B.S.E. UW-Whitewater, M.S.W. UW-Milwaukee</td>
<td></td>
</tr>
</tbody>
</table>

Support Staff: Jean Virnig, Academic Department Associate, White Hall 323, Email: virnigj@uww.edu, Telephone: (262) 472-1137
Attending college is a special and unique experience. Since 1868, students from Wisconsin and
dozens of other states and countries have shared that experience here, exploring various intellectual
paths, making new friends and enjoying good times together.

A member of the University of Wisconsin System, UW-Whitewater is a state-supported
coeducational university offering curriculums in teacher education, the arts, business administration, the
liberal arts, pre-professional studies, and adult education. It is a community of scholars fully accredited
by such agencies as the North Central Association of Colleges and Secondary Schools, the American
Assembly of Collegiate Schools of Business, the National Council for Accreditation of Teacher Education,
the Wisconsin State Board of Accountancy, and the Council on Social Work Education. Founded as
Whitewater Normal School, it was the second public institution in the United States to offer a program for
preparing teachers of business subjects. Today, in addition to its academic programs, it is a center for
leadership and service through its coordination of numerous conferences on subjects as diverse as
regional planning, international education, the status of women, and its sponsorship of lectures, concerts
and programs which enrich the cultural life of students, faculty and the community.

The University invites students of all ages to participate in its programs. Students range in age
from 17 to 92, from persons taking one class to those with a full course of studies, from high school
seniors sampling college to business persons seeking new expertise in their field of business, from senior
citizens to the traditional college freshman.

Located in a city of approximately 12,000 in southeastern Wisconsin, the 380-acre campus is 45
miles southeast of Madison, 51 miles southwest of Milwaukee, and 102 miles northwest of Chicago.
Interstate 90 is 12 miles west of the city. The campus is located on US 12 and Main Street, within
walking distance of the business district. The focal point of the campus is a scenic pedestrian mall
around which are located the academic buildings. North of the mall are: the residence halls; the Health
Center; Williams Physical Education and Recreation Center; a 15,000 seat stadium; and 43 acres of
recreational fields for baseball, football, field hockey, track and field, and tennis.

All in all, the University of Wisconsin-Whitewater is a campus with a long history of providing the
time and the place for:

- obtaining a quality education
- having fun and being serious
- meeting new friends
- exploring new ideas and interests
- discovering oneself to the fullest

WHAT IS SOCIAL WORK?

Social work is the primary (although by no means the only) profession involved in implementing
social welfare programs. The term "social worker" is generally applied to graduates (either with
bachelor's or master's degrees) of schools of social work and social welfare. A social worker is a change
agent who is expected to be skilled at working with (and improving the lives of) individuals, groups,
families, organizations, and communities. On this campus, the major for preparing social workers is
designated as "social work." A wide variety of employment settings are available for social workers,
including foster care, adoption, probation and parole, public assistance, counseling, services to single
parents, day care services, school social services, services to minority groups and to veterans,
recreational services such as Boy Scouts and Y.W.C.A. programs, social services in a medical or mental
hospital, anti-poverty programs, social services in a nursing home and other services to the elderly,
marital counseling, drug and alcohol counseling, services to persons with a physical or mental disability,
research, and social action.

There are currently more employment opportunities available in social work than in many other
fields, and the future looks encouraging. Social services and their delivery are becoming a more integral
part of our fast-paced society and the demand for qualified personnel is expected to expand. If you
are looking for the challenge of working with people to improve social and personal circumstances, then you should seriously consider a career in social work.
WHAT IS SOCIAL WELFARE?

Social welfare activities constitute one of the most important functions in our society in terms of the number of people affected, the human misery treated, and the amount of money spent. Social welfare programs, designed to meet basic human needs and improve the social functioning of individuals, are provided by and/or funded by the federal, state, and local governments, and by nonprofit and private organizations.

Social welfare programs and activities:
- Provide protective services for abused and neglected children and their families;
- Rehabilitate those who are addicted to alcohol or drugs;
- Treat those with emotional difficulties;
- Make life more meaningful for the elderly;
- Provide rehabilitation services to persons with a physical or mental disability;
- Meet the financial needs of the poor;
- Rehabilitate juveniles and adults who have committed criminal offenses;
- Seek to end racial and religious discrimination;
- Provide child care services for working mothers;
- Counsel individuals and groups having a wide variety of personal and social difficulties;
- Provide services to persons with AIDS;
- Educate children who have a cognitive disability or who are emotionally disturbed;
- Serve families struck by such physical disasters as fires and tornadoes;
- Serve as advocates for persons needing services;
- Encourage communities to develop comprehensive programs;
- Meet the special needs of people of color and members of other minority and oppressed groups.

SOCIAL WORK CERTIFICATION

In 1991 Wisconsin passed a certification bill covering social workers. In essence, this law mandates that the term "social worker" can only be used by persons who graduate from a bachelor's or master's program in social work that is accredited by the Council on Social Work Education. This law prevents people who hold degrees in some other field from being hired for social work positions in the future in this state. (In 1995 the legislature enacted a bill that allows majors in sociology, psychology, human services, or criminal justice to apply for a Social Work Training Certificate but, with the provision that they have two years to complete designated courses that are comparable to courses in undergraduate social work programs.) In essence, these new laws mandate that in order to be a social worker in this state, you need to have first received extensive professional training in social work. Upon graduation, social work majors in our program need to submit an application for social work certification to the Wisconsin Department of Regulation and Licensing. The certification process requires that applicants must pass two certification exams.

CRIMINAL BACKGROUND CHECK

The State of Wisconsin passed a Caregivers Act in 1998. You should be aware that this law requires criminal background checks for interns seeking a field placement, and for graduates of a social work program seeking employment in a social service agency. A list of specific crimes that may bar interns from field placement (or may bar graduates from social work employment) has been developed. If you have questions, please contact Michael Wallace, Field Placement Coordinator.
ADMISSION TO THE SOCIAL WORK PROGRAM

Students interested in majoring in social work need to contact the Department's Program Assistant in 323 White to be assigned to a faculty advisor. New social work majors should then soon meet with their faculty advisor. This will allow students to become more familiar with the field of social work, employment opportunities, and begin to assess their motivation toward a career in social work. Students must attend the orientation meeting for new majors to sign up for the social work major; see the section “Orientation for New Social Work Majors” in this manual.

INTRODUCTION TO THE SOCIAL WORK PROGRAM

The social work program at UW-Whitewater is designed to meet the needs of our society through preparation of professionally educated social work practitioners. The social worker with baccalaureate level training is expected to be a generalist practitioner in the field (not unlike the role of the general practitioner in the medical profession) who possesses a wide range of knowledge and competencies in order to respond to a similarly wide range of social problems. Thus the focus is not on providing specialists in any one methodology such as casework or group work but rather on developing a social worker who responds on the basis of the problem to be solved. (Undergraduate social work education is considered a Professional educational program.)

MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT

The Baccalaureate Social Work Program (BSW) at the University of Wisconsin-Whitewater seeks to prepare social work students so as to ensure that they obtain the knowledge and skills necessary for beginning generalist social work practice as competent and effective professionals in urban and rural areas. The program has an emphasis on the strengths of client systems. Recognizing that people are an integral part of their environment, the program utilizes an ecological model of human behavior. Another emphasis of the program is on preparing social work professionals who are committed to services to the poor and oppressed, and who are committed to promoting social and economic justice for populations-at-risk. The social work program also has a commitment to developing social work knowledge and providing leadership in the development of social delivery systems.

SPECIFIED OBJECTIVES OF OUR EDUCATIONAL PROGRAM

Graduates of our baccalaureate social work program must be able to:

A. Apply critical thinking skills within the context of professional social work practice.

B. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

C. Demonstrate the professional use of self.

D. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

E. Understand the history of the social work profession and its current structures and issues.

F. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
G. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

H. Analyze the impacts of social policies on client systems, workers, and agencies.

I. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.

J. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

K. Use supervision appropriate to generalist practice.

L. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

M. Develop effective writing skills for social work practice.

---

**COURSE REQUIREMENTS IN SOCIAL WORK**

**LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENED 130</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>BIOLOGY 120</td>
<td>Biological Foundations or PEPROF 271 Structure &amp; Functions of the Human Body (HBSE)</td>
</tr>
<tr>
<td>POLISCI 141</td>
<td>American Government &amp; Politics (Policy)</td>
</tr>
</tbody>
</table>

**REQUIRED SOCIAL WORK COURSES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCWORK 102</td>
<td>Introduction to Social Welfare and Social Work</td>
</tr>
<tr>
<td>SOCWORK 311</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>SOCWORK 312</td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>SOCWORK 371</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td>SOCWORK 372</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td>SOCWORK 402</td>
<td>Social Work Research</td>
</tr>
<tr>
<td>SOCWORK 462</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>SOCWORK 473</td>
<td>Social Work Practice III</td>
</tr>
<tr>
<td>SOCWORK 493</td>
<td>Social Work Experience</td>
</tr>
</tbody>
</table>

**REQUIRED SOCIAL WORK COURSE DESCRIPTIONS**

**SOCWORK 102 Introduction to Social Welfare and Social Work** (3 credits)

This course is an introduction to the history and philosophy of social welfare, to the social work profession, and to social institutions so that the students may enlarge their liberal arts education, gain understanding of contemporary social welfare problems and services, and begin to evaluate their personal values and convictions about social welfare issues. Required for all social work majors.
SOCWORK 311/511 Human Behavior and the Social Environment I (3 credits)
This course is designed to provide students with an understanding of the processes of bio-psycho and socio-cultural development from infancy to young adulthood. Material is also presented on the social systems (families, groups, organizations, and communities) in which individuals live.

SOCWORK 312/512 Human Behavior and the Social Environment II (3 credits)
This course is designed to provide the student with an understanding of the processes of bio-psycho and socio-cultural development from middle adulthood through old age. Material is also presented on the social systems (mezzo and macro) in which individuals live.

SOCWORK 371 Social Work Practice I (3 credits)
This course presents contemporary theoretical approaches to social work practice with individuals, groups, families, organizations and communities. This course uses a competency approach to assess and develop student interviewing and interpersonal skills, emphasizing social work practice with individuals.

SOCWORK 372 Social Work Practice II (3 credits)
This course is designed to provide knowledge and skills needed to engage in generalist social work practice, including further development of interviewing and interpersonal skills. The course has an emphasis on social work practice with groups and communities.

SOCWORK 402/602 Social Work Research (3 credits)
This course is designed to familiarize the student with basic concepts of social work research methodology and statistics, computer usage, to develop competence in evaluating research literature and to develop beginning skills in evaluating social work practice.

SOCWORK 462/662 Social Welfare Policy (3 credits)
This course is designed to provide students with knowledge about the process of social welfare policy formulation and implementation and with policy analysis skills. The effects of social welfare policies and organizations on both clients (especially the poor and minorities) and on workers will be emphasized.

SOCWORK 473/673 Social Work Practice III (3 credits)
This course will cover advanced problem solving approaches for intervention with individuals, families, groups, organizations, and communities. The class will utilize simulated practice situations. The course has an emphasis on social work practice with families and organizations.

SOCWORK 493 Social Work Experience ("Field Placement Internship") (12 credits)
Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Students are placed in a variety of agencies, commensurate with their expressed desires and educational needs. Grades are based upon application of knowledge, skills, performance of expected tasks, role performance, and so forth.

Three distinct options exist for field placement (all require the same number of hours in the practicum and same demonstration of skills and learning). These options are:
1. A two-semester placement with the intern spending two days (16 hours per week) at an agency and earning 6 credits/semester. Days of the week are flexible at an agency, but interns are generally encouraged to clear their schedules for placement on Tuesday and Thursday. (Total hours required: 480).

2. A block field placement in a regular semester in which an intern spends four full days at an agency, earning 12 credits that semester. (Total hours required: 480).

3. During the summer, a block field placement has been offered where an intern spends five full days at an agency for at least 12 weeks, earning 12 credits. (Total hours required: 480).

Because of the number of prerequisite courses, students enroll in field placement in their senior year in college. Students are placed at an agency within a seventy-five mile radius of this campus. Examples of agencies accepting students for field placement are:

- County social services departments
- Mental health clinics
- Juvenile probation departments
- Correctional schools for juveniles
- Planned Parenthood clinics
- Job training and placement centers
- Pupil services departments in schools
- Alcohol and other drug treatment centers
- Offices of political leaders
- Rape crisis centers
- Policy/macro practice settings

Nursing homes
Probation and parole departments
Prisons
Group homes
Rehabilitation centers
Medical hospitals
Neighborhood centers
Residential treatment programs
Shelters for battered women
Centers providing services to persons with AIDS

**SEQUENCING AND PREREQUISITES FOR SOCIAL WORK COURSES:**

**Human Behavior I**

You need:

1. Introduction to Social Welfare and Social Work (SOCWORK 102)
2. Biological Foundations (BIOLOGY 120) or Structure and Function of the Human Body (PEPROF 271) from the HPER Dept.
3. Individual and Society: GENED 130
   *(You can take one and ONLY ONE of the above courses at the same time as Human Behavior I (SOCWORK 311)*

**Human Behavior II**

You need:

1. Human Behavior I (SOCWORK 311)

**Practice I**

You need:

1. Human Behavior I (SOCWORK 311) (which you can take also at the same time as Practice I). **ALL** prerequisites for Human Behavior I (SOCWORK 311) must be completed before Practice I (SOCWORK 371) may be taken.
2. A cumulative grade point average of 2.25, or 2.50 for the last two semesters, or a 2.75 GPA in the semester prior to applying, a minimum of 9 credits must be taken in these semesters. *(This rule applies to all practice courses and to field placement)*.
3. Social Work majors only.
Practice II
You need:
1. Practice I (SOCWORK 371)
2. Human Behavior II (SOCWORK 312) (which you can take at the same time as Practice II [SOCWORK 372]).
3. Social Work majors only.

Research
You need:
1. Practice I (SOCWORK 371)

Policy
You need:
1. Practice I (SOCWORK 371)
2. Political Science 141 (POLISCI 141)
3. Policy (SOCWORK 462) and Practice I (SOCWORK 371) **CANNOT** be taken concurrently.

Practice III
You need:
1. Practice II (SOCWORK 372)
2. Social Work majors only.

Social Work Experience
You need:
1. Successful completion of all required social work courses.
2. Consent of instructor.
3. Social Work majors only.

OVERVIEW OF THE DESIGN OF THE SOCIAL WORK CURRICULUM
The Social Work Department notes that social work courses are built upon, and integrated with, the liberal arts content. In addition, the department emphasizes the interrelationships among human behavior, social policy, research, practice, and field placement content. The basic thrust of the curriculum is to prepare students for generalist practice. The social work program has adopted the following definition of generalist social work practice:

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice. Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006).

The UW-W Social Work Department adds to this definition emphases on: a planned change approach, a client-centered approach, empowerment and social justice for populations-at-risk, and attention to the strengths of client systems.
In order to further this preparation for generalist practice and provide the appropriate knowledge and skill base for social work, a specific curriculum has been developed. The curriculum is composed of several core areas and includes both courses outside the major as well as social work offerings. The background for social work practice requires broad exposure to a number of liberal arts disciplines including political science, psychology, sociology, English, biology, and speech. Courses in these areas complement and support the social work major which itself draws from other fields. Thus, the curriculum and supporting courses can be viewed as a total package designed to produce the desired outcomes.

The curriculum has been conceived as representing the core areas of Human Behavior in the Social Environment, Social Work Practice, Research, Social Welfare Policy and Service, and electives. It is possible to categorize most social work courses under one of these areas, although there is always overlap. A simplified categorization of our courses in the areas indicated is as follows:

**Human Behavior & Social Environment**
- Human Behavior & Social Environment I (SOCWORK 311)
- Human Behavior & Social Environment II (SOCWORK 312)
- BIOLOGY 120 OR PEPROF 271
- Individual & Society (GENED 130)

**Social Welfare Policy & Services**
- Introduction to Social Welfare (SOCWORK 102)
- Social Welfare Policy (SOCWORK 462)
- POLISCI 141

**Social Work Practice**
- Social Work Practice I (SOCWORK 371)
- Social Work Practice II (SOCWORK 372)
- Social Work Practice III (SOCWORK 473)

**Research**
- Social Work Research (SOCWORK 402)

**Field Work**
- Social Work Experience (SOCWORK 493)

**Electives in the Program**
- Assertiveness Training in the Helping Professions (SOCWORK 301)
- Child Welfare (SOCWORK 235) • Social Work with Children and Adolescents (SOCWORK 325)
- Grief Management in the Helping Professions (SOCWORK 302)
- Introduction to Social Gerontology (SOCWORK 337)
- Managing Stress and Burnout in the Helping Professions (SOCWORK 303)
- Race, Ethnicity, and Social Justice: Issues for Helping Professionals (SOCWORK 380)
- Sexuality for Professional Growth (SOCWORK 341)
- Legal Issues in Social Work Practice (SOCWORK 330)
- Psychopharmacology for the Helping Professions (SOCWORK 350)
- Independent Study in Social Work (SOCWORK 498)
Although this listing provides a shorthand way of viewing the program, it is important to recognize that preparation for practice, by its very nature, requires an integration of curriculum content, somewhat blurring the distinction between areas. For example, the field experience portion of the curriculum is expected to integrate all of the areas. The ability to write and speak competently is required in all areas since these skills are important in all areas of social work practice. Ethical considerations are also applicable to all social work courses including research and social policy. Of course, research cannot be divided from theory or practice, and policy and practice are likewise related. In addition, practice is dependent upon knowledge of human behavior in the social and physical environment and so it goes. As can be seen, the dividing lines are not as sharp as one might suppose.

It should also be noted, consistent with the accreditation requirements of the Council on Social Work Education, every required social work course in the major has content on the following curriculum areas:

- Social Work Values and Ethics
- Diversity
- Promotion of Social and Economic Justice
- Populations-at-Risk

**LINKAGES BETWEEN PROGRAM OBJECTIVES AND CURRICULUM OBJECTIVES**

The social work program at UWW has determined that the program objectives (specified earlier) shall be linked with course objectives according to the following format:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>HBSE I and II; Practice I, II, &amp; III; Policy; Research; Field</td>
</tr>
<tr>
<td>B</td>
<td>All required courses</td>
</tr>
<tr>
<td>C</td>
<td>Practice I, II, &amp; III; Field</td>
</tr>
<tr>
<td>D</td>
<td>All required courses</td>
</tr>
<tr>
<td>E</td>
<td>Intro; Policy; and Field</td>
</tr>
<tr>
<td>F</td>
<td>HBSE I; Practice I, II, &amp; III; Policy; Field</td>
</tr>
<tr>
<td>G</td>
<td>HBSE I &amp; II</td>
</tr>
<tr>
<td>H</td>
<td>HBSE I &amp; II; Policy; Field</td>
</tr>
<tr>
<td>I</td>
<td>Practice I, II, &amp; III; Policy; Research; Field</td>
</tr>
<tr>
<td>J</td>
<td>Practice I, II, &amp; III; Field</td>
</tr>
<tr>
<td>M</td>
<td>All required courses</td>
</tr>
</tbody>
</table>

These program objectives are specified in the course objectives section of the respective course syllabi. In addition the course outlines in the syllabi list topical content related to the program and curriculum objectives. Finally, evaluative mechanisms (such as exams, written assignments, role plays, and class exercises) have been developed for each course to ascertain the extent to which students have mastered the program and curriculum objectives.

**PREPARING YOURSELF FOR SOCIAL WORK PRACTICE**

There are a number of ways in which you can better prepare yourself for social work practice. Some of these ways include:

- Volunteer or paid work experience in social welfare.
- Social Work Student Organization.
- Writing and social work.
- Statistics course for graduate school.
- Save social work syllabi.
- Alpha Delta Mu.

Each of these mechanisms will be briefly described.
Volunteer or Paid Work Experience in Social Welfare

Social work majors benefit substantially from volunteer and paid work experiences in the field of social welfare. One benefit is that through such experiences, students gain a better understanding of whether they have the motivation, and the potential, to become a social worker. Therefore, one of the requirements for passing Social Work Practice I is that each student will have to provide documentation that he/she has had at least 30 hours of volunteer or paid work experience in social welfare. This requirement is on a pass/fail basis. Students are required to meet this requirement in order to receive a passing grade in Practice I. In addition, students are required to have another 30 hours for Social Work Practice II. If you complete 60 hours prior to Practice II you will have completed this requirement.

This form may be used by an agency supervisor to provide documentation of meeting the above requirement.

In this section the student should write a brief summary of his or her responsibilities (that is, tasks performed) for the agency, prior to giving this to the agency supervisor:

I verify that _____________________________________________________ has satisfactorily
Name of student
Completed the requirement of having had at least 30 hours of volunteer or paid work experience in social welfare at this agency/organization. (If the student’s performance was unsatisfactory, please summarize why):

________________________________________ ________________________________
Name of Agency Supervisor     Date

________________________________________ ________________________________
Telephone Number of     Agency Name
Agency Supervisor

Comments:
SOCIAL WORK STUDENT ORGANIZATION (SWSO)

The SWSO is an organization of social work majors whose purpose includes both social and service activities as well as providing input to the social work program. Two members of the organization are placed on the faculty committee (which meets monthly) to give their input on decisions that are made. SWSO provides student majors with networking opportunities for classes as well as for their future careers. Throughout the academic year SWSO presents guest speakers on topics of interest to the group. A few examples from the past are on field placement, hospice care, and adoption. Within SWSO four committees are formed: policy; publicity; community service; and fundraising. Each committee forms ideas that are brought to the group and then are acted upon.

WRITING AND SOCIAL WORK

Writing is an important part of social work. Social workers write social histories, recommendations for judges in cases of child maltreatment, court reports and dispositional reports in the corrections field, recommendations for E-Teams in school social work, discharge plans in medical social work, and so on. The quality of the writing reflects both on the social work professionals and the organizations that they represent.

Because writing is so integral to social work, it is essential that social work students write well. If you don’t write well, it may restrict the learning opportunities you may have in your field placement, and may negatively affect the recommendation from your field supervisor when you apply for jobs.

The following are recommendations about ways of strengthening your writing skills while you are at UW-Whitewater.

For students with concerns about their own writing skills: If you think that your writing needs improvement (and you get that kind of feedback from professors), look for opportunities to get remedial work. One excellent source is English 091, Basic Writing Skills, a two-credit course which offers individualized writing instruction in a workshop setting. This course can be taken even if you have completed English 101 and 102. The two credits do not count toward graduation.

For students whose writing skills are adequate: If you think your writing is neither weak nor wonderful, there are a number of things that you can do. Sign up for English 372, Technical and Scientific Writing, or English 370, Advanced Composition. Both of these courses will provide you with opportunities to practice your writing and get feedback on it. In English 372, the assignments can be social work-related. For students getting a BA degree, either of these courses will also partially fulfill the requirement of sex credits in 300-400 level courses. Also, in completing your General Education and minor requirements, seek out those courses in which you will have to write a lot. Many students avoid those courses, because they are more work than classes with mainly standardized tests, but they will give you several opportunities to improve your writing.

For students whose writing skills are already good: If writing is one of your strong points, consider following the recommendations in the previous sections or taking other English courses in writing to polish your skills. Several years ago, one of our graduates landed a top-notch job after field placement, with an agency that typically only hired persons with two years experience, because her writing skills were superior. It pays to build on your strengths.

STATISTICS COURSE FOR GRADUATE SCHOOL

Many MSW programs require that you take a statistics course prior to enrolling. Therefore, if you’re planning to pursue an MSW degree, we urge that you take a statistics course as an undergraduate (such as MATH 230 or PSYCH 215).
SAVE SOCIAL WORK COURSE SYLLABI

Each year some UW-W social work majors decide to enter graduate programs to pursue the degree Master of Social Work. Depending upon the specific graduate school selected, UWW graduates may receive credit (or be waived from certain graduate requirements) based upon their undergraduate work. It is common, for example, for research and some field instructor hours to be counted toward meeting requirements of the MSW degree. Other courses which may be accepted include Social Work Practice, Policy, and Human Behavior and the Social Environment. However, in order to receive Advanced Standing, applicants usually are required to provide a copy of their social work syllabi. Other credentialing bodies (such as the one which certifies alcohol and drug abuse counselors in this state) often require a copy of social work course syllabi. It is therefore strongly recommended that you save your social work course syllabi and written papers/projects.

In addition, many MSW programs require that you take a statistics course prior to enrolling. Therefore, if you're planning to pursue an MSW degree, we urge that you take a statistics course as an undergraduate (such as MATH 230 or PSYCH 215).

ALPHA DELTA MU SOCIAL WORK NATIONAL HONOR SOCIETY

Alpha Delta Mu is the National Social Work Honor Society. The motto is Advocate of the People. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members in all fields, particularly in Social Work.

Requirements for membership nomination are: (1) Junior or Senior standing; (2) Minimum of six semester hours in Social Work; (3) At least a 3.5 grade point average; (4) nomination by Social Work faculty. Initiation ceremonies are held every spring semester. Letters are sent by the Advisors, notifying majors of their nomination. The advisors are: Jean Virnig and Michael Wallace.

POLICIES AND PROCEDURES

FACULTY EVALUATION

The University of Wisconsin System mandates, and the UW-Whitewater campus supports, the right of students to provide written evaluation of faculty members and course content. Standard forms are provided in each class at the conclusion of the semester to allow students to exercise this right. Faculty are evaluated for their teaching, the adequacy of their courses, and their advising.

Evaluation is a method for constructive improvement of course content and faculty instruction. Student evaluations are used annually as a factor in determining salary increases and in reappointment, promotion and tenure decisions.

STUDENTS’ RIGHTS TO ORGANIZE

Social work majors, in accordance with University policy, have the right to organize in their own interests in matters concerning academic and student affairs. Students may elect to join the Social Work Student Organization to pursue those interests and concerns.

REASONABLE MODIFICATIONS

Social workers often work with clients who are highly vulnerable. Because of this, social workers must be capable of communicating well, both verbally and in written form. Social
workers must be able to demonstrate empathy for the client and must be able to think and act logically, quickly, and decisively. The needs of the client are always the focus of professional social work training.

Students who need reasonable modifications in order to accomplish these skills should meet with the Chair to discuss the needed modifications. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the department, then the student is to be referred to the Center for Students with Disabilities. However, even with necessary modifications and accommodations, students must be capable of demonstrating basic social work skills—such as empathy, communication, and problem-solving skills—in required videotapes and role plays (as required in all three practice classes). Students who cannot demonstrate these skills will be asked to explore other academic options.

Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to the Center for Students with Disabilities. Upon referral, the student must:

A. Sign a request for services based on the presence of a disability;
B. Provide appropriate diagnostic information that establishes she/he is a qualified individual with a disability; and,
C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.

The Center for Students with Disabilities arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.
STUDENT ACADEMIC GRIEVANCE PROCEDURES

UW-Whitewater University Handbook

Last policy revision: 6/1/94

Student Grievance Procedures

SOURCE: Offices of the Provost and Vice Chancellor for Academic Affairs, Affirmative Action, Academic Discipline and Student Affairs. Approved by Whitewater Student Association and Academic Staff, 1993; Faculty Senate, 1994.

I. DEFINITIONS AND BASIC PRINCIPLES:

A. A grievance is a request for specific action to solve a problem or redress an injury done to the individual presenting it. When that individual is a student and is responding to treatment received as a student, it is a student grievance. However, if a student wishes to challenge an academic decision that impacts on their grade, the Student Grade Appeal procedures should be used.

   i. A grievance may concern the actions taken by any UW-Whitewater employee who is a member of any college, department, office, administrative unit or committee of the University.

   ii. A grievance may not necessarily be directed at a particular individual but rather at a policy or rule which the student believes to be unfair.

B. The basis for a grievance is to raise a problem for the purpose of resolving it by the parties closest to it. This is true whether the issues involve an instructor, administrator, service personnel or members of any University department, college, division, administrative unit or committee.

C. A cause of action would involve a specific injury to the student or a specific problem. A remedy should be available. If no remedy is available or if punishment of someone is sought, the procedures for complaints rather than grievances should be used (see University Handbook Sections VI-F and VI-A).

D. Process timelines are established to enable review and resolution within a reasonable time after the problem occurred. This assists problem solving when memories and facts are still fresh.

E. Written appeals and responses need not be lengthy but rather describe events, relevant facts and reasoning, so that parties are clear about what is at issue and why decisions are being made the way they are.

II. STEPS IN A GRIEVANCE:

A. Informal Process:

   Discuss the issue of concern with the individual(s) primarily involved. This should take place within 14 calendar days after the aggrieved action occurred.

   If this discussion brings no resolution, is unsatisfactory, or if the primary individual is unwilling or unable to participate, the student may then, within 7 calendar days of the discussion or the communication that there will be no discussion, schedule a conference with the chairperson of the department or the supervisor of the individual. The student should articulate the concerns and the result of, or lack of, discussion with the primary individual.

   After hearing the student's appeal, the chairperson or supervisor will attempt to mediate the problem to resolution within 14 calendar days.

   If this attempt at resolution is unsatisfactory or if all are not willing or able to participate, the student should submit a formal grievance to the dean or director within 7 calendar days of the failure of informal resolution.

B. Formal Process:

   The grievance should be in writing and signed by the student following the Basic Principles above, should explain the problem, reasons for dissatisfaction of recommended resolution and an alternative resolution.
Within 14 calendar days, the dean or director can attempt further resolution or make the final decision. The student and employees should be notified of the final decision in writing.

The decision of the dean or director will be final unless discipline is requested, in which event appropriate disciplinary procedures would be followed.

SYNOPSIS: STEP-BY-STEP PROCESS FOR STUDENT GRIEVANCES:
- Problem occurs.
- Within 14 calendar days, discuss it with the person whose actions are in question. (informal)
- If no satisfaction, within 7 calendar days, talk it over with the chair or supervisor of the person. (informal)
- Chair/supervisor will attempt to resolve within 14 calendar days. (informal)
- If no satisfaction, student has 7 calendar days to write it up as a formal grievance, including why dissatisfied with recommended resolution and propose a remedy. (formal)
- Within 14 calendar days, the dean or director will attempt resolution or make the final decision. (formal)

Student Grade Appeals


At the University of Wisconsin-Whitewater, it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect the student may act on that by taking the following steps in chronological order. A complaint which is timely filed under any other student complaint procedure and then referred for processing under these procedures, shall be considered to have met the deadline for filing as a grade appeal.

I. INFORMAL PROCESS:
   a. Consult the instructor whose grade is being appealed. This consultation must take place within 7 calendar days of start of classes after the grading period in question.
   b. If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate, within 7 calendar days the student may schedule a conference with the chair of the department in which the course was offered.
   c. After hearing the student's appeal, the chair will attempt to resolve the problem within 7 calendar days.
   d. If this resolution is unsatisfactory, the student may then, within 7 calendar days after receiving the chairperson's response, submit a written appeal to the Department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.

II. FORMAL APPEAL PROCESS:
   a. The appeal must be in writing and signed by the student.
   b. The Department Grade Appeals Committee will:
      i. convene to examine the appeal, the response and render its conclusion, in writing, to the chair, student and instructor, within 14 calendar days of receipt of the appeal.
      ii. While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the dean of the college in which the course if offered.
c. Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the dean of the college in which the course was offered, within 7 calendar days of presentation of Committee findings. The dean will review the student's appeal and the findings of the Committee, and recommend appropriate action to the department and the instructor within 14 days of receipt of the appeal.

d. If this action is unsatisfactory to the student, a final appeal may be made to the Provost/Vice Chancellor within 7 calendar days who will determine whether a change in grade is to be made within 14 days of receipt of the appeal. The Provost/Vice Chancellor is the only individual authorized to change a student grade without the instructor's permission. However, the Provost/Vice Chancellor may change a grade only when the faculty department committee and the dean support such a change.

---

**COLLEGE CREDIT FOR PRIOR ACADEMIC WORK**

Social work college credit transferred from another university which a social work student wishes to apply to the major will be subject to evaluation by the Department Chairperson. This evaluation will assess the applicability, similarity and adequacy of that course content in relation to the Social Work Department requirements.

If it appears that the transfer course adequately meets the requirements, it will be accepted. If it does not, arrangements must be made to supplement that course work or complete the required UW-W course(s).

The student is responsible for providing substantiating materials such as syllabi, text used, and course requirements to assist in the evaluation.

In addition, a student wishing to waive Social Work Practice I (SOCWORK 371) must make an acceptable videotape and pass a comprehensive exam covering contemporary theories of social work intervention.

Note: No academic credit is given for life experience in lieu of either required coursework or Social Work Experience (SOCWORK 493).

---

**GRADUATION REQUIREMENTS**

Students must maintain a 2.25 grade point in the social work major in order to graduate.

---

**GRADING REQUIREMENT**

All required social work courses (SOCWORK) must be completed with a grade of C or better. Any required social work course in which a lower grade is received must be retaken by the student until a grade of C or better is achieved. Students in Social Work Practice I will be required to demonstrate they possess at least a moderate level of interviewing and casework skills. These skills will be gauged using videotaped role playing of simulated situations. Students may repeat the simulated practice videotape if necessary.
ADVISEMENT

Advisement of social work majors is a requisite part of the social work program at UW-Whitewater. Initially, as potential majors, and later as developing practitioners, students require and benefit from the assistance and counsel of departmental faculty. The goals of advisors include but are not necessarily limited to:

A. Providing role modeling in the areas of social work values, and professionalism.
B. Assisting students in assessing their aptitude and motivation for a career in social work.
C. Providing for regular review of student's educational performance in all facets of the social work program.
D. Providing academic guidance in the areas of course choice consonant with the objectives of preparation for practice and student interests.
E. Being available to discuss personal or academic concerns of students and serving as a "broker" to link students to needed services.
F. Assisting students in their efforts to obtain employment upon graduation.
G. Providing information about graduate school opportunities and assisting students interested in pursuing this option.

Students are assigned to an advisor upon admission to the pre-social work and social work program and may request in writing a change in advisor. Advisors should maintain in the student file a record of student-faculty advising. Students however are, under University Policy, responsible for completing all requirements of the University, College of Letters and Sciences, and Department of Social Work. Advisors are assigned to assist in this effort.

STUDENT EDUCATIONAL FILES

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Student folders are available in the Department Office (Salisbury 231) for review by the student, his/her advisor and faculty.

UNIVERSITY WRITING REQUIREMENT

The University writing requirement is satisfied for social work majors by the successful completion of Human Behavior and the Social Environment I (SOCWORK311), Human Behavior and the Social Environment II (SOCWORK312), and Social Work Research (SOCWORK402).

UNIVERSITY COMPUTER PROFICIENCY REQUIREMENT

The University computer proficiency requirement is satisfied for social work majors by the successful completion of Social Welfare Policy (SOCWORK462) and Social Work Research (SOCWORK402).
Purpose

The Social Work Department of the University of Wisconsin-Whitewater is a professional training program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately, to the clients our students are being educated to serve. It is with these obligations in mind that the Student Standards and Support Committee has been formed.

Social work is a profession which requires both intellectual ability and a set of personal attributes necessary to the task of helping others. The student who elects to major in social work at UWW is expected to maintain a level of academic performance consistent with the requirement of the major. These overall requirements are described in other parts of this booklet. Students unfamiliar with, or unsure about how these requirements affect them should talk to their academic advisor.

In addition to the academic expectations, social work students are expected to demonstrate professional behavior that reflects a commitment and adherence to the values/ethics of the social work profession. The Code of Ethics is included in the back of this handbook.

Since the role of social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that the social work practitioner not permit personal issues to interfere with this role and that he/she have the emotional and psychological resources to assist the client.

Social work education requires that you demonstrate competency in four major areas (1) academic, (2) practice skills, (3) adherence to the values/ethics of the social work field, (4) understanding and adherence to professional standards. Therefore, throughout your time in the program you will be periodically evaluated in these areas. The purpose of the Student Standards and Support Committee is to assist students who are having difficulties meeting these expectations.

Academic Achievement/Practice Skills

The intent of the various grade point requirements for social work is to establish minimum expectations for all students; they should be viewed only as minimums. There may be circumstances where the overall minimums are being met by a student but specific areas reflect deficiencies or concerns. A student may, for example, receive an overall course grade of "C" or better, but perform well below that level on an important subsection of a course. An example would be a student whose written work needs improvement, or one who lacks interviewing skills. In these and similar situations the procedure will be for the instructor to discuss the areas of concern with the student privately. At this time a plan/contract will be developed to remedy the issue. If the instructor believes that the student is not making significant progress he/she may refer you to the Student Standards and Support Committee for additional review. The purpose is to recommend additional means of addressing these concerns, and when appropriate, to explore with the student other academic options.

Professional Values and Ethics

As noted above, students are expected to conduct themselves in a manner appropriate to the profession of social work. Conversely, behavior contrary to these standards will be cause for review of the student’s appropriateness for the social work major. Examples of behavior which would warrant such a review include derogatory oral and written statements directed toward other students, persons from different ethnic, racial, and cultural groups and/or members of other groups frequently discriminated against on the basis of sex or sexual orientation. As described in the section above, the same procedure applies.
**Professional Standards**

Social workers frequently work with individuals having various personal and emotional difficulties. The demands of the social work role require that students have the emotional and psychological resources to render effective assistance to those in need. Some individuals are drawn to the social work profession because their own life has been one of crisis and difficulty. Many of these social workers are able to resolve their personal troubles and effectively aid others. Some are not. In certain instances students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time. In such instances the same procedure as above applies.

**Summary**

The goal of the Social Work Department is to train students for beginning level generalist social work practice. Instructors who have concerns about a student’s progress toward this end may meet with the student alone and/or refer them to the Student Standards and Support Committee. The intent is to help the student deal with the issues of concern and continue to pursue a major in social work. When this is not possible the intent is to assist the student in planning other academic goals.

---

**SOCIAL WORK MAJOR APPLICATION FORM**

**Student Standards and Support Committee**

Name ______________________________   ID # __________________________

Local Address:      Home Address:
___________________________________                         _____________________________
___________________________________                         _____________________________

Local Phone or Cell:  _____________________  Email: _______________________________

If you are transferring from another department on campus, have you transferred your folder and signed change of major form to the departmental office:  ☐ Yes       ☐ No

Approximate number of credits attained at this time:     ______

Briefly state why you want to major in social work:

Briefly state what your career goals are at this time:

Please note:  I understand that upon transferring into social work at this time I am required to meet the most recent social work requirements for graduation as contained in the current Social Work Student Handbook, as well as those standards determined by the Student Standards and Support Committee (please see back page). I acknowledge receiving a copy of this Handbook and agree to be bound by its provisions as well as these contracts and policies of the Department of Social Work. I also understand that as a social work major I am required to attend an orientation meeting.

_____________________________________________ _______________________________
Student Signature     Date

_____________________________________________ ________________________________
Faculty Member Doing Initial Advising    Date
DEPARTMENT’S RESOLUTION REGARDING SEXUAL ORIENTATION

Adopted by the University of Wisconsin-Whitewater
Department of Social Work Faculty, January, 1991

Whereas discrimination against gay men and lesbians is still legal in most states and is widely practiced and accepted throughout the United States;
Whereas there is no known cause of homosexuality and it appears to be a naturally-occurring human diversity which is present in at least 10% of the human population;
Whereas gay men and lesbians are as psychologically and emotionally adjusted as the rest of the population;
Whereas no harm comes to other peoples as a result of a homosexual orientation;
Whereas the social work profession has historically committed itself to the goal of social equality and the elimination of oppressions; and
Whereas the National Association of Social Workers' Code of Ethics prohibits discrimination on the basis of one's sexual orientation;
We, the faculty and staff of the Department of Social Work, University of Wisconsin-Whitewater are resolved:
To educate and raise awareness in social work students about the oppressions of homophobia and heterosexism and their harmful effects on society as a whole;
To work against the discrimination of gay men and lesbians wherever it exists in the University community;
To improve the University climate for the gay men and lesbians who are faculty/staff, classified staff, and students.; and
To work for the acceptance of gay men and lesbians as full-fledged members of society, entitled to the same rights, responsibilities, and respect as any other citizen.

Student Standards and Support Committee

The Council on Social Work Education (our accrediting body) requires that social work programs have policies and standards to assist students in determining their appropriateness for the major. It is with this intent that the Student Standards and Support Committee was established. This committee is designed to assist students who may need some help in order to reach their potential as professional social workers, and also to ensure our program's integrity.

The purpose of the committee is to assist students who have demonstrated difficulties in the following areas:
1. Understanding and adhering to professional standards
2. Social work knowledge/skills
3. Adherence to the values/ethics of the social work field

The committee process allows a student to remedy problem areas, ensures a review process that is fair, and identifies specific procedures and bases for termination.

The following material has been prepared by the Student Standards and Support Committee:
- Orientation for New Social Work Majors
- Student Admission Contract: Code of Conduct
- Student Standards
- Student Standards and Support Committee Review Process
- Social Work Field Placement: Code of Conduct
- Student/Faculty Contract
ORIENTATION FOR NEW SOCIAL WORK MAJORS

This is an outline of both the structure and content for orientation of new social work majors.

Students are required to attend an orientation before becoming a major in social work.
1. An orientation is held every semester in the weeks before pre-registration.
2. Students are only able to fill out the application for the major at that meeting.
3. This meeting is mandatory for all social work majors.

Format of the Meeting
1. The meeting is held in the UC and would last approximately 1.5 hours.

Content of the Meeting
1. *Introduction to Social Work* as a profession and the opportunities for social workers (and the drawbacks to practicing social work).
   - Certification in Wisconsin and what it means.
2. *Values and Ethics*
   - Brief overview of the Code of Ethics and its importance to the profession.
   - The need for self-understanding and the use of self as a professional tool; maturity, responsibility, and empathy as a part of this.
   - Importance of diversity and necessity for professional acceptance.
3. *Professional and Departmental Standards and Requirements*
   - Expectations of the Social Work Department—see material “STUDENT STANDARDS AND SUPPORT COMMITTEE”
   - Criminal background checks.
   - Possible professional impairment—see Student Standard and Support Committee Review
   - Volunteer/paid work requirement as a part of Practice I
   - Academic requirements—2.25 GPA requirement for practice courses, C or better in major courses.
   - Requirement that all students be advised every semester.
   - Reasonable Modification Requests.
4. *Knowledge and Skills*
   - Required course work
   - Skills needed for effective professional social work: writing skills
   - Information that writing is graded in social work classes, is integral to field.
   - Skills needed for effective professional social work: verbal communication skills
   - Videotaping and oral communication as integral part of the program.
   - Necessity for participation in role plays and class discussions.
   - Opportunities for enhancement of skills—see “WRITING AND SOCIAL WORK” as an example of this.
   - Computer skills.
5. *Other*
   - Introduction to Social Work Student Organization (SWSO) and the opportunities it presents.
   - Alpha Delta Mu.
   - Planning ahead for field placement (a semester where it’s difficult to work long hours).
6. *Contract*
   - After either attending the orientation, the students will be asked to read and sign the Student Admission Contract—see STUDENT ADMISSION CONTRACT/ CODE OF CONDUCT.
STUDENT ADMISSION CONTRACT
CODE OF CONDUCT

The Social Work Department at the University of Wisconsin-Whitewater is a professional training program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavior expectations are based on the NASW Code of Ethics, CSWE’s accreditation standards for problems encountered in social work education, and the UW-Whitewater Student Handbook.

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession (5.01, Code of Ethics).

2. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness (2.01A), and should avoid unwarranted criticism (2.01B).

3. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability (4.02), creed, ancestry, pregnancy, and parental status (Wisconsin Statutes, and Board of Regents)

4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism (4.04).

5. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action (4.05).

6. Social work students should not allow their private conduct to interfere with their ability to meet the program’s expectations (4.03).

7. Social work students engaged in research are expected to follow guidelines developed for the protection of the participants (5.02).

8. Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to the Student Standard and Support Committee, it is expected that the student will follow through with the committee’s decisions.

9. Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Disabled Student Services. Upon referral to Disabled Student Services, the student must:
   A. Sign a request for services based on the presence of a disability;
   B. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
   C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.

Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

Statement of Understanding

I understand although I am admitted to the social work program at the University of Wisconsin-Whitewater, if my professional development is not deemed satisfactory by the social work faculty (Student Standard and Support Committee), the program has the right and responsibility to request re-evaluation of my suitability for the social work program.

I hereby agree to abide by the standards outlined in this document, and I further understand that I must maintain a 2.25 overall grade point average in order to apply for all practice courses and field placement.

_______________________________________________  __________________
Signature of Student      Date
STUDENT STANDARDS AND SUPPORT COMMITTEE  
DEPARTMENT OF SOCIAL WORK  

Purpose  
The Social Work Department of the University of Wisconsin-Whitewater is a professional training program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately, to the clients our students are being trained to serve. It is with these obligations in mind that the Student Standard and Support Committee has been formed. The intent of this committee is to assist students who have demonstrated difficulties in the following areas:

1. Understanding and adhering to professional standards  
2. Social work knowledge/skills  
3. Adherence to values/ethics of the social work field  

The standards and criteria are based on numerous sources: Council on Social Work Education (CSWE), National Association of Social Workers (NASW) *Code of Ethics*, social work journals, and the University of Wisconsin-Whitewater Student Handbook.

Professional Standards  
The Council on Social Work Education requires that social work programs have policies and standards to determine if students are competent and will be able to work in the field (BSW and MSW Standards 5.8). What follows are the professional standards with areas of concern which may indicate that a student is unable or unwilling to follow the standards of the NASW *Code of Ethics* and/or those standards deemed appropriate by the Department of Social Work. The following is not intended to be all-inclusive and may be amended by the faculty.

Performance  
Standard:
- Plans and organizes work effectively  
- Turns in assignments complete and on time  
- Makes arrangements for his/her special needs  
- Attends classes regularly  

Indicators of Concern:  
Appears to demonstrate a patterns of:
- Poor organizational skills  
- Requests for extensions on assignments and exams  
- Turning in assignments late or incomplete  
- Multiple absences from class per class syllabus  
- Multiple absences from field placement

Conduct/Behavior  
Standard:  
- Demonstrates ability to work cooperatively with others  
- Actively participates in class discussion groups/role plays  
- Shows respect for others’ opinions  
- Is open to feedback from peers/faculty  
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk  
- Conducts him/herself according to the NASW *Code of Ethics*
Indicators of Concern:
- Appears to create conflict in class which impedes learning and/or building effective relationships
- Uncooperative/unwilling to participate in class activities
- Consistently late for class, or leaves class early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Use of cell phone/text messaging while in class
- Uses derogatory language or demeaning remarks
- Appears unwilling/unable to accept feedback
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Unwilling/unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- Physical action directed at clients, faculty, staff, or fellow students (refer to UWS, Ch. 17)
- Unethical professional behavior (e.g., sexual contact with a client)
- Academic misconduct (refer to UWS Ch. 14)

Emotional Self-Control
(Self-Understanding)

Standard:
- Uses self-disclosure appropriately (e.g., student seems to have an understanding, and has resolved the issue he/she is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one’s own personal limits
- Understands the effect of one’s behavior on others

Indicators of Concern:
- When engaged in self-disclosure, the student appears to be working through unresolved issues
- The student appears to overreact to, or resent feedback (e.g., takes it personally)
- Appears unable/unwilling to control emotional reactions
- Faculty concern regarding possible alcohol/drug abuse, mental health issues
- Verbal threats directed at clients, faculty, staff, or students (refer to UWS Ch. 17)
- Demonstrates impaired judgment, decision-making, or problem-solving skills
- Consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude)

Communication Skills

Standard (Written):
- Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g., plagiarism)
- Demonstrates use of critical thinking skills
Indicators of Concern:
- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
- Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement
- Appears to have plagiarized the work of others (refer to UWS 14)

Standard (Verbal):
- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Has the ability to communicate clearly
- Has working proficiency of the English language even when English is not the student’s primary language

Indicators of Concern:
- Appears to have difficulty expressing him/herself when speaking
- Difficulty communicating so that others can hear or understand
- Lacks a working proficiency of the English language when communicating

Sources of Information on Academic/Non Academic Performance

Sources of information about whether academic/non academic performance criteria are being met by a student in the Department of Social Work may include but are not limited to those listed below. Appropriate standards of informed consent and confidentiality will be adhered to.

- Performance in oral and written assignments, examinations, class exercises (role plays), or other coursework
- Written or verbal feedback from faculty, field supervisors, or supervisors of volunteer activities.
- Formal feedback from agency-based field instructors through evaluative tools
- Observation of classroom, volunteer, or field behaviors
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (video)
- Feedback from faculty in other social work programs that the student may have attended
- Feedback from students, staff, other colleges and universities, helping professionals, or community
- Signed contracts between the program and the student, including the Admission Contract/Field Contract

Student Standards and Support Committee Review Process

What follows is the proposed procedure to be followed when a situation occurs involving possible professional impairment of a social work major.

1. When a faculty member becomes concerned that a student may be professionally impaired, she/he should set up a meeting with the student. At the meeting, the student and faculty member will develop a plan/contract. This should include a description of specific behaviors/areas of concern, goals for improvement, specific tasks for achieving
goals (i.e., participation in a writing lab), and time limit. The student is given a copy of the contract and informed that no final grade will be given until the student provides documentation to the faculty member that the goals have been achieved.

2. If the student has not made significant progress following the plan/contract, the faculty member shall submit a brief written statement to the Standard and Support Committee regarding the issues, concerns, and can make a recommendation regarding the student. This statement should include a copy of the plan/contract and any pertinent documentation (i.e., copy of written assignment, videotape, etc.). The faculty member should inform the student that she/he is proceeding with this step in the review process, and send a copy of the letter with the review process.

3. The committee chairperson will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student should be given the name(s) of faculty members who will be attending, and the specific issues that are to be addressed. This notice should also include a list of possible recommendations the committee could make. The student is asked to bring any documentation on his/her own behalf.

4. The committee members, faculty member, and the student meet at the designated date and time. Issues/concerns are presented. The student is given the opportunity to present their own response and produce oral testimony or written statements from others who may have relevant information on their behalf. The student may present any other supportive documentation.

5. The committee will then meet to decide what action should be taken. The committee may recommend, but is not limited to the following:
   A. Dismissal of the original plan/contract
   B. Continuation of the original plan/contract
   C. Revision of the original plan/contract
   (Please note: If either B or C are recommended, the committee will then set up another date with the student to review the student’s progress.)

6. If the student again fails to complete or abide by the plan/contract, or the student’s academic impairment or behavior is such that she/he would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to:
   A. Recommend to the faculty member that a failing grade be given to the student for the course.
   B. Institute a probationary period for the student with specific tasks, goals, and timelines.
   C. Suspend the student from the Social Work Program for a period of up to one year.
   D. Terminate the student from the program.

7. If a decision is made to suspend or terminate the student from the Social Work Program, the student has the right to appeal. (See Grievance Procedures)

8. The student is informed, in writing within three days, of the Student Standard and Support Committee decision. A copy of the appeal process is included.

9. A copy of the Student Standard and Support Committee’s decision is placed in the student’s file.
### STUDENT/FACULTY CONTRACT

**STUDENT STANDARDS AND SUPPORT**

**DEPARTMENT OF SOCIAL WORK**

The Social Work Department of the University of Wisconsin-Whitewater is a professional training program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately to the clients our students are being educated to serve. When a student demonstrates that they are having difficulties with (1) understanding and adhering to professional standards, (2) social work knowledge/skills, or (3) adherence to the values/ethics of the field of social work (please refer to the Student Handbook), it becomes the responsibility of both the faculty and the student to find appropriate solutions. The following contract is designed to assist you in achieving your academic potential and/or adherence to professional standards.

<table>
<thead>
<tr>
<th>Date: _____________________</th>
<th>Student's Name: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: _____________________</td>
<td></td>
</tr>
<tr>
<td>Area(s) of concern:</td>
<td></td>
</tr>
<tr>
<td>Goal(s):</td>
<td></td>
</tr>
<tr>
<td>Task(s) for achieving goal(s):</td>
<td></td>
</tr>
<tr>
<td>Timeframe in which task(s) is (are) to be completed:</td>
<td></td>
</tr>
</tbody>
</table>

I understand that a grade of incomplete will be given if I do not complete and provide documentation that the above goal(s) have been achieved. I also understand that if I have not made significant progress in fulfilling this contract that the matter will be referred to the Standards and Support Committee for further review and recommendations.

I     □ agree     □ disagree with the above contract.

Student Signature: ___________________________ Faculty Signature: ___________________________

If necessary:                                  

Student Standard and Support Chair: ___________________________

Committee Member: ___________________________ Committee Member: ___________________________
Social Work interns are expected to adhere to the standards/ethics of the profession. (Those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field.

Please Note: If at anytime during your field placement you find yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your field agency supervisor or faculty liaison.

Commitment to Clients (1.01)
Social workers' primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
(b) Social workers should not take unfair advantage of any professional relationship.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)
Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)
Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Dishonesty, Fraud, and Deception (4.04)
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Disabled Student Services. Upon referral to Disabled Student Services, the student must:
A. Sign a request for services based on the presence of a disability;
B. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.

Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

Statement of Understanding
I understand as a field student I am expected to adhere to the values, ethics, and standards of the profession.

______________________________________________  _______________________
Student Signature       Date

SOCIAL WORK FIELD PLACEMENT
CODE OF CONDUCT
The National Association of Social Workers (NASW) is the official organization of the profession. The Social Work Department endorses the NASW Code of Ethics and encourages membership of students and faculty. The Code of Ethics was revised in 1996.

Due to the length of the Code, we are printing an abridged version in this Handbook. A complete version is in the library or can be obtained through the National Association of Social Workers (NASW), 750 First St., NE, Suite 700, Washington, D.C. 20002-4241

Overview

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\(^1\) In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\(^1\)For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote,
restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards
(Each ethical standard listed below, i.e., "Commitment to Clients," Self-Determination," is accompanied by narrative explanation in the Code.)

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients
   1.01 Commitment to Clients
   1.02 Self-Determination
   1.03 Informed Consent
   1.04 Competence
   1.05 Cultural Competence and Social Diversity
   1.06 Conflicts of Interest
   1.07 Privacy and Confidentiality
   1.08 Access to Records
   1.09 Sexual Relationships
   1.10 Physical Contact
   1.11 Sexual Harassment
   1.12 Derogatory Language
   1.13 Payment for Services
   1.14 Clients Who Lack Decision-Making Capacity
   1.15 Interruption of Services
   1.16 Termination of Services

2. Social Workers' Ethical Responsibilities to Colleagues
   2.01 Respect
   2.02 Confidentiality
2.03 Interdisciplinary Collaboration
2.04 Disputes Involving Colleagues
2.05 Consultation
2.06 Referral for Services
2.07 Sexual Relationships
2.08 Sexual Harassment
2.09 Impairment of Colleagues
2.10 Incompetence of Colleagues
2.11 Unethical Conduct of Colleagues

3. **Social Workers' Ethical Responsibilities in Practice Settings**
   3.01 Supervision and Consultation
   3.02 Education and Training
   3.03 Performance Evaluation
   3.04 Client Records
   3.05 Billing
   3.06 Client Transfer
   3.07 Administration
   3.08 Continuing Education and Staff Development
   3.09 Commitments to Employers
   3.10 Labor-Management Disputes

4. **Social Workers' Ethical Responsibilities as Professionals**
   4.01 Competence
   4.02 Discrimination
   4.03 Private Conduct
   4.04 Dishonesty, Fraud, and Deception
   4.05 Impairment
   4.06 Misrepresentation
   4.07 Solicitations
   4.08 Acknowledging Credit

5. **Social Workers' Ethical Responsibilities to the Social Work Profession**
   5.01 Integrity of the Profession
   5.02 Evaluation and Research

6. **Social Workers' Ethical Responsibilities to the Broader Society**
   6.01 Social Welfare
   6.02 Public Participation
   6.03 Public Emergencies
   6.04 Social and Political Action
Standards for Cultural Competence in Social Work Practice
(see WWW.SOCIALWORKERS.org)

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness
Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity
Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership
Social workers shall be able to communicate information about diverse client groups to other professionals.

Prepared by the NASW National Committee on Racial and Ethnic Diversity Submitted to the NASW Board of Directors for review and approval June 16, 2006
CHECKLIST FOR SOCIAL WORK COURSES

Completion of the General Education requirements as well as additional degree requirements for the College of Letters and Sciences. Graduation requirements: A 2.25 grade point average in the social work major, and a 2.00 grade point average overall is needed.

MAJOR (36 credits) REQUIRED COURSES
A grade of C or better is necessary in all required social work courses to proceed in the program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>SOCWORK 102 Introduction to Social Welfare AND</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GENED 130 Individual and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOLOGY 120 Biological Foundations OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PEPROF 271 Structure &amp; Function of the Human Body</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 311 Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 312 Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 371 Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 372 Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 402 Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>POLISCI 141 American Government and Politics</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 462 Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 473 Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>SOCWORK 493 Social Work Experience (3-12 credit blocks)</td>
<td>12</td>
</tr>
</tbody>
</table>

If the major advisor wishes to record the progress of the student’s minor, do so below.

MINOR TO BE SELECTED BY STUDENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educational Policy and Accreditation Standards

Following is the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education. This Council is the national accrediting organization for undergraduate and graduate social work programs in the United States. The EPAS provides guidelines for the curriculum in undergraduate programs. Our faculty expends extensive efforts in our courses to meet these guidelines.

Council on Social Work Education
Educational Policy and Accreditation Standards
Copyright © 2001, Council on Social Work Education, Inc. All rights reserved.

2
CONTENTS
PREAMBLE 3
FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION 4
1. EDUCATIONAL POLICY 4
2. ACCREDITATION 4
3. RELATIONSHIP OF EDUCATIONAL POLICY TO ACCREDITATION 5
EDUCATIONAL POLICY
1. PURPOSES 6
2. STRUCTURE OF SOCIAL WORK EDUCATION 8
3. PROGRAM OBJECTIVES 8
4. FOUNDATION CURRICULUM CONTENT 10
5. ADVANCED CURRICULUM CONTENT 12
ACCREDITATION STANDARDS
1. PROGRAM MISSION, GOALS, AND OBJECTIVES 13
2. CURRICULUM 13
3. PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES 14
4. FACULTY 16
5. STUDENT PROFESSIONAL DEVELOPMENT 16
6. NONDISCRIMINATION AND HUMAN DIVERSITY 17
7. PROGRAM RENEWAL 17
8. PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT 18
PROGRAM CHANGES 19
PREAMBLE
Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement.

While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION
1. Educational Policy
The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels.

Accreditation Standards pertain to the following program elements:

• Mission, goals, and objectives
• Curriculum • Governance, structure, and resources
• Faculty • Student professional development
• Nondiscrimination and human diversity
• Program renewal • Program assessment and continuous improvement
3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY

1. PURPOSES

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

•   To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
•   To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
•   To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
•   To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
•   To develop and use research, knowledge, and skills that advance social work practice.
•   To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2. Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

•   Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
•   Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
•   Developing knowledge.
•   Developing and applying instructional and practice-relevant technology.
• Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
• Promoting continual professional development of students, faculty, and practitioners.
• Promoting interprofessional and interdisciplinary collaboration.
• Preparing social workers to engage in prevention activities that promote well-being.
• Preparing social workers to practice with individuals, families, groups, organizations, and communities.
• Preparing social workers to evaluate the processes and effectiveness of practice.
• Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
• Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION
2.0 Structure
Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession.

Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives. Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal
Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.
3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
7. Analyze, formulate, and influence social policies.
8. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
9. Use communication skills differentially across client populations, colleagues, and communities.
10. Use supervision and consultation appropriate to social work practice.
11. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

1 Items preceded by a B or M apply only to baccalaureate or master’s programs, respectively.

3.1 Concentration Objectives
Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The
educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs,
using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT
The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.
ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.2 Admits only those students who have met the program’s specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master’s social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.
3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master’s social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master’s social work program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.
M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program.

Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.