

## EVALUATIVE STANDARD 1 PROGRAM RATIONALE & ASSESSMENT

### 1.0 STATEMENT OF RATIONALE (CPS B5.1-B5.4.5)

*Description: The educational program must provide a statement of rationale, including a program mission statement and program goals, consistent with social work's purposes, values, and ethics. The mission and goals are to include quality educational preparation for entry into beginning social work practice with individuals, families, groups, organizations, and communities. The program's goals must reflect the intent of Curriculum Policy Statement B5.1-B5.4.5.*

#### Introduction to University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater (UWW) seeks wide recognition as a premier regional university committed to the goal of achieving "Excellence for the 21<sup>st</sup> Century." UWW is a comprehensive university where quality teaching is the first and foremost responsibility of every faculty member. Through its commitment to the Teacher, Scholar concept, the university expects all faculty members to be outstanding teachers and productive scholars. A third expectation of faculty is the provision of public services to the University and to the surrounding communities.

Classes were first offered at the campus in 1868. The campus was founded as Whitewater Normal School, and for many years the campus was recognized as an institution that focused on the preparation of elementary and secondary teachers. Today the campus is one of the 26 campuses in the University of Wisconsin System. The University of Wisconsin System serves more than 150,000 students statewide.

Located in a city of approximately 12,000 in southeastern Wisconsin, the 400-acre campus is 45 miles southeast of Madison, 51 miles southwest of Milwaukee, and 102 miles northwest of Chicago. The area in which the campus is located has a number of towns and small cities. The student population comes from both rural and urban communities. The economic base of the surrounding community includes small businesses, some industries, dairy farming, manufacturing, and tourism.

UWW is one of the University Cluster Institutions in the University of Wisconsin System. The mission statements of these three entities are specified as follows:

#### Mission Statements

##### University of Wisconsin System

Each Institution of the University of Wisconsin System shares in the mission of the System which is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

## **The Core Mission of the University Cluster Institutions**

With the approved differentiation stated in their selected missions, each university in the Cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extra-curricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students, and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state.

### **Select Mission of the University of Wisconsin-Whitewater**

*In addition to the system and core missions, the University of Wisconsin-Whitewater has the select mission to:*

- a. Offer an extensive range of undergraduate programs and degrees, including interdisciplinary programs in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization.

- b. Offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business and education.
- c. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.
- d. Provide supportive services and programs for students with disabilities.
- e. Recruit minority and non-traditional students and provide support services and programs for them.
- f. Serve as a regional cultural and resource center.
- g. Provide continuing education and outreach programs as an integrated institutional activity.

UWW provides quality programs and services that meet the needs of students preparing to live and work in an increasingly diverse, multicultural and global society linked to an interdependent political, environmental, economic, and information-rich world.

Today, in addition to its academic programs, UWW is a center for leadership and service through its coordination of numerous conferences on subjects as diverse as regional planning, international education and the status of women. It also sponsors lectures, concerts and programs which enrich the cultural life of students, faculty and the community. An extensive program of evening on-campus and off-campus courses is offered for those who are employed during the day.

UW-Whitewater's 400-acre campus includes 46 academic/auxiliary buildings, a nature preserve and arboretum, and 43 acres set aside for baseball, football, soccer, softball, track, and tennis.

UW-Whitewater has a current enrollment of approximately 10,500 students and offers 43 undergraduate and 14 graduate degree programs in the Colleges of Arts and Communication, Business and Economics, Education, and Letters and Sciences.

<b>MISSION STATEMENT (CPS B5.1-B5.4.5)</b>
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**Mission Statement of the UWW Social Work Program**

The BSW program 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 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 practice that includes services to the poor and oppressed, and who are committed to promoting social and economic justice for populations-at-risk.

## Overview of the History of the UWW Social Work Program

Social Work as a major was initiated in 1971. The program was then housed in the Department of Sociology-Anthropology. The program was separated as an “area” in 1973, and became a separate department (Department of Social Welfare) in 1975. (Several years later the Department was renamed Department of Social Work.) In 1974 the program was accredited by the Council on Social Work Education. The program has continued to be accredited by CSWE since 1974.

The program has become one of the largest undergraduate programs (in terms of the number of student majors) in the country, having about 400 student majors.

### **PROGRAM GOALS (CPS B5.1-B5.4.5)**

#### **UWW Social Work BSW Degree Program Goals**

The UWW Social Work Program achieves its mission through the fulfillment of the following program **goals**:

1. To prepare students for beginning generalist practice who facilitate the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and obtain and use resources.
2. To prepare students for beginning generalist practice who participate in the planning, formulation, and implementation of social policies, services, resources and programs needed to meet basic human needs and support the development of human capacities.
3. To prepare students for beginning generalist practice who participate in the pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.
4. To prepare students for beginning generalist practice who participate in the development and testing of professional social work knowledge and skills.
5. To prepare students who demonstrate a commitment to continue their own professional growth and development which may include graduate education in social work.
6. To prepare students to develop a professional identity which will incorporate the values and ethics of the social work profession.
7. To emphasize preparation for providing direct services to diverse populations (with particular attention to populations-at-risk in Southeastern Wisconsin) to alleviate poverty and oppression and to promote social and economic justice for all its citizens.
8. To provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in organizations, and the dynamics of change.

#### **Program’s Definition of Generalist Practice**

The social work program emphasizes a generalist approach to social work practice. The program accepts the following definition of generalist practice:

The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. The generalist operates within a systems and person-in-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g. individual work with delinquent adolescent plus work with the family or school) and that single explanations of problem situations are frequently unhelpful. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client (e.g.: facilitator, advocate, educator, broker, enabler, case manager, and/or mediator). They may serve as leaders/facilitators of task groups, socialization groups, information groups, and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, co-workers and colleagues from different ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem to another.

(Source: Grafton H. Hull, Jr., 1990, *Social Work Internship Manual*. (Eau Claire, WI: University of Wisconsin-Eau Claire, Department of Social Work).

The UWW 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.

The UWW Social Work Program goals are consistent with the mission of UWW and with the mission of University Cluster Institutions in a variety of ways. The emphasis on educating social work majors for professional social work practice is consistent with the select mission of UWW to provide programs which lead to professional specialization. The social work goal of preparing students who participate in the development and testing of professional social work knowledge and skills is consistent with UWW's mission to "expect scholarly activity, including research, scholarship, and creative endeavor". The social work goal to emphasize preparation for providing direct services to diverse populations to alleviate poverty and oppression and to promote social and economic justice is consistent with the mission of University Cluster Institutions to "Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students".

## **1.1 OBJECTIVES DERIVED FROM MISSION & GOALS (CPS B5.7-B5.7.12)**

Description: Once the mission and goals have been stated, the program must present its objectives, derived from its statement of mission and goals. The program's objectives must reflect the intent of Curriculum Policy Statement B5.7-B5.7.12.

## UWW Social Work Program Objectives

The objectives of the Social Work Program provide the framework for the development of values, knowledge, and skills students should possess as part of meeting the requirements for graduation with a baccalaureate degree and are grounded in the objectives mandated for baccalaureate social work education as prescribed by the Commission on Accreditation.

The Social Work Program achieves its goals through the fulfillment of the following **objectives** and prepares its students 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.

### 1.2 PROGRAM IMPLEMENTATION

*Description: The program's rationale, comprised of its statements of mission, goals, and objectives, must be reflected in program implementation.*

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

<u>Objective</u>	<u>Courses</u>
A	HBSE I and II; Practice I, II, & III; Policy; Research; Field
B	All required courses
C	Practice I, II, & III; Field
D	All required courses
E	Intro; Policy; and Field
F	HBSE I; Practice I, II, & III; Policy; Field

G	HBSE I & II
H	HBSE I & II; Policy; Field
I	Practice I, II, & III; Policy; Research; Field
J	Practice I, II, & III; Field
K	Practice III; Field
L	Practice III; Policy; Field

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.

### **1.3 AWARENESS OF PROGRAM GOALS AND OBJECTIVES**

*Description: The program must make all faculty members, students, administrators, and each social work professional associated with the program aware of program goals, and objectives. Program documents must reflect these goals and objectives.*

The mission statement, and the statements of program goals and objectives are included in the Field Manual and the Student Handbook for social work majors. The Field Manual is purchased by every student major, and is given to agency field supervisors. The Student Handbook is given to every student major. Also included in the Student Handbook and in the Field Manual is the Curriculum Policy Statement. The mission, program goals, and program objectives of the social work program are described in orientation meetings for agency supervisors, which are held twice a year. Copies of the statements of the program's mission, goals, and objectives have been provided to the Dean of the College, to the Provost, and to the Chancellor, with discussion of these statements being held with these administrative officials. The Social Work Advisory Board participated in the drafting of these statements, and also approved these statements. The mission, program goals, and program objectives are also discussed in our orientation meetings for applicants requesting to major in social work—all incoming student majors are mandated to attend these orientation meetings.

### **1.4 OUTCOME MEASURES AND MEASUREMENT PROCEDURES**

*Description: The program must specify the outcome measures and measurement procedures that are to be used systematically in evaluating the program, and that will enable it to determine its success in achieving its desired objectives.*

The outcome measures that are used include a variety of quantitative and qualitative measures. Among the quantitative measures are the following:

1. Instruments that assess the extent to which students have met the required social work course objectives (and thereby program objectives as program objectives are linked to course objectives). (These are described later.)

2. Midterm and final evaluations of students in field placement, which ascertain the extent to which field interns have achieved program objectives. (These are described later.)
3. Passage rates of our graduates compared to national passage rates, on the social work certification examination.
4. The *Baccalaureate Program Outcomes* Instrument, which is periodically administered to graduates of our program.
5. The placement office gathers data on the percentage of our students securing employment within three months after finishing the baccalaureate degree.

Qualitative measures include the following:

1. Program faculty meet twice a year in orientation meetings with agency field supervisors, and at each meeting agency supervisors are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.
2. The Advisory Board meets at least twice each year, and members are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.
3. As part of the student course evaluation system in our department, social work students are asked (on a form) to provide their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.
4. The campus has an Audit and Review system in which a committee of faculty at our campus review each program major every five years.

Expanded descriptions of two of these outcome measures follow:

As indicated earlier, program objectives are linked to course objectives. The outcomes for each course are specified in the respective course syllabi (see Volume II) in the Course Objectives section. The course outlines in the syllabi list topical content related to these objectives. 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 these outcomes. As a Curriculum Committee of the Whole, the faculty in our department spent numerous hours developing course objectives and content for each required course. The faculty also specified how each course objective would be evaluated. Course objectives, related program objectives, and evaluation mechanisms are depicted in Figures 1 through 9.

**Figure 1**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Introduction to Social Welfare and Social Work (860102)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
A1. Understand how societal change can create and intensify social problems, and how social change affects populations at risk.	A, D	Exam
A2. 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, group, organizations, and communities).	A, G	Human Services Agency Paper,  Class Exercises,  Exam
A3. Understand the ways in which oppression and discrimination builds barriers to full participation for many individuals in society, especially those populations-at-risk in some way, and learn strategies for change that advance social and economic justice.	A, D, H	Class Exercises,  Exam
B1. Understand the history and mission of the social work profession and its current structures and issues.	E	Exam
B2. Understand how generalist social work practice can be used with systems of all sizes—individuals, families, groups, communities, and organizations.	A, F	Human Services Agency Paper,  Class Exercises, Exam
B3. Understand the roles that social workers play in a variety of work organizations and situations.	A, F, L	Human Services Agency Paper,  Class Exercises, Exam
B4. Understand how social workers apply critical thinking skills within the context of professional social work practice.	A, B	Human Services Agency Paper,  Class Exercises, Exam
B5. Understand the value and ethical framework of the social work profession, including an understanding of and respect for the positive value of diversity.	A, B, D	Human Services Agency Paper,  Class Exercises, Exam
C1. Critically analyze on a beginning level the impact of social policies on client systems, workers, and agencies, including the ways that social welfare policies act as barriers to advancement for members of disadvantaged groups.	A, D, H	Human Services Agency Paper,  Exam
C2. Critically evaluate on a beginning level the structures and adequacy of social services.	A, D, H	Human Services Agency Paper,  Class Exercises, Exam
C3. Understand strategies of change that advance social and economic justice.	A, D, F	Human Services Agency Paper,  Class Exercises, Exam

**Figure 2**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Human Behavior and the Social Environment I (860311)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Apply critical thinking skills within the context of professional social work practice.	A	Exam, Class discussion
2. Identify the normal processes of biological, psychological, and social development throughout prenatal development, infancy, childhood, adolescence, and young adulthood.	G	Exam
3. 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, individuals, organizations, and communities).	G	Exam, Class Exercises
4. Evaluate bio-psycho-social theories and apply these theories to client situations.	G	Class discussion, exam
5. Identify social work values within the context of the social work profession, explore the distinction between personal and professional values, and apply this knowledge to practice situations with an understanding and respect for the positive value of diversity.	B, D, C	Class discussion, Exercises
6. Examine a wide range of value and ethical issues related to bio-psycho-social theories.	B	Class discussion, Exam
7. Apply the knowledge and skills of generalist social work practice with systems of all sizes.	F	Exam
8. Investigate and understand some of the forms and mechanisms of oppression and discrimination within the context of the need for social and economic justice as well as the strategies of change that advance social and economic justice.	D	Exam
9. Evaluate the impacts of race, gender, and sexual orientation upon people and their ability to make independent decisions and to attain optimal health and well-being.	G, D	Exams
10. Analyze the impacts of social policies on client systems, workers, and agencies within the context of pursuing social and economic justice.	L, E, H	Exam, Class presentation

**Figure 3**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Human Behavior and the Social Environment II (860312)**

<u>Course Objectives</u>	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Identify normal processes of biological, psychological, and social development from midlife/adulthood through old age. The interaction of these processes is understood to be related in the development over the lifespan.	A, B, C, D, F, G	Exams 1, 2, 3, Genogram, Elder Interview
2. Critical Thinking: Apply critical thinking skills in applying and correlating the bio-psycho-social variables that affect individual development and behavior. Theoretical frameworks will be used to understand the interactions between individuals, and social systems (e.g., families, groups, organizations, and communities) and between systems.	A, B, C, D, F, G, H	Exams 1, 2, 3, Genogram, Elder Interview
3. Social Work Values and Ethics: Critically evaluate bio-psycho-social theories in terms of their utility and biases and apply them to ways of ethically addressing the needs of client populations.	A, B, C, D, F, G	Exams 1, 2, 3, Genogram, Elder Interview
4. Social Work Values and Ethics: Identify social work values within the context of social work practice, within the processes of problem solving with clients, as they may contrast with personal values and apply that understanding of values to practice situations.	A, B, C, D	Exams 1, 2, 3
5. Promotion of Social and Economic Justice: Investigate and understand forms and mechanisms of oppression and discrimination in society.	D, B	Exams 2, 3
6. Promotion of Social and Economic Justice: Understand how oppression, discrimination, and sources of inequality in life-chances are manifested on individuals, families, communities, and various populations at risk. This includes policy issues and economic factors related to matters of economic, social, and distributive justice.	A, B, D, F, H	Exams 2, 3
7. Diversity: Evaluate the influence of race, gender, sexual orientation, and other attributes or descriptors upon people's ability to make free and independent decisions and attain optimal health and social well being.	A, B, D, G	Exam 3, Genogram, Elder Interview
8. Diversity: Understand differences, similarities and strengths in the experiences, needs, and beliefs of all people. This includes utilization of differential assessment skills for serving diverse populations.	A, B, D, F, G	Exam 3, Genogram, Elder Interview

9. Social Policy: Understand how social policies influence client systems, co-workers' capacities to serve, and agency functioning.	A, E, F, H	Exam 3
10. Understand how social work practice, client lives, and life chances are influenced by the interaction of psycho-social variables.	A, F, G	Exam 3

**Figure 4**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Work Practice I (860371)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
<b>I. <u>Integrating Social Work Values and Ethics with Practice</u></b>		
A. Demonstrate the ability to identify and resolve value and ethical dilemmas encountered in practice.	A, B, C	Exams
B. Build self-awareness as a professional, of one's strengths and areas that need to be strengthened, of one's own values and attitudes, and of potential discrepancies between one's own values and ethics and social work values and ethics.	B, C	Self assessment, Videotape role plays
<b>II. <u>Building Critical and Connected Understanding for Effective Practice</u></b>		
A. Identify the mechanisms of oppression and discrimination that affect individuals and groups, and strategies of change that advance social and economic justice.	A, D	Empowerment discussion, Group presentation, Exams
B. Understand, recognize, respect and value diversity; learn to apply this to practice situations.	B, D, C	Empowerment discussion, Group presentation, Exams
C. Apply knowledge of the bio-psycho-social variables that affect individual development and behavior.	A, G	Exams
D. Use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (families, groups, organizations, and communities).	A, G, E, H	Exams, Role plays, Group project
<b>III. <u>Practicing Generalist Social Work</u></b>		
A. Apply the generalist social work perspective to social work practice to systems of all sizes—with individuals, groups, families, communities, and organizations, utilizing case studies and simulations.	A, F	Exams, Group projects
B. Effectively use beginning micro level skills, including active listening, reflections, questions, and other techniques.	F, C	Videotape, Exams, Role plays
C. Effectively use goal-setting and problem-solving to help clients achieve their goals, utilizing case studies and simulations.	A, C, F	Videotape, Exams, Role plays
D. Identify and describe ways to assist client systems to achieve access to needed services in selected case studies and simulations.	A, B, C, F, G	Videotape, Exams, Role plays
E. Employ empowerment strategies to work toward social change and social justice.	B, C, D	Empowerment discussion
F. Use communication skills differentially with variety of client populations, colleagues, and members of the community.	B, C, D, F, L. J	Videotape, Group presentation, Role plays

G. Demonstrate the applicability of at least four major therapeutic approaches to generalist social work practice.	A, F, G, E	Exams
H. Apply research findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.	A, I, G	Exams, Group presentation

**Figure 5**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Work Practice II (860372)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Apply critical thinking skills within the context of professional social work practice.	A	Exams, Class assignments, Community paper
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.	B	Exams, Class assignments, Role plays
3. Demonstrate the professional use of self.	C	Class assignments, Role plays
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice for populations-at-risk.	D	Exams, Class assignments
5. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.	F	Exams, Class assignments, Community paper
6. Apply research findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.	I	Exams, Community paper
7. Use communication skills differentially with a variety of individuals and groups.	J	Class assignments
8. Apply assessment skills to a variety of social work situations.	A, F, I	Exams, Class assignments, Community paper
9. Apply a problem solving process to a variety of social work situations.	A, F, H	Exams, Class assignments, Community paper
10. Utilize interviewing and interpersonal skills with individuals and small groups.	F, J	Class assignments, Role plays
11. Start, lead, and terminate social work groups.	B, F	Exams, Class assignments
12. Apply selected group work concepts and skills to social work practice with families and community organization systems.	F, L	Exams, Community paper

**Figure 6**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Work Research (860402)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Apply the general principles of the scientific, analytic approach to building knowledge for the practice of social work, as well as critique the scientific methods.	A, G, I	Exams, Papers
2. Students will demonstrate understanding of qualitative and quantitative methods and the particular strengths and weaknesses of each methodology.	A, G, I, J	Exams, Papers
3. Demonstrate competency in evaluating research, including theoretical bases, research questions, methodologies, statistical procedures, and conclusions.	A, G, I, J	Exams, Papers
4. Demonstrate an understanding of and practice within the values and ethics of social work research. Students will recognize gender, racial, and cultural biases in research. They will demonstrate an understanding of how research can be used to develop strategies of change that advance economic and social justice.	A, B, D, H, J	Exams, Papers
5. Demonstrate knowledge of and the ability to design a research proposal, utilizing scientific terminology and methodology.	A, G, J	Exams, Papers
6. Demonstrate the ability to use qualitative and quantitative research tools to evaluate the quality, and effectiveness of one's own practice, as well as one's agency or programs.	A, I, B	Exams, Papers
7. Understand the role of theory in supporting research, and how research creates and modifies theory and the manner in which theory shapes practice.	A, B, D, G, I	Exams, Papers
8. Demonstrate the professional use of self in conducting research and evaluating one's own practice.	A, C, J, I	Exams, Papers
9. Apply knowledge of social research and research skills to generalist social work practice with systems of all sizes.	A, B, C, D, G, H, I, J	Exams, Papers
10. Relate the logic of research methodologies to various types of problem solving and strategy formulation in social work practice.	A, J, B, C, D, F, I	Exams, Papers
11. Understand and critique research-related literature applicable to social work practice.	A, I, G, E, D	Exams, Papers
12. Write more precisely, convey ideas clearly, and have enhanced skills in written communications. (This course is designated as one that focuses on the improvement of writing.)	A, C, I, J, L	Exams, Papers

**Figure 7**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Welfare Policy (860462)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Apply critical thinking skills about policies and social welfare programs within the context of professional social work practice.	A, H	Policy analysis paper, Short papers, History papers, Class exercises, Legislative testimony project
2. Analyze current social welfare policy within the context of historical and contemporary forces that shape policy, understanding the historical roots of current social welfare policies.	A, D, E, H	Policy analysis paper, Policy history papers
3. Understand the history and evolution of the social work profession.	E	Policy history papers
4. Understand the role of ideology, values, and ethics in policy formation and analysis, with special attention to the ways that social work values and respect for the positive value of diversity can be used in policy formation and analysis.	A, B, D, H	Policy analysis paper, Short papers, Legislative testimony project, Class exercises
5. Analyze the impacts of social policies on client systems, workers, and agencies.	A, D, H, L	Policy analysis paper, Short papers, Legislative testimony project, Class exercises
6. Understand how social welfare policies have been used both as mechanisms for oppression and discrimination, and how they can be used to advance social and economic justice.	A, D, H	Short papers, Policy history papers, Class exercises
7. Understand how social welfare policies can both help and deter people in maintaining and/or achieving optimal health and well-being.	A, D, H	Policy analysis paper, Short papers, Class exercises
8. Demonstrate how generalist social work practice skills can be utilized in influencing and implementing policies.	D, F	Legislative testimony project, Class exercises
9. Demonstrate the effective use of research studies in influencing the policy process.	A, I	Policy analysis paper, Short papers, Class exercises
10. Demonstrate an understanding of the role of organizations and service delivery systems in influencing and implementing policies, and the process of achieving needed organizational change within those systems.	A, L	Class exercises
11. Describe the process by which policies are formulated and implemented on the state and federal levels.	D	
12. Acquire a familiarity with the sources of information useful in understanding social	A, H	Policy analysis paper, Short

welfare policies.		papers
13. Analyze the effectiveness, efficiency and impact of a social welfare policy in light of the principles of social and economic justice.	A, D	Policy analysis paper
14. Demonstrate an understanding of the connections between generalist social work practice and social welfare policy.	F	Class exercises
15. Demonstrate an understanding of the multiple ways that social welfare policies affect the poor and minorities.	A, D	Policy analysis paper, Short papers, Policy history papers, Class exercises
16. Utilize the Internet for policy analysis and advocacy purposes.	A, D	Short papers

**Figure 8**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Work Practice III (860473)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Demonstrate adherence to the values and ethics of the social work profession in a variety of simulated practice situations reflecting work with various size systems.	B	Class exercise, Exam
2. Describe and employ a variety of recording formats commonly used in professional social work practice.	C, L	Class exercise, Exam
3. Display respect for people’s right to make independent decisions and to participate actively in the helping process.	B	Class exercise, Exam
4. Demonstrate an ability to handle conflict in a variety of simulated practice situations reflecting work with various size systems.	F	Class exercise, Exam
5. Examine practice situations with people of various ethnic and racial backgrounds, and propose strategies for working with people from different cultures.	D	Class exercise, Exam
6. Examine a range of macro practice situations posing ethical dilemmas and propose means for resolution.	B	Class exercise, Exam
7. Identify and examine a range of skills for working with groups, organizations, and communities, and demonstrate some of their applications.	F, J	Class exercise, Exam, Assignment
8. Examine a number of practice situations commonly encountered by women and propose means for their resolution.	D	Class exercise, Exam
9. Recognize basic interactional patterns occurring within families and demonstrate some basic skills for problem-solving with families.	F	Class exercise, Exam, Assignment
10. Recognize and examine advocacy on behalf of oppressed populations in the pursuit of social and economic justice, and demonstrate advocacy skills.	D	Class exercise, Exam
11. Examine agency provision of service, apply concepts involved in program evaluation, and propose means for positive organizational change.	A, I	Exam
12. Demonstrate communication skills in simulated practice situations concerning individuals, families, groups, organizations, and communities.	J	Class exercise, Exam, Assignment
13. Examine issues concerning supervision in practice, propose suggestions for addressing supervisory problems, and employ these suggestions in simulated situations.	K, L	Class exercise, Exam
14. Apply steps in the problem-solving process (which include defining issues, collecting and assessing data, planning and contracting, identifying alternative interventions,	A, F	Class exercise, Exam

selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and termination) to a wide range of practice situations at various levels of practice and evaluate potential effectiveness.		
15. Formulate intervention plans and evaluate their potential effectiveness in a wide range of practice situations at various levels of practice.	F, I	Class exercise, Exam Assignment
16. Evaluate personal and professional effectiveness in a variety of simulated generalist practice situations.	C	Class exercise, Assignment
17. Assess agency provision of service and propose macro approaches for positive change on the behalf of client systems.	A, F, I	Class exercise, Exam
18. Apply critical thinking skills to a range of difficult practice situations including those dealing with individual clients, families, and agency issues.	A	Class exercise, Exam, Assignment

**Figure 9**  
**Program Objectives, Course Objectives, and Evaluation Mechanisms**  
**Social Work Experience (860493)**

Course Objectives	Related to Specified Objectives of Educational Program	Evaluation Mechanisms
1. Perform the responsibilities of a beginning level, professional baccalaureate social worker.	A, B, C, D, E, F, G, H, I, J, K, L	Field work assignments, Midterm and final evaluations
2. Apply critical thinking skills within the context of professional baccalaureate social practice.	A	Field work assignments, Midterm and final evaluations
3. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.	B	Field work assignments, Midterm and final evaluations
4. Demonstrate the professional use of self.	C	Field work assignments, Midterm and final evaluations
5. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.	D	Field work assignments, Midterm and final evaluations
6. Understand the history of the social work profession and its current structures and issues.	E	Field work assignments, Midterm and final evaluations
7. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.	F	Field work assignments, Midterm and final evaluations
8. 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).	G	Field work assignments, Midterm and final evaluations
9. Analyze the impact of social policies on client systems, workers, agencies, and and institutionalized systems.	H	Field work assignments, Midterm and final evaluations
10. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.	I	Field work assignments, Midterm and final evaluations
11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.	J	Field work assignments, Midterm and final evaluations
12. Use supervision appropriate to generalist practice.	K	Field work assignments, Midterm and final evaluations
13. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.	L	Field work assignments, Midterm and final evaluations



1.4	Analyzes complex material well	2.47	1.91
1.5	Has good critical thinking capacities	2.26	1.68

<b>Objective #2: Practices within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.</b>	<b>1.75</b>	<b>1.46</b>
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2.1	Has a commitment to promoting the well-being of clients	1.74	1.41
2.2	Respects the right of clients to self-determination	1.84	1.41
2.3	Is perceptive and attentive to cultural diversity	1.77	1.50
2.4	Follows agency's guidelines on confidentiality	1.68	1.53
2.5	Has the capacity to communicate well with a variety of diverse groups	1.97	1.47
2.6	Treats all clients with dignity, courtesy and fairness	1.50	1.44

<b>Objective #3: Demonstrates the professional use of self</b>	<b>2.11</b>	<b>1.48</b>
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3.1	Presents self as a professional social worker	1.94	1.35
3.2	Has a high level of self awareness	2.12	1.25
3.3	Dress and appearance are consistent with agency standards	1.88	1.41
3.4	Is self-confident	2.15	1.59
3.5	Maintains poise and control in stressful situations	2.15	1.59
3.6	Conveys an interest in helping others	1.65	1.29
3.7	Has good interviewing skills	2.26	1.59
3.8	Formulates realistic contracts with clients (including goals and planned intervention) and follows through, as appropriate to the agency setting	2.23	1.53
3.9	Has ability to utilize group dynamics therapeutically	2.56	1.64
3.10	Has ability to observe a group and make accurate assessments	1.95	1.45
3.11	Has ability to co-facilitate or facilitate a group effectively	2.31	1.64

<b>Objective #4: Understands the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.</b>	<b>2.07</b>	<b>1.51</b>
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4.1	Treats diverse clients with dignity and respect	1.65	1.41
4.2	Has considerable awareness of the forms and mechanisms of oppression and discrimination	2.20	1.57
4.3	Is committed to advancing social and economic justice for individuals and groups who are subjected to discrimination	1.96	1.43
4.4	Uses pertinent information to assess clients, including attending to cultural/ethnic influences, gender roles, diversity of lifestyle, and access to resources	2.50	1.56
4.5	Has an understanding of the impacts of various environmental conditions on individuals, groups, families and communities (such as poverty and discrimination)	2.03	1.59

<b>Objective #5: Understands the history of the social work profession and its current structures and issues.</b>	<b>2.27</b>	<b>1.58</b>
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5.1	Is knowledgeable about the agency's mission—its history, goals, and functions in the community	1.88	1.41
5.2	Is knowledgeable about current social problems	2.09	1.44
5.3	Is knowledgeable about community resources	2.28	1.74
5.4	Demonstrates resourcefulness in identifying and using resources not commonly known	2.54	1.66

5.5	Has a good understanding of existing social welfare programs	2.56	1.63
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	<b>Objective #6: Applies the knowledge and skills of generalist social work to practice with systems of all sizes.</b>	<b>2.10</b>	<b>1.59</b>
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6.1	Is effective in providing services to individuals	2.13	1.47
6.2	Is effective in providing services to groups	2.30	1.54
6.3	Is effective in providing services to families	2.15	1.60
6.4	Is effective in macro change efforts in the community (macro change efforts include efforts to develop new services and to improve existing services)	1.86	1.78
6.5	Has the skills and tact to effectively work toward organizational changes in agencies	2.08	1.58

	<b>Objective #7: Applies knowledge of bio-psycho-social variables that affect individual development and behavior, and uses theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations, and communities).</b>	<b>2.30</b>	<b>1.58</b>
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7.1	Effectively uses knowledge of biological variables in assessing clients	2.50	1.76
7.2	Effectively uses knowledge of psychological variables in assessing clients	2.38	1.53
7.3	Effectively uses knowledge of sociological variables in assessing clients	2.31	1.59
7.4	Is knowledgeable about social system theory	2.16	1.69
7.5	Is effective in using the agency's assessment system	2.07	1.53
7.6	Uses and integrates information from appropriate assessment tools	2.27	1.53
7.7	Has a good knowledge of intervention theories and techniques	2.40	1.56
7.8	Demonstrates ability to establish intervention plans, and then follows through in implementing the plans	2.33	1.47

	<b>Objective #8: Analyzes the impact of social policies on client systems, workers, and agencies.</b>	<b>2.18</b>	<b>1.50</b>
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8.1	Is knowledgeable of the field placement agency and its organizational structure	1.94	1.29
8.2	Is knowledgeable of the relationship between the field placement agency and the larger human service delivery system in the community	2.09	1.47
8.3	Has the ability to see gaps in the service delivery system and has the ability to suggest appropriate plans for change	2.36	1.65
8.4	Understands the community and makes use of that understanding in working with clients	2.38	1.53
8.5	Has an understanding of how social policy issues impact clients and the field placement agency	2.23	1.73
8.6	Understands the limitations of the field placement agency in regard to financial and material resources and in regard to agency policy, and is able to work effectively within these constraints	2.10	1.35

	<b>Objective #9: Evaluates research studies and applies findings to practice, and, under supervision, evaluates his or her own practice interventions and those of other relevant systems.</b>	<b>2.15</b>	<b>1.53</b>
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9.1	Has demonstrates an appreciation of the importance of research	2.20	1.55
9.2	Is interested in reading the results of research studies that are relevant to improving services at this field placement agency	2.40	1.50

9.3	Has the capacity to evaluate his or her own practice interventions	2.21	1.75
9.4	Has the capacity to evaluate the services provided by this field placement agency	2.14	1.56
9.5	Has demonstrated competence in research at this field placement	2.14	1.56
9.6	Has demonstrated competence in adhering to the documentation and records requirements of the agency	1.79	1.25

<b>Objective #10: Uses communication skills differentially with a variety of client populations, colleagues, and members of the community.</b>	<b>2.02</b>	<b>1.34</b>
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10.1	Is assertive	2.26	1.56
10.2	Written work communicates ideas clearly	2.13	1.19
10.3	Has written work completed on time	1.93	1.13
10.4	Has written work completed in an efficient and accurate manner	1.77	1.19
10.5	Is able to pull out the most important material/information to incorporate in his/her written work	2.06	1.41
10.6	Is familiar with and clearly understands the style of writing utilized within the agency (i.e., knows the language, anachronisms, abbreviations, etc.) and makes appropriate use of these in assessments and other written work	1.86	1.25
10.7	Written work reflects a clear understanding of social worker's role within the agency and service delivery system	1.80	1.31
10.8	Has good public speaking skills	2.00	1.23
10.9	Willingly contributes his or her thoughts and opinions in group meetings	2.13	1.72
10.10	Appropriately adjusts his or her choice of work in communicating with different populations (e.g., communicates well with such diverse populations as children, adolescents, and other professionals)	2.28	1.41

<b>Objective #11: Uses supervision appropriate to generalist practice.</b>	<b>1.52</b>	<b>1.14</b>
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11.1	Is prepared for supervisory conferences	1.65	1.24
11.2	Has a positive attitude toward supervision	1.47	1.12
11.3	Is receptive to suggestions	1.47	1.06
11.4	Is open to new ideas and differing points of view	1.41	1.06
11.5	Seeks supervision when needed, and asks appropriate questions	1.53	1.18
11.6	Appropriately informs supervisor of problematic situations	1.65	1.18
11.7	Follows through effectively on work responsibilities assigned by supervisor(s)	1.47	1.12
11.8	Handles differences of opinion with supervisor(s) with tact and diplomacy	1.47	1.19

<b>Objective #12: Functions well within the structure of organizations and service delivery systems, and under supervision, seeks necessary organizational change.</b>	<b>1.26</b>	<b>1.76</b>
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12.1	Good attendance and punctuality	1.59	1.32
12.2	Promptness in completing work assignments	1.59	1.06
12.3	Good in prioritizing the work that needs to be done	1.76	1.29
12.4	Dependable	1.53	1.19
12.5	Is a team player	1.50	1.12
12.6	Is a self starter	1.74	1.35
12.7	Has good professional relationships with clients	1.74	1.19
12.8	Has a commitment to continue to seek out opportunities for	1.79	1.35

	professional growth		
12.9	Is aware of personal limitations	2.09	1.44
12.10	Has good time management skills	1.97	1.41
12.11	Abides by agency's policies and standards	1.85	1.18
12.12	Is professional in making suggestions for changes	1.91	1.19

<b>Overall Evaluation at <u>MIDTERM</u>:</b>
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Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

<b><u>FINAL OVERALL EVALUATION:</u></b>
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Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

***The following section should be completed by the intern:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation <input type="checkbox"/> I do not agree with evaluation <input type="checkbox"/>
---

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.



## 1.5 SYSTEMATIC SELF STUDY AND PROGRAM PLANNING

*Description: The program must show evidence that it engages in ongoing, systematic self study and evaluation of its total program, and show evidence that the results of evaluation affect program planning and curriculum design.*

The department has a Standing Curriculum Committee that meets periodically to review the results of information that is gathered from the multiple quantitative and qualitative outcome measures that have previously been described. The results of several of these outcome measures will be summarized in the following material, and evidence will then be presented that illustrate how the results of evaluation affect program planning and curriculum design.

### Results of the *Survey of Graduates* using the BPD Outcomes Instrument

Graduates from 1994 to 1998 were surveyed using the BPD Outcomes instrument. The use of that instrument provided feedback about the perceptions of alumni on the adequacy of their academic preparation in the UW Whitewater Social Work program. The BPD survey instrument also permits a comparison of this program's mean scores of various measures of this program's performance to means for the performance of all other programs in the nation using the same instrument.

In December of 1999, 400 graduates from the years 1994-98 were surveyed and the number of respondents was 72. An unforeseeable timing problem affected the response rate. After we had purchased the BPD instrument, copied, and mailed it, we were informed that the answer sheets had to be returned by December 10, 1999 because they would be switching at that time to a new instrument. We were therefore unable to do a second mailing as planned. At the time of graduation the respondents' mean age was 26.9 years; that figure suggests that older graduates are somewhat more likely than traditionally aged students to respond to surveys of this kind. It should also be noted that the preponderance of responses came from 1996-98 graduates with sharp declines in response rates when surveying people more than 3 years after graduation. Of the respondents, 79.7% were female and 14.5% were male (the remaining 5.8% was missing data). At the time of the survey 10.1% of the respondents were currently engaged in additional postgraduate education and a total of 23.1% either were in masters or doctoral programs or had been. The latter figure is quite gratifying since the two local Universities where the preponderance of our graduates seek their MSW degrees can only accept 1/3 to 1/4th of all applicants; the figure suggests that our graduates are quite successful in getting admitted to graduate programs.

When asked for their rating of how well their BSW program prepared them for additional education, 94.1% rated it adequate or better. Regarding their general satisfaction with their BSW degree, 91.2% indicated their satisfaction with their education. These figures strongly support the notion that the quality of education graduates obtain from the UW-Whitewater social work program is such that they are well prepared for additional education and well prepared for practice.

When respondents were asked if they would study social work again (had they the choice to make) 79.7% answered yes (75.4 % were currently employed in the profession). The two major reasons for not answering in the affirmative were the low level of pay in the profession

and the scarcity of jobs; the former was by far the strongest reason for not wanting to study social work again were the choice to be made.

When asked about whether and how well the program prepared them to respect the *dignity of the individual*, 100% reported that they felt adequately or better prepared. Regarding respect for *confidentiality*, 96.6% felt they were adequately or better prepared. Regarding the areas of *client self determination*, keeping a *non-judgmental attitude*, *acceptance of diversity*, the *valuing of diversity*, 100% of the respondents rated themselves as having been adequately or better prepared in each of these. Regarding the notion that the *worker's responsibility is primarily for the client*, 98.3% felt that they were adequately (or better) prepared to support that notion versus 94.8% with regard to the need to *respect colleagues*, and 94.7% regarding the need for *objectivity in professional relations*. These figures support our assertion that this social work program does a very good job preparing graduates who have a good foundation in the values and ethics of the profession.

Regarding respondent's perceptions of their satisfaction with their preparation in the areas of conceptual and practice skills, the following table reflects the percentages of respondents who felt they were adequately or better prepared in understanding and being able to work competently in each of these areas. The first score is the percentage of our respondents who rated their preparation as adequate or better. The number in parenthesis is the corresponding mean scores from the national sample. Areas in which we exceeded the national scores are italicized and in bold.

Regarding:	<b><i>Generalist practice</i></b>	<b>96.5% (96.3%)</b>
	Person in environment	94.8% (96.7%)
	Systems theory perspective	89.7% (94.4%)
	Problem solving process	93.1% (94.9%)
	<b><i>Awareness of vulnerable populations</i></b>	<b>98.3% (96.2%)</b>
	<b><i>Social service systems</i></b>	<b>93.1% (91.7%)</b>
	Reading research	82.8% (85.0%)
	Social policy	81.0% (91.8%)
	Principles for social change	89.7% (92.9%)
	<b><i>Life cycle development</i></b>	<b>98.3% (96.4%)</b>
	the Political process	79.3% (85.2%)
	Interviewing	93.0% (93.4%)
	<b><i>Counseling individuals</i></b>	<b>94.7% (94.5%)</b>
	<b><i>Counseling families</i></b>	<b>91.2% (87.3%)</b>
	<b><i>Counseling &amp; groups</i></b>	<b>85.7% (83.5%)</b>
	Setting intervention goals	86.0% (90.6%)
	Using problem solving skills	94.7% (96.6%)
	Providing informational referrals	89.5% (94.5%)
	<b><i>Organizing groups</i></b>	<b>87.7% (81.4%)</b>
	<b><i>Conducting growth groups</i></b>	<b>75.4% (71.8%)</b>
	<b><i>Case management</i></b>	<b>93.0% (87.7%)</b>
	<b><i>Teaching and training</i></b>	<b>78.9% (71.7%)</b>
	<b><i>Advocating for clients</i></b>	<b>96.4% (96.2%)</b>
	Evaluating your own practice	82.5% (86.9%)
	<b><i>Participating in task groups</i></b>	<b>93.0% (90.2%)</b>
	<b><i>Using computer technology</i></b>	<b>68.4% (43.5%)</b>

<i>Supervising employees</i>	<b>49.1% (45.1%)</b>
Program evaluation	67.9% (75.1%)
<i>Influencing agencies</i>	<b>73.2% (71.1%)</b>
Influencing policies	64.9% (68.0%)
Community intervention	75.0% (78.7%)

As the responses to the categories above suggest, this program scores at or above the national mean in several areas and at or slightly below in others. If one were to average them they would in all likelihood support the contention that, overall, students'/respondents rate our program as highly as most. What we would do well to notice is that in most areas the responses are very uniformly positive for all programs and when scores in some areas range in the mid to upper 90th percentiles it is difficult to appreciably differentiate between closely ranked scores. In many areas many programs do very well. The above and other scores have been used as part of the process of improving and "fine tuning" our curriculum so that student performance in all areas will continue to show improvement. It is especially gratifying that respondents rated their preparation regarding diversity and populations at risk as being better than the national norm as was their preparation in group work skills. All scores have and will continue to serve as feedback for curricular improvement. Most particularly, macro content is being more strongly emphasized and strengthened.

**University of Wisconsin-Whitewater Social Work Survey of Alumni**

In addition to the BPD instrument, social work faculty and staff collaborated and devised a supplemental questionnaire to survey alumni. This second instrument sought feedback more specific to the UWW social work program and solicited qualitative responses to provide additional detail and explanation.

**Importance of Required Classes**

Seventy-two of these supplemental questionnaires were returned. On the first question, which asked how important were each of the required courses in preparing students for social work practice over 70 percent of the respondents rated all courses as very or moderately important. The courses are ranked in order of importance according to respondents:

<u>Course</u>	<u>Very Important</u>	<u>Moderately Important</u>	<u>Combined</u>
Social Work Experience	90%	7%	97%
Social Work Practice II	75%	22%	97%
Social Work Practice I	73%	24%	97%
Human Behavior and the Social Environment II	52%	45%	97%
Human Behavior and the Social Environment I	58%	38%	96%
Social Work Practice III	79%	15%	94%
Introduction to Social Welfare	49%	40%	89%

Social Welfare Policy	30%	45%	75%
Social Work Research	24%	49%	73%

This question certainly reflects the popularity and interest for the topic as well as a general enthusiasm for the practicality of the courses.

### Meeting Program Objectives

The second question asked the respondents to indicate the extent to which our educational program was successful in assisting them to achieve 12 program objectives. The results follow:

<u>Question</u>	<u>Very Important</u>	<u>Moderately Important</u>	<u>Combined</u>
A. Apply critical thinking skills within the context of professional social work practice.	56%	42%	98%
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.	81%	19%	100%
C. Demonstrate the professional use of self.	64%	28%	92%
D. Understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice.	46%	48%	94%
E. Understand the history of the social work profession and its current structures and issues.	32%	56%	89%
F. Apply the knowledge and skills of generalist practice with systems of all sizes.	45%	45%	90%
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).	56%	35%	91%
H. Analyze the impacts of social policies on client systems, workers, and agencies.	43%	40%	83%
I. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.	22%	44%	66%

J. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.	67%	26%	93%
K. Use supervision appropriate to generalist practice.	35%	54%	89%
L. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.	41%	42%	83%

These figures indicate that the department has done exceptionally well at helping students understand and practice the values and ethics of the social work profession, including respect for diversity. We have also been highly effective at teaching critical thinking skills, the professional use of self, bio-psycho-social variables that affect clients, communication skills, the forms and mechanisms of oppression and discrimination, and generalist practice. We were judged to be least successful at helping students evaluate and apply research findings to practice and evaluate their own practice and programs. While this result may again indicate a dislike for the subject, it is an area which the department has discussed at faculty meetings. The faculty have now identified in each course they teach where content is covered in these areas, and have made a commitment to focus more on these areas in their courses. The faculty also now inform our agency supervisors at orientation meetings that these areas are seen as shortcomings by our students, and we urge agency supervisors to emphasize content on these areas in field placement. (Interestingly, papers written by interns for their midterm and final written assignments indicate a number of our agency supervisors believe their agencies need to better evaluate the services they provide.

**Strength of the Program**

The third question asked respondents to list the strengths of the Social Work Program. Former students overwhelmingly appreciated the faculty and staff, with over 58 percent of the respondents commenting on that as a strength. The field work (18%) was mentioned as a great strength, especially its length and depth. Respondents also appreciated the close, personal and supportive environment (supported by group and team work in classes), the well organized and in depth content in classes, and the strong emphasis on social work practice (each receiving mention by 15 percent of respondents).

Other strengths which were mentioned more than once included the small class size (8%), the coverage of diversity and oppression (8%), the encouragement to volunteer (6%), the coverage of theories (4%), the availability of field trips and the research class (3% each).

Clearly the strengths of the department lie in its caring, knowledgeable and supportive faculty and staff. This, in combination with a strong, well organized program of coursework which emphasizes practice and utilizes small groups that encourage teamwork, creates a healthy learning atmosphere for many students.

**How to Improve the Program**

The fourth question asked how we might improve the Social Work Program at UWW. The largest cluster of responses (39%) related to the department's lack of attention to specific areas of practice. The areas mentioned included the need to focus more on professional writing (including grant writing), organizational skills, computer skills, case management, politics, policy, public welfare, DSM IV, mental health and mental illness, psychopharmacology, treatment and permanency planning, alcohol and drug abuse, CPS and SSI, and other specific areas. Respondents seemed to feel that there was an overemphasis on generalist practice to the detriment of learning specific skills necessary for beginning social work practice.

Twenty respondents (28%) listed the need to require volunteer hours or add an additional field experience earlier in the student's major. This would provide for experiential grounding for the course work, would increase the students' understandings of what is required in the social work field, and might also screen out students who would discover a lack of interest in the field.

Two additional areas received multiple mentions. One was the desire on the part of some respondents (11%) that the Department spend more time discussing, explaining, and providing guidance on post graduate concerns such as job finding, certification, and graduate studies. The second concern regarded the lack of electives offered (7%).

The Department has already taken some steps to address these concerns. Beginning in the fall of 1999, students are required to accumulate at least 30 hours of volunteer or paid social work experience in conjunction with their Social Work Practice I class. This policy was instituted at the request of our field instructors who felt it would be helpful for students to have some actual social work experience before their final semester field placement. In addition, the Department is continuing discussion with our Advisory Council on this issue. One possible option would be to require an additional shorter field experience earlier in the major.

The Department has also heard concerns from field instructors and the Advisory Council regarding the dearth of training on specific BSW skills such as DSM IV and working with the legal system. At present, due to requirements in the College of Letters and Sciences, our major is limited to 36 credits. This does not allow for the addition of electives to the major. However, the Department is presently attempting to design and seek approval for a Human Services Minor. This would allow students to take some classes which are now electives as part of their minor requirements. It will also allow the Department to expand the number of electives offered. In addition, the Department is discussing how to incorporate more of these skills into our current curriculum.

### **Evaluation of the Social Work Student Organization (SWSO)**

The fifth question inquired about the respondents' participation in SWSO and how it helped or did not help to prepare them for social work practice. 54 percent of the respondents indicated that they participated in SWSO. Respondents who participated in SWSO emphasized the strengths of providing volunteer opportunities (35%), the helpful guest speakers (19%), the opportunities for leadership (16%) and networking (14%), as well as the opportunity to work with a team, and organize events. A couple of respondents mentioned that participation looks good on one's resume.

A few students commented that they were able to have only limited involvement due to the times meetings were scheduled or their own busy schedules. SWSO has attempted to address this concern by offering meetings at various times and on different days. One suggestion that SWSO might consider is to act as an employment brokering resource for students.

### **Valuable Skills Learned**

The sixth question asked what specific skills or information respondents learned in the Social Work Program that have been most valuable since graduation. Practice skills were mentioned most often (72 times). Skills such as understanding client self determination, ethics, active listening, problem solving, and critical thinking were highly valued. In addition, 10 respondents listed learning to value and work with diverse peoples as important skills learned. Assessment skills and understanding human behavior in the social environment were also mentioned by 8 respondents.

### **What You Wish You Would Have Learned**

Question seven asked what respondents wished they would have learned but didn't. This question was particularly difficult to code as there were very few clusters. Similar to the question on weaknesses, several respondents (9) mentioned the desire for more information on careers, certification issues, and the differences between BSW and MSW positions. Many respondents wished they would have learned specific skills related to their jobs. These included (but were not limited to) AODA issues, professional writing and grant writing, mental health and illness, and others. Five respondents wished they had learned more about how to handle difficult clients and/or co-workers, and three respondents wished they had been better informed about the low pay and low value placed on social workers.

This section reinforces the need for the department to offer additional classes that focus on specific types of social work. In addition, respondents point to the necessity of including more information on past-graduation concerns such as jobs, certification, and graduate programs. Presently we offer an annual Job Seeking Seminar for our juniors and seniors which addresses those topics. We also teach those issues as part of our Social Work Practice III classes. However, we may want to discuss additional methods of conveying this information, possibly in field seminars.

### **MSW Program**

Because our University is considering adding an MSW program, question eight was included in this survey. It asked if the respondents would have gone on (or would do so in the future) for an MSW program if there were one available at UWW. Out of the 69 who responded to the question, 58 (84%) answered yes. What made the prospect attractive included the convenient location and the close, supportive atmosphere. Several respondents have been unable to pursue a higher degree because they are unable to unwilling to make a big commute.

### **What Else Should We Know?**

This question (#9) asked what else we should know to make the program the best it can be. The responses echoed what was said in the strengths and ways to improve. New information included praise for our new scholarships and a suggestion that we give more support to new faculty/staff who have not yet taught much. There was also a suggestion that we do more to honor our graduates during the graduation ceremony.

## Comments

The 10<sup>th</sup> question simply asked for comments. There were very few comments and most had been mentioned before. One suggestion was that we mail the survey out to alumni each year, 6 months to one year after graduation.

## Conclusion

It appears that the UWW Department of Social Work does an excellent job of educating students in generalist practice. The faculty/staff are highly regarded and the climate of the program is appreciated for its supportiveness and closeness.

The Department has already begun to make many of the changes recommended by the respondents, including improving the curriculum on professional writing, adding electives through a newly proposed minor, and adding a volunteer experience requirement. We will use the additional suggestions to work on improving our curriculum and program.

The survey indicates that, while improvements can always be made, the Department of Social Work is generally quite successful and effective in educating students for professional social work practice.

## Results of Passage on Certification Exam

Wisconsin finally passed a certification requirement for social workers in the early 1990s. Our graduates began taking the national certification exam in 1994. Periodically our program has received rates of passage results from the American Association of State Social Work Boards. The results received have always found that the rate of passage of our graduates is higher than the national average. For example, the rate of passage in 1999 for our graduates was 83 percent, compared to the national average of 79 percent. (In 1999, 58 of our graduates took the exam, with 48 passing.)

## Midterm Evaluations and Final Evaluations in Field Placement

The results of the midterm evaluations and final evaluations in field placement are presented earlier in this document.


The results show that for final evaluations the mean scores attained by students in field placement were, for every item, between:

- 1) The intern has excelled in this area.
- 2) The intern is functioning above expectations for interns in this area.

In addition, the results show that, for every item, the mean scores attained by interns at the time of the final evaluation were higher than at the midterm evaluation.

These findings are reviewed by the Field Coordinator, and then made available to: the other program faculty, and to agency supervisors at agency supervisor orientation meetings. When students consistently score low on an item, the faculty “brainstorm” on how to address this shortcoming with changes in the curriculum.

Major advantages of this instrument are: (1) The instrument provides independent assessment (by agency supervisors) of the extent to which our students are attaining the program objectives, and (2) The instrument serves, to some extent, as a learning contract as it focuses attention by interns and by agency supervisors as to what interns are expected to do (and accomplish and learn) in field placement.



## **2.0 FACULTY RIGHTS AND RESPONSIBILITIES**

*Description: The program or institution must have policies and practices that assign faculty the rights and responsibilities necessary to achieve high-quality professional education.*

The Social Work Program at UWW is governed by the policies and practices of UWW, as outlined in the voluminous Faculty Manual. The governance, organization, and resources of the program are summarized in material that follows.

## **2.1 AUTONOMY TO REALIZE PROGRAM GOALS**

*Description: The administrative unit of the social work program must have sufficient autonomy to realize the program's goals.*

The governance of the department is shared by faculty and chairperson. The Program Director, Dr. Janet Wright, has primary responsibility under university policies for coordination and educational leadership of the program. This assignment also carries release time (currently a one-course teaching load reduction in spring, and a two-course teaching load reduction in fall). The Director is also responsible for overall direction of departmental advising. In addition, she is charged with supervision of support staff; enforcement within the department of departmental, college, and university policies; and has significant input on textbook orders, recruitment plans, personnel recommendations involving the faculty, curricular actions of the faculty, and assignment of faculty to classes.

The faculty is responsible for recommending and adopting policies, recommending changes in curriculum, and admission and retention standards (within university policies). The faculty plays a major role in recruitment, reappointment, promotion, and tenure decisions. In all of these areas, the department has substantial autonomy and sufficient freedom to accomplish its desired objectives.

### **2.1.1 AUTHORITY FOR GOAL SETTING, PROGRAM PLANNING TO ACHIEVE SPECIFIC GOALS**

*Description: The social work program must have an established governance and administrative structure ensuring its authority and responsibility for decision making with respect to goal setting, program planning, and achieving specified goals.*

The department faculty meet once each month in a department meeting during the academic year. The department has a number of standing committees, which include the following:

Curriculum	Search and Screen	Reappointment
Standards and Support	Merit	Promotions
Scheduling	Field	Recognition

As need arises, ad hoc committees are appointed. Standing and ad hoc committees make recommendations to the full faculty at Department meetings (which are run according to Robert's Rules of Order for parliamentary procedure).

The Department of Social Work is located in the College of Letters and Sciences, and participates on an equal basis with all other departments in this college. The College of Letters and Sciences has the following departments:

Biological Sciences	Physics
Chemistry	Political Science
Geography	Psychology
History	Social Work
Mathematics and Computer Science	Sociology
Languages and Literatures	Women's Studies
Philosophy/Religious Studies	

Also housed in the College of Letters and Sciences are the following programs:

Race and Ethnic Cultures	International Studies
Criminal Justice	Management Computer Systems
Geology	Public Policy and Administration

The Dean of the College of Letters and Sciences is administratively accountable to the Provost and Vice Chancellor of Academic Affairs (Dr. David Prior). The latter person is administratively accountable to the Chancellor (Dr. John Miller). The Chancellor is administratively accountable to the University of Wisconsin System administration.

The faculty in the Social Work Department send representatives to the following standing College committees: Administrative Council (of which the Social Work Program Director is a member), College Curriculum, and College Promotions. The Department also sends a representative to the standing university committees of Graduate Council and Library.

### **2.1.2 OWN BUDGET, RESPONSIBILITY FOR DEVELOPMENT AND ADMINISTRATION**

*Description: The social work program must have its own budget, as well as responsibility for budget development and administration.*

The Department of Social Work participates on an equal basis with all other departments in the College of Letters and Sciences in the development of department budgets. In practice, we are allocated a base budget each year along with periodic adjustments designed to help the department continue to meet its obligations. The chair of the department has responsibility for submission of requests for funding for services and supplies, capital and work-study help. While budgets for the entire college fail to keep pace with inflation, the department has been treated fairly and equitably with other departments. Through capital requests, we have been able to acquire much needed video and computer equipment. The final decision on allocation of available funds rests with the Dean of the College with input from the College Planning and Budget Committee and the Administrative Council.

The Chairperson of the Department is responsible for budget administration. All purchases or expenditures of departmental funds require the chair's approval.

### **2.1.3 AUTHORITY TO DETERMINE CURRICULUM**

*Description: The social work program faculty must have authority to determine program curriculum within the structure of the institution's policies.*

Autonomy in curriculum decisions is substantial. Department faculty recommend changes in curriculum and requirements. These are sent to the College Curriculum Committee for action. Subsequently, the University Curriculum Committee, Faculty Senate, and Provost all review and act upon curriculum modifications sponsored by the faculty.

### **2.1.4 PROGRAM MUST PARTICIPATE IN FORMULATING POLICIES & HAVE AUTHORITY TO RECRUIT, RETAIN, TERMINATE, TENURE, PROMOTE, ASSIGN, DEVELOP & EVALUATE SOCIAL WORK FACULTY**

*Description: The faculty and administration of the social work program must participate in formulating policies related to hiring, retention, promotion, and tenure of program personnel; and have the authority to recruit, retain or terminate; and to tenure, promote, assign, develop and evaluate social work faculty.*

The Social Work Program faculty participate in the formulation of policies related to hiring, retention, promotion, and tenure of program personnel and submit their recommendations either to the Dean, or to College standing committees in these respective areas. In regards to the authority to recruit, retain or terminate; and to tenure, promote, assign, develop and evaluate social work faculty, the responsibility in these areas rests primarily with social work faculty (with written policies and procedures), with review by various levels that generally include the Program Director, Dean, Provost, Chancellor, and Affirmative Action Officer. In addition, department promotion recommendations are reviewed by appropriate committees at both the College and University level.

### **2.1.5 ADEQUATE ADMINISTRATIVE SUPPORT STAFF**

*Description: The social work program must be assigned an administrative support staff that is demonstrably adequate to ensure achievement of program goals.*

The Social work Program at UWW has a highly competent, full-time Program Assistant, Ms. Vicki Vogel, who has been the "program secretary" for over 25 years. She is the "glue that holds the program together." In addition, the program generally has three or four work-study students who assist with the administrative support.

### **2.1.6 PHYSICAL SPACE JURISDICTION (FORM A)**

*Description: The social work program must have sufficient jurisdiction over physical space to realize program goals. This includes classroom space, private faculty offices and office space for administrative and clerical workers, and space for student and faculty meetings and for student socialization.*

The Social Work Department offices are located in Salisbury Hall, which once was a residence hall for students. Each full-time faculty member has his or her own office. There are two adjacent offices for the Program Assistant and Student Workers. The offices are fairly large, and adequate.

All of the full-time faculty have a university purchased computer. There is a video lab for students to make videotapes of simulated interviewing and counseling situations. (The Program Assistant supervises the taping of these videos.)

Also in Salisbury Hall are three classrooms that have been assigned to the Social Work Department. Additional classroom space has been allocated to the social work department in two other buildings. The Social Work Student Organization has an office in the building. Student socialization occurs in various places; including at meetings arranged by the Social Work Student Organization, before and after classes, and in the office occupied by the Social Work Student Organization.

Orientation meetings for agency field supervisors are generally held in pleasant meeting rooms in the University Center (University Commons building), with the Dean's office providing refreshments. Advisory board meetings are also held in the University Center (with the Dean's Office providing refreshments).

The Program Assistant has a heavy workload. She supervises the work-study students, monitors the progress of all student majors, and provides administrative support services to the 8.25 faculty positions in the department.

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**Physical Facilities and Support Service Report**

Form A has been prepared to aid in the assessment of the physical facilities and support services that underpin the social work program by providing an overall summary of these aspects of program operation

Background

Educational institution University of Wisconsin-Whitewater Date May, 2000

Name of social work program Social Work Department

Program administrative officer completing form Janet M. Wright

Chairperson

Check One:             Baccalaureate Program

Physical Facilities

1. *Describe the physical facilities for social work offices and classes (e.g. number, campus location, contiguousness, spaciousness, overall layout, privacy).*

Each faculty person has a large, private office. The program assistant has her own office and a separate workroom. The Student Organization (SWSO) has its own office. The SWSO office and the ad hoc faculty office are on the 4<sup>th</sup> floor of Salisbury Hall—all other offices are contiguous on the 2<sup>nd</sup> floor of Salisbury Hall. We have a meeting room and small classroom (up to 18) on the 2<sup>nd</sup> floor. Two additional classroom are on the 3<sup>rd</sup> floor. The larger classroom (45) is across campus. The Dean of the College of Letters and Sciences has an office on the 1<sup>st</sup> floor of Salisbury Hall. The Visitor's Center is directly across the street. Admissions and Registrar's offices are in a building next door.

2. *Discuss strengths and weaknesses of these facilities in terms of the program's achievement of its educational and other goals.*

We have good video lab rooms in our building to videotape student role plays. Classrooms are small but most are in the same building—allowing for easy exchange among faculty and students.

One problem is that our part of the building is not air-conditioned which is uncomfortable on warm fall, spring, and summer days. An addition weakness is that the

College of Letters and Sciences is not consolidated into one area on campus. This negatively affects collegiality and collaboration within the College.

3. *Describe unmet space needs, or needs for improvements in physical facilities.*

Air conditioning in the classrooms would improve the learning atmosphere. Our faculty would also benefit if offices were air conditioned during the summer months.

4. *Describe the office facilities of the chief administrator of the program, and discuss the adequacy of these facilities.*

Chair has a large private office connected to the Program Assistant's office. It is quite adequate for all necessary tasks.

5. *Describe office space allocated to each regular faculty member, including provisions made for privacy for conferring with students.*

As previously stated, each faculty member has a large, private office.

6. *Describe space allocated for part-time, adjunct, or visiting faculty to confer with students.*

There is a separate office for adjunct faculty. It is on the 4<sup>th</sup> floor of Salisbury Hall.

7. *Does the social work program have specific classroom allocated to it?*  Yes

8. *Describe facilities for student and faculty meetings, and discuss their adequacy relative to program needs.*

Salisbury 224 is a good meeting space for up to 18 people. We have recently received new furniture. Larger meetings are held in the University Center or other University buildings.

SWSO has its own office and shares a phone with the adjunct faculty person.

9. *Are institutional and program facilities accessible to disabled students and faculty (including library, computer facilities, student support offices, administrative offices, and program instructional space)?*

Yes

UW-Whitewater is designated by the State as a totally accessible campus.

10. *Describe computer facilities available for student instruction (e.g., components of a computer lab or related facility). Discuss the policies that regulate access to these facilities.*

The Social Science computer lab is on the 3<sup>rd</sup> floor of Salisbury Hall. It has 29 computers available to students, 8-4:30 M-F.

Students also have access to general computer labs at Andersen Library and McGraw Computer Building which are open every day, including weekends.

Residential halls are wired for private computers.

11. *Describe other program facilities (e.g., videotape lab/studio, materials lab, etc.).*

The Social Work Department has two video role play rooms. TV/VCRs and overhead projectors are located in each of the 3 classrooms in Salisbury Hall and are available for use in the classroom in Heide Hall.

### **Technological Support Systems**

12. *Provide a list with specifications, if appropriate, of the electronic data and word processing hardware and software available for administration staff, and faculty.*

All faculty/staff are provided with Gateway computers with Windows 95 or 98 hardware, or Macintosh. Office 97 Microsoft software, including Power Point, Excel, Access, Netscape internet access, Eudora email network.

Faculty/staff may upgrade computers every 3 years, through a university computer acquisition fund.

13. *Describe the computer hardware and software available to students (for other than instructional use). Discuss the policies that regulates students' access to these computer resources.*

Students have access to all the same hardware and software as faculty, in addition they have statistical software, and many other types of software in the McGraw Computing Laboratory. This lab is also used by the classes in the Management Computer Systems Department.

14. *Comment on any unmet needs for computer-assisted systems, including network capability.*

It is difficult to get quick, efficient assistance from our technical support group on campus.

15. *Describe the telephone equipment allocated to program administrators and faculty members (e.g. handsets, multiple lines, voice mail, etc.).*

Each faculty/staff has a private phone line and answering machine.

16. *Are there any restrictions on business-related long-distance calls?* |X| No

17. *Are there provisions for telephone messages to be taken for faculty?* |X| Yes

Each faculty/staff has an answering machine. Messages are also taken by the Program Assistant.

18. *Discuss any other specific telephone problems.*

At some point we would like to upgrade to voice mail, so calls could still come in while faculty/staff are on the phone.

19. *Describe the program's facilities for photocopying, and discuss the adequacy of this equipment and procedures for its use to meet the program's administrative, educational, service, scholarly, and other needs.*

A new copier will be provided through College of Letters and Sciences Capital budget in Spring 2001. This has been an ongoing problem as our program needs a large volume of copying due to our extensive field program and our accreditation work.

- A. *Discuss any budgetary restriction that limits access to photocopying equipment by program administrators, faculty, or students.*

Students cannot use the department's copier. Faculty/staff have limits on the number of copies they can make for student handouts. This limit does not include syllabi, tests, committee work, or faculty research.

- B. *Comment on any unmet needs for photocopying.*

We have a limited supply budget that is sometimes strained by our needs to copy Student Manuals, Field Manuals, as well as other materials for reaccreditation. Our Dean has worked with us to ease this strain in recent years.

20. *Describe the program's audio-visual equipment and facilities (e.g., tape, videotape, video-recording, film).*

Adequate

- A. *What budgetary restrictions exist on its use?*

We request equipment through our annual Capital process. Films and videos are ordered through our library budget which has been adequate for our needs.

- B. *Comment on any unmet needs for audiovisual equipment.*

It would be helpful to have some smaller combination TV/VCR machines for faculty to use in their offices to review videotaped role plays.

21. *Are all technical support systems accessible for use by disabled students? Please discuss below.*

Yes, campus is designated by State as totally accessible.

### **Support Services**

22. *Describe the support services allocated to the program, including professional secretarial supports, student assistants, and other human supports. (Distinguish supports within the administrative control of the program from other such supports—e.g., centralized word processing facilities, etc.).*

We have one full-time Program Assistant and one to three student (work study) assistants. Students are hired by the Program Assistant.

The Program Assistant is a classified civil service position, Program Assistant II. The Department feels that the position should be reclassified at a higher level due to the amount and types of responsibilities expected. We are working to accomplish that reclassification.

23. *The ratio of main campus full-time faculty to full-time clerical staff assigned to the program is 8 to 1 .*

24. *Describe the professional support staff services allocated to the chief administrator of the program.*

Reports directly to the Chairperson of the Department of Social Work.

Provides coordination (with the Director) of the Field Internship Program.

Coordinates and maintains extensive records and reports necessary to comply with the new Curriculum Policy Statement.

Assists in administering the Student Standards and Support requirements.

Facilitates the five Video Role Play Laboratories.

Provides administrative support to 8.25 FTE and between 350-400 student majors and all gerontology minors.

Advises the Whitewater chapter of Alpha Delta Mu, the National Social Work Honor Society.

Provides coordination of projects for the Wisconsin Council on Social Work Education.

Assists in coordination of conferences providing CEUs for agency practitioners required by the Wisconsin State Department of Licensing and Regulation for ongoing certification.

Word processing—letters, memos, agendas, minutes, reports, and research.

25. *Describe any general problems with the support services that are allocated to the program.*

As already stated, we believe the Program Assistant's job should be reclassified at a higher level to reflect her duties and responsibilities.

26. *Describe the support services allocated to meet the research and scholarship needs of the faculty, and discuss any problems in this area.*

Each faculty person receives up to \$800 per year to support travel expenses to a conference at which he/she is presenting a paper or has some other official role.

This is too low to generally meet the expenses of one conference and most faculty members attend several each year. In addition, it does not allow faculty (especially difficult for new faculty) funding to simply attend conferences.

27. *Describe the support services allocated to address needs of student field placements and contact with the professional social work community, and discuss any problems in this area.*

We have no separate budget for travel for field visits. Because of our campus location, we allow field placements within a 75-mile radius of campus. This means we need a substantial budget for mileage to visit students in the field. This is an ongoing area of concern for the Department.

28. *Enter any other comments here that would assist the Commission to understand program conditions with respect to equipment and/or support services.*

Generally, the Department enjoys good space and equipment allocation. Budget is tight and somewhat inadequate for a professional training program. The Program Assistant's job is substantial and should be reclassified.

## **2.2 CHIEF ADMINISTRATOR DIRECTS PROGRAM, CREDENTIALS, 25% RELEASE TIME FULL ACADEMIC YEAR, SUMMER COMPENSATION**

*Description: The program's chief administrator must give educational and administrative direction to the program, and have demonstrated leadership ability through academic and other experience in the field of social work. The educational credentials of individuals in this role must include a master's degree from an accredited program in social work. A program chief administrator who holds a baccalaureate degree in social work but not a master's degree in this field must also hold a doctoral degree in social work. The administrator must have no less than 25% release time over the full academic year for carrying out these administrative duties. The program must give evidence of continuity in compensated coverage of these duties over the summer.*

Dr. Janet Wright has been the Program Director since fall, 1997. She received her MSW degree in 1975 from the University of Wisconsin-Madison. In 1996 she received her doctorate in social welfare from the University of Wisconsin-Madison. She began teaching in 1986 as a Lecturer in our program. Currently she holds the rank of Associate Professor. Fields of special interest in social work include: Sexual and affectional orientation, violence against women, and

alcohol and other drug abuse. In 1998 she authored *Lesbian Step Families: An Ethnography of Love*, published by the Haworth Press. She has also authored several articles related to her fields of special interest in social work.

Dr. Wright has had approximately 11 years of practice experience in social work after receiving her MSW. She has been employed as a: drug abuse counselor, and a social worker at a shelter for battered women. She has been self-employed as a family day care director. She was also a Project Coordinator for the Governor's Joint Panel for the Prevention of Fetal Alcohol Syndrome.

Dr. Wright is currently receiving 25 percent release time in the spring semester, and 50 percent release time in the fall semester for carrying out the administrative responsibilities of the Program Director.

As Chairperson of the Department of Social Work, Dr. Wright has the same responsibilities as any other department chair at UWW. This includes responsibility for budget development and management, participation in and approval of curriculum development proposals, and supervision of the advisement function. In addition, the chair is invested in all personnel decisions including hiring, reappointment, tenure, and promotion. The chair must approve all hiring, and reviews all recommendations for promotion, reappointment, and tenure forwarded by the department faculty. In the latter cases, the chair provides his/her recommendation to the College Dean. (In the case of promotions, the chair's recommendation is made to the College Promotions Committee.)

The chair is responsible for approving all requests for texts acquired through the textbook rental system and for all other requests with budgetary impact. Similarly, he/she is responsible for supervision of the Department's Program Assistant.

The director chairs departmental faculty meetings, recommends faculty for sabbaticals, approves faculty requests to be absent from classes, enforces all department (and as appropriate, College and University) policies, represents the department to the College and University, and the College and University to the department.

Dr. Wright receives a stipend of \$800 for her administrative responsibilities during the summer. This stipend is augmented by being assigned a section of field placement during the summer for which she is paid \$85 for every undergraduate credit. (A typical load of eight students, at 12 credits per student, amounts to \$8160.

## **2.3 SUFFICIENT PROGRAM BUDGET**

*Description: The program's budgetary allocation from the educational institution must be sufficient to carry out the program's specified goals.*

Sufficient is a difficult word to define when it comes to budget. Like many social work programs, ours is the only professional training program in the College of Letters and Sciences. We are therefore involved in ongoing education about our special needs because of field travel, long distance phone calls related to field, and the expenses of mailing graded logs back to students in the field. In addition, our accreditation standards necessitate several extensive publications, including the student handbook, field manual, and field evaluation forms (not to mention the Self-Study).

With our present budget, we are able to cover these basic needs. Last year we began to limit the number of copies instructors are allowed for classes, in an effort to control our copy expenses. We are unable to support faculty/staff in any additional training/conference opportunities (beyond the \$800/instructor allocated annually by the College for travel to present professional papers). This makes it particularly difficult for junior faculty to attend more than one conference per year. While our library funds are sufficient, we are unable to purchase materials (such as books, videos, journals) to be used solely by the Department, which is something that would be helpful. Some books and videos, for example, would be useful to have available on an ongoing basis throughout the semester.

In conclusion, the basic needs of the Department are met with the present budget. However, additional funds would enhance and strengthen the program.

### **2.3.1 STABLE BUDGET ALLOCATION (FORM B)**

*Description: The allocation must be stable enough to permit program planning and implementation by faculty and administration.*

The Department of Social Work participates on an equal basis with all other departments in the College of Letters and Sciences in the development of department budgets. We are allocated a base budget each year. This year (2000-2001) we have been allocated \$11,000. (\$2,000 less than last year.) While budgets for the entire college fail to keep pace with inflation, the department has been treated fairly and equitably with other departments. Through capital requests, we have been able to acquire much needed video and computer equipment, as well as some classroom renovation. We are anticipating a new copier to be purchased during for the 2001-2002 academic year from the College capital equipment account. The final decision on allocation of available funds rests with the Dean of the College with input from the College Planning and Budget Committee and the Administrative Council. In general, the budget allocation is ongoing and stable with adjustments negotiated on an annual basis as needed.

Council on Social Work Education Commission on Accreditation  
I. Program Budget Form for Freestanding Social Work Programs

**Form B1**

The purpose of this form is to provide budget data for the academic year when the program is under accreditation review and the previous academic year in compliance with Evaluative Standards 2.1.1 to 2.1.2, 2.3 to 2.3.3 (master's and baccalaureate).

A. Combined programs must submit as many copies of this form as is necessary to present their budget arrangement. Provide the information requested below. Thank you.

Report for:  <input checked="" type="checkbox"/> Baccalaureate Program	Current Academic Year 2000-2001						Previous Academic Year 1999-2000					
	Budget Provided		Budget Provided		Funds Available through		Budget Provided		Budget Provided		Funds Available through	
	by the		by Sources		Other Institutional		by the		by Sources		Other Institutional	
	Educational		Outside of the		Budgets		Educational		Outside of the		Budgets	
	Institution		Institution				Institution		Institution			
FTE		FTE		FTE		FTE		FTE		FTE		
#   Salaries \$		#   Salaries \$		#   Salaries \$		#   Salaries \$		#   Salaries \$		#   Salaries \$		
Faculty Administrators*	8.1	431,470					8.2	413,699				
Support Staff	1	30,576					1	29,792				
Temporary Faculty and Field Staff**												
Total	9.1	462,046					9.2	443,491				

\*Provide the information requested for administrators and full-time faculty.

\*\*Provide information for part-time faculty (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions (special arrangement for some programs).

Program Budget form for Freestanding Social Work Programs

B. Provide the information requested below on the program's budget for next year. Thank you.

Projected Academic Year: 2001-2002

	Budget Provided by the Educational Institution		Budget Provided by Sources Outside of the Institution		Funds Available through Other Institutional Budgets	
	FTE	Salaries \$	FTE	Salaries \$	FTE	Salaries \$
Faculty Administrators*	8.2	determined by contract negotiations				
Support Staff	1	determined by contract negotiations				
Temporary Faculty & Field Staff**						
Total						

\*Provide the information requested for administrators and full-time faculty.

\*\*Provide information for part-time faculty (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions (special arrangement for some programs).

Program Budget Form for Freestanding Social Work Programs

Form B1

C Provide the information on the budget for the current year and the previous year requested below. Thank you.

Current Academic Year 2000-2001			Previous Academic Year 1999-2000		
Budget Provided by the Educational Institution	Budget Provided by Sources Outside of the Institution	Funds Available through Other Institutional Budgets	Budget Provided by the Educational Institution	Budget Provided by Sources Outside of the Institution	Funds Available through Other Institutional Budgets

Personnel	462,046			413,699		
Supplies/Services	11,000			13,000		
Travel						
Equipment						
Other-Specify:						
Student Peer Advising	600			600		
Total operating expenses	473,646			427,299		

Other Expense Data

MSW Student Aid (university or college administered)						
Library Allocation				2,600		

Projected Academic Year: 2001-2002

	Budget Provided by the Educational Institution	Budget Provided by Sources Outside of the Institution	Funds Available through Other Institutional Budgets
--	--	---	---

Personnel	determined by contract negotiations		
Supplies/Services	\$13,000		
Travel			
Equipment	6,000 (new copier)		
Other-Specify:			
Student Peer Advising	600		
Total Operating Expenses	determined by contract negotiations		

Other Expense Data

MSW Student Aid (university or college administered)	
Library Allocation	2,600

### **2.3.2 NECESSARY EQUIPMENT**

*Description: The administration of the institution and the program must provide the necessary equipment for attaining the program's goals.*

The administration of the College of Letters and Sciences provides the necessary equipment for attaining the program's goals. Full-time faculty members have their own computer and office equipment. In addition, the program has its own copier, television, video camera recorder, video player, and other equipment. Because equipment becomes obsolete so quickly, there is a constant need to monitor the suitability of computer equipment.

### **2.3.3 NECESSARY LIBRARY HOLDINGS (FORM C)**

*Description: The administration of the institution and the program must provide the library holdings and other educational resources necessary for attaining the program's goals.*

Form C provides a detailed description of the Library holdings available to social work faculty and students.

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**Librarian's Services Report**

**Educational institution:** University of Wisconsin – Whitewater

**Date:** June 22, 2000

**Name of social work program:**

**Name and title of person completing this form:** Joyce Huang, Director, Library Services

**The social work program has one or more off-campus locations for offering coursework:**

**If yes indicate which location is being described in this form:**

**Note: Submit a completed copy of Form A for each alternative program location of the social work program (which is either by the Commission or for which approval is being requested).**

**General Library Policy and**

**1. The total number of books in the university/college library collection is: 380,579 (as of June 30, 1999)**

**2. Volumes per student based on current total university/college enrollment: 38.91**

**3. Does a separate social work collection exist outside the main library? NO**

**A. If "yes", where is it located:**

**B. What hours is this separate collection open?**

**C. Describe which of the separate social work collection's holdings are duplicated in the main library**

**4. The total number of books associated with the study of social work is:** 35,424 (counting LC classifications BF, HN, HQ, HT, HV, HM, RA and RC).

**The number of books purchased principally for social work, during the last fiscal year is:**

For FY98/99 the department was allocated \$2600. We received \$2142 worth of orders from the department. Using \$45 as an average book cost for social work, we probably bought around new 48 books. The actual number of titles can only be retrieved from our prior automated system (NOTIS). Unfortunately, the report that we need to run didn't work and we can no longer call to receive technical support on the system. (We migrated to Endeavor Voyager in November, 1999). Also the number even if available is misleading because other departments and the library also order materials that can and will be used by social work.

**A. Identify your holdings for each social work and social work-related journal in the library's collection.. Attach the completed list to this form. Put an asterisk beside each of your journals available in a social work collection separate from the main library.**

Administration in social work v.12 (1988)-
Affilia : journal of women and social work v.5 (1990)-
Alcoholism treatment quarterly v.4 (1987)-
American journal of orthopsychiatry v.36 (1966)-
American journal of public health v.61 (1971)-
Annals of the American Academy of Political and Social Science v.1 (1890)-
Australian social work v. 38 (1985)-
British journal of social work v.5 (1975)-
Bulletin of the Menninger Clinic [Ebscohost (1990)- ]
Child abuse & neglect v.7 (1983)-
Child & adolescent social work journal v.1 (1984)-
Child & youth care forum v.20 (1991)-
Child welfare v.45 (1966)-
Clinical social work journal v.3 (1975)-
Computers in the schools v.6 (1989)-
Contemporary family therapy v.8 (1986)-
Environmental health perspectives v.10 (1975)-
Families in society v.71 (1990)-
Family process v.14 (1975)-

Family relations v.29 (1980)-
Health and social work v.12 (1987)-
Health affairs v.1 (1981)-
Holocaust and genocide studies v.1 (1986)-
International journal of aging and human development v.11 (1980)-
International social work v.19 (1976)-
Journal of applied behavioral science v.3 (1967)-
Journal of black studies v.17 (1986)-
Journal of conflict resolution v.24 (1980)-
Journal of drug issues v.18 (1988)-
Journal of early adolescence [Ebscohost (1994)- ]
Journal of family issues [Ebscohost (1990)- ]
Journal of genetic psychology v.104 (1964)-
Journal of health and social behavior v.8 (1967)-
Journal of higher education v.1 (1930)-
Journal of homosexuality v.25 (1993)-
Journal of individual psychology v.54 (1988)-
Journal of interpersonal violence [Ebscohost (1994)- ]
Journal of marital and family therapy v.5 (1979)-
Journal of marriage and the family v.26 (1964)-
Journal of offender rehabilitation v.17 (1991)-
Journal of psychohistory v.4 (1976)-
Journal of research in crime & delinquency v.25 (1988)-
Journal of social psychology v.49 (1959)-
Journal of social service research v.3 (1979)-
Journal of social work education v.21 (1985)-
Journal of studies on alcohol v.36 (1975)-
Merrill-Palmer Quarterly v.28 (1982)-
Policy & practice of public human services v.56 (1998)-
Psychoanalytic quarterly v.35 (1966)-
Reflections : narratives of professional helping v.2 (1996)-
Research on aging v.7 (1985)-
Research on social work practice [Ebscohost (1990)- ]
Sex roles v.1 (1975)-

Social problems v.4 (1956)-
Social psychology quarterly v.42 (1979)-
Social service review v.39 (1965)-
Social work v.1 (1956)-
Social work in education v.11 (1988)-
Social work research v.18 (1994)-
Social work with groups v.11 (1988)-
Society v.9 (1972)-
Substance use & misuse v.33 (1998)-
Women & health v.9 (1984)-
Youth & society [Ebscohost (1990)- ]

[The above list was compiled based upon the journals abstracted by Social Work Abstracts.]

**List the social work journals that have been added in the last year.**

None

**List the social work journals dropped in the last year and indicate the reasons.**

None

**The total number of journals in the library collection identified with social work is:**

64

**Comment on the adequacy of these holdings for social work student needs.**

Have not heard any complaints from social work students.

**Comment on the adequacy of these holdings for faculty research and Scholarship.**

Have not heard any complaints from faculty.

**7. Describe how the library collects and catalogs governmental and other technical reports and publications of interest to social work faculty and students.**

The Library is a Congressionally-designated selective federal depository library. As such, the documents librarian may select among the categories of U.S. Government agency publications that are offered for distribution through the program. Currently the Library receives approximately 50% of the categories available. A category may be a specific title, or it may

be a group of materials, such as an agency's "general publications." Selections are intended to support the University's curriculum, and include materials from many federal agencies that issue publications relevant to social work. Such agencies include the Department of Agriculture (producing materials on the Food Stamp Program, school lunch and breakfast programs, nutrition, etc.), Census Bureau, Education Department, Health and Human Services (and many of its subsidiary agencies, such as the Substance Abuse and Mental Health Services Administration, and the Administration for Children and Families), Housing and Urban Development, Justice Department (including its subsidiaries, such as the Office of Juvenile Justice and Delinquency Prevention), and the Social Security Administration. In addition, the Library selects legislative, regulatory, and judicial materials such as the *Congressional Record*, Congressional hearings and reports, the *Code of Federal Regulations* and *Federal Register*, *U.S. Code*, and *U.S. Reports*.

The Library also is a "selective" depository for Wisconsin state government agency publications, but as such actually has no choice as to what materials are received. Many publications are relevant to social work, including materials from the departments of Public Instruction, Workforce Development, and Health and Social Services. Legislative and regulatory materials also are received.

Most of the state and federal documents in Andersen Library are listed in the Library's online catalog (all Wisconsin documents, more than 90% of the U.S. documents published since 1976, and selected older federal documents). Augmenting the materials physically housed in the Library are federal and Wisconsin government publications available via the Internet. Andersen Library maintains WWW pages of links to useful government (<http://library.uww.edu/SUBJECT/govinfo.htm>) and law (<http://library.uww.edu/SUBJECT/lawinfo.htm>) Internet sites.

8. Is the library an official depository for federal documents?

Yes

**9. Describe the efforts over the past several years to update and enhance library holdings and facilities.**

- University of Wisconsin System initiated systemwide subscription to Lexis/nexis Academic Universe, Statistical Universe, Web of science, JSTOR, Project Muse, etc.
- Department of Public Instruction initiated statewide subscription to EbscoHost databases, ProQuest Direct Newspapers
- The library switches subscription from CD-ROM or paper to Internet for the following resources: PsycInfo, Sociological Abstracts, Social Work Abstracts, GPO Access, etc.
- Provides full-text electronic journal access
- Provides electronic reserves

- Provides widespread access to Web.
- Provides close to eighty public workstations, most of them Pentiums.

10. Describe efforts over the past several years to update and enhance social work holdings and facilities

- Provides Internet access to Social Work Abstracts, PsycInfo, Sociological abstracts, Academic Universe, Social Sciences Index with Fulltext, EbscoHost Academic elite, JSTOR.
- Provides access to Internet, listservs and email.
- Provides off-campus access to licensed subscriptions.
- Selects Internet resources related to Social Work (<http://library.uww.edu/SUBJECT/socwk.htm>)

**11. How much was spent on social work materials in each of the last three years?**

	Allocated	Expended
FY97:	\$2630	\$2674
FY98:	\$2700	\$2048
FY99:	\$2600	\$2142

**12. List the hours the main library is open, covering the full calendar year.**

During the Fall and Spring semesters:

Mon-Thurs.:	7:30 a.m. – Midnight
Fri.:	7:30 a.m. – 6 p.m.
Sat.:	9 a.m. – 5 p.m.
Sun.:	1 p.m. – Midnight

**Are there requests for additional hours from social work students?**

No

**If "yes", discuss the library's response.**

**13. Describe the policy and procedures to ensure that books or other materials that are required or recommended in social work courses are made available in the library to students.**

Each year, the department is given an allocation based on faculty, student and course counts and level of the program. All faculty in the department are encouraged to submit requests through the department's library representative. All requests received by the library are honored as the budget allows.

**Does the library reproduce materials supplied by instructors for use on reserve?**

Reproduced material supplied by instructors for reserve are put on reserve following the copyright guidelines.

**14. Describe the student lending policy for reserve books and other materials.**

The library provides both traditional reserve and electronic reserve services. For traditional reserves, the faculty can specify the loan period: two hours, overnight, three days or seven days.

**Describe issues students raise with this policy, and what remedies have been proposed.**

Students seem to be satisfied with the service. They particularly like electronic reserve service because they can access anywhere, anytime.

**15. How far is the main library from the building housing the social work program?**

One and a half blocks away.

**16. Describe the copying facilities. What is the cost to students per copy?**

The library has 10 public photocopiers, eleven microform copiers and networked HP laser printers for computer workstations. Cost is 10 cents per page for all copying facilities.

**17. Describe the library's on-line catalogue, e-mail, computerized search services, inter-library loan (identify per fee versus non-fee), media, and other related services available to students.**

The library uses Voyager, a Web-based online catalog, which represents the library's holdings of books, journals, government documents, electronic resources (aggregates) and a/v material. In addition to subscribing to heavily used databases, the library offers OCLC FirstSearch. Interlibrary loan is available at \$1.00 per filled request. All public workstations have access to the Web. Students can do email on certain workstations in the library.

**18. To what other libraries outside the educational institution do students have regular access, conveyed by their student status? Comment on the appropriateness of each library's holdings for social work.**

Through Internet students have access to all libraries in the world that can be accessed online including those with strong holdings for social work. Using the UW-Whitewater ID, students can use and check out material in any of the UW libraries including UW-Madison and UW-Milwaukee.

**19. Describe the library study space for students, and comment on its adequacy to meet student needs.**

There is adequate study/work space for students and faculty because there are always vacant seats. There are group study rooms for group projects/discussions too.

**Describe faculty work space in the library.**

There is no separate faculty work space.

**20. Are all library facilities accessible to physically disabled students?**

Yes. Disabled students may not be able to reach material shelved on the top shelves of the stacks, however they can always get assistance at one of the help desks.

If "no," describe limitations here:

**Library Relationships with the Social Work Program**

**21. Is a library staff member assigned to a liaison role with the social work program? Yes**

If yes, please identify this individual:

Joyce Huang

**Describe the nature of this role vis-a-vis the social work program.**

This staff would pay particular attention to new material becoming available in social welfare and sociology areas and try to fill in the gaps left by faculty.

**22. Describe the availability of library staff to provide reference help on social work topics to faculty and students**

There are six reference librarians who provide reference help including social work topics. Social work faculty can request bibliographic instruction for their classes on how to do research or use specific resources at the reference desk.

**23. Describe how social work faculty suggest items for purchase.**

Social work faculty would submit their suggestions to the department library representative. The library representative coordinates the requests and forward them to Library Acquisitions. Each department is given an allocation at the beginning of each fiscal year based on student count, faculty count and level of courses.

**Do they do so:** Continuously

**24. How are such suggestions followed by library staff?**

Acquisitions will purchase material as funding permits. Normally library staff does not challenge requests by faculty. Because of the funding situation, requests to add new periodicals may not be honored unless faculty agrees to cancellation of titles no longer useful due to change of curriculum.

**25. How, and how often are new acquisitions in social work listed and reported to program faculty?**

New acquisitions are reflected in the online catalog. No separate listings are generated for program faculty.

**26. Do you have information, through data processing or other means, on the demand for specific books and materials by students and faculty?**

Through usage analysis by subject areas we learn which subject areas are most used and try to plan collection development accordingly.

**27. List specific improvements needed in library resources and services.**

### EVALUATIVE STANDARD 3. NONDISCRIMINATION AND HUMAN DIVERSITY

*Description: The program must make specific, continuous efforts to provide a learning context in which understanding and respect for diversity (including age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation) are practiced.*

#### **a. University programs that foster understanding and respect for diversity**

The following nondiscrimination statement appears on page 1 of UWW's Catalog:

The University of Wisconsin-Whitewater is committed to equal opportunity in its educational programs, activities and employment policies for all persons regardless of race, color, gender, creed, religion, age, ancestry, national origin, disability, sexual orientation, political affiliation, marital status, Vietnam-era veteran status, parental status and pregnancy.

The University has established an affirmative action plan for all employees and identified an affirmative action officer for both faculty and staff. Complaints regarding discrimination are directed to the appropriate officer. In addition, the University has a specific program to combat sexual harassment on campus.

These policies and procedures are adhered to by the Department in all actions. All hiring activities are supervised and approved by the Affirmative Action Officer to insure compliance with nondiscriminatory expectations of the University. Grievance procedures are established to allow for airing of concerns related to any actions alleged to be discriminatory. The department has never had a grievance filed alleging discrimination under the University's nondiscrimination policies.

The Affirmative Action Plan of the University of Wisconsin-Whitewater pledges UWW's full commitment to equal employment opportunities and affirmative action and compliance with all federal and state laws, executive orders, policies, plans, rules and regulations, including the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Executive Orders 28 and 11246, and the Americans with Disabilities Act of 1990. The institution is committed to equal opportunity and nondiscrimination in all employment practices. This includes all terms, conditions or privileges of employment, recruitment, certification, selection, job assignments, working conditions, fringe benefits, compensation, training, transfer, layoffs, disciplinary actions, terminations, promotions and testing. Sexual harassment is prohibited. Women are an identified group under the university's AA plan. The Social Work Program does not have its own affirmative action plan. All units of the university are covered by the AA plan detailed above.

One of the core mission statements of the University of Wisconsin Cluster Institutions (of which UWW is part) is to: “Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.”

UWW has the largest enrollment of students of color of the comprehensive universities in the state. UWW undergraduate enrollment by ethnicity in the spring of 2000 was as follows:

American Indian or Alaskan Native	28
Asian or Pacific Islander	77
Black, Non-Hispanic Origin	292
Foreign	116
Hispanic	143
Southeast Asian	33
White, Non-Hispanic Origin	8,067

UWW graduate enrollment by ethnicity in the spring of 2000 was as follows:

American Indian or Alaskan Native	6
Asian or Pacific Islander	7
Black, Non-Hispanic Origin	34
Foreign	56
Hispanic	15
Southeast Asian	3
White, Non-Hispanic Origin	1,046

The University has a higher representation of faculty from populations-at-risk than would be expected based on the number of potential candidates with appropriate credentials. Currently, the University faculty include gays and lesbians, persons with disabilities, and individuals from many ethnic, racial, cultural groups, and creeds. In Spring 2000, 13 percent of University faculty (tenured and tenure track) were people of color. In spring 2000, 34 percent of the University faculty (tenured and tenure track) were female. This diversity suggests the effectiveness of the institution’s policies and procedures. While the faculty composition is varied, there is always room for improvement.

In 1996 a Strategic Plan was developed for the campus. This strategic plan identifies priorities, goals, and strategies for the campus to achieve “Excellence for the 21<sup>st</sup> Century”. Six priorities were developed, with goals and strategies then being developed for each priority. Priority 4, with its goals and strategies, is as follows:

## Strategic Plan

### PRIORITY 4

**UW-Whitewater will foster a sense of community, a respect for diversity,  
and an appreciation of global perspectives.**

**GOAL 4.1** *A dynamic learning community that encourages individual growth and development of values, service, respect for others, sense of citizenship, and commitment to civil discourse.*

#### Strategies

- a. Foster a learning environment in which the well-being of every individual is valued, service to one another is encouraged, freedom of expression is not compromised, and civility is affirmed.
- b. Promote the principles contained in the document, *A Guide to Citizenship in the UW-Whitewater Community*.
- c. Develop swift, sensitive, and appropriate responses to public acts of disrespect or discrimination toward any member of the University community.
- d. Increase the number of campus wide events that build on traditional campus efforts to foster a sense of community and enhance the strengths of the university.

**GOAL 4.2** *An intellectual climate that reflects the diversity of students, faculty, and staff and a shared commitment to achieving a global vision.*

#### Strategies

- a. Integrate diversity issues and a global perspective throughout the instructional and non -instructional student programs.
- b. Reaffirm the University's commitment to Design for Diversity and the concepts of inclusion, aggressively recruiting and retaining students, faculty, and staff who enhance the intellectual climate with diverse ethnic, racial, and gender perspectives.
- c. Restructure international programs to provide leadership in internationalizing the curriculum and arranging student and faculty exchanges.

- d. Coordinate cultural programs and events to maximize participation.
- e. Develop a plan for increasing the enrollment of international students and provide appropriate services and programs designed to promote their success.

The University of Wisconsin-Whitewater has a special mission within the University of Wisconsin System to “provide supportive services and programs for students with disabilities.” In support of that goal, the University maintains a network of services to students with a disability, including a continuing objective of identifying and eliminating barriers. Much of this effort is spearheaded by the Office of Disabled Student Services. The following is a brief history, and summary of services, provided by this office.

UWW has had a program to provide services for students with disabilities since the 1970-71 school year. In 1973, the Board of Regents of the University of Wisconsin System gave UWW a unique, specific mission to provide services for students with disabilities. As a result, the UWW campus is one of the most accessible campuses in the nation. More than \$5 million has already been expended to make programs and facilities accessible. In addition, professional staff members in Disabled Student Services and other Student Affairs Offices are available to provide a wide variety of services to meet both ordinary and unique needs of students with disabilities. The primary goal is to integrate students with a disability into existing programs to the maximum extent possible. Specialized services are provided to meet unique needs.

Services include, but are not limited to:

- Pre-enrollment interview, evaluation and orientation.
- Transportation to and from class and activities on and off campus (available for a weekly charge).
- Adapted recreation and athletics including wheelchair football, basketball, softball, soccer, and wheelchair track and field.
- Assistive Technology Center
- Counseling for personal, social, vocational, academic and critical intervention needs.
- Assistance with attendant recruitment and training.
- Physical therapy emphasizing functional training and activities of daily living.
- Liaison with funding and sponsoring agencies.
- Enhanced work experience, career planning and placement service.
- Independent living skills training.

The campus also has an organization entitled Students For An Accessible Society (SAS). This is an organization open to ALL interested people. The organization was originally formed to meet the special needs of students with a disability on campus, i.e., building modification and transportation. With the increased accessibility of the campus, SAS is gearing itself more towards political,

social and economic concerns of individuals with a disability. Its goal is to work not only on removing attitudinal barriers created by society's stereotypes.

The campus has an Adult Resource Center. This center is an office that is intended to be a resource for all students, but has a primary focus on meeting the needs of returning adult students. The ARC provides resources, plans programs and offers referrals for a wide variety of student concerns and interests. It's a friendly place to drop in, meet others, get a cup of coffee, or relax and socialize between classes. Visitors are also invited to browse through the book and magazine collection.

The campus has a Multicultural Education Center. It is a resource center, which provides information on student organizations, campus services, programs and activities. In addition, the MEC has an extensive multicultural library and compilation of journals and newspapers, and a comprehensive collection of videos on diversity. They also sponsor a variety of programs every semester.

The campus has an Office of Community Service. The campus offers many community service opportunities for its students through the Office of Community Service as well as Students Organized for Service (SOS). UWW offers a number of one-time, short-term, and long-term service opportunities for students. UWW is a member institution of America Reads, a national service program where college students provide reading tutoring in area schools. Students Organized for Service (SOS) is made up of a student executive board which operates a number of programs and service opportunities on campus and in the Whitewater community. Programs provide a variety of ways students can work with other people or volunteer in other capacities, once each week or once each year, work with a group or individually.

The campus has a Women's Center. The Center is a safe place for all women on campus to receive help, support, information, referrals and advocacy, ranging from issues of sexual assault to support groups for victims of abuse. The Center is a place where women can work together toward dissolving barriers, rules and attitudes which deny women education, earning power, choices about their own lives or the right to stand with pride as women. This is done through educational programs, support groups and advocacy efforts. Referrals utilize agencies both on and off campus that can best provide assistance to those in need. The Center also has a resource library on women's issues.

The campus has an Office of International Education and Programs which is responsible for the recruitment and administration of UW-Whitewater's international students. The office provides orientation for new students, and assists international students with personal, academic, and financial concerns as well as issues with housing, food, or immigration. The office also serves as a liaison with the academic and administrative areas of the University and coordinates cultural and social programs that interface foreign and domestic cultures such as the International Dinner, Host Family Program and International Week.

The Office of International Education and Programs provides necessary services and assistance to students who are interested in participating in study abroad, travel, or exchange opportunities. In addition, the Office works closely with the Faculty Exchange and Fulbright Programs in assisting faculty who may be interested in faculty exchanges.

UWW provides study abroad choices to meet the diverse academic and personal needs of the student. Programs vary in location, length, level, academic focus, language requirements and cost. Each program consists of academic study with an appropriate cross-cultural learning experience in a foreign country. Financial aid and scholarships are available for certain programs.

The campus has the Children's Center which offers year round, high-quality preschool and school-age programs for children of students, faculty and staff ages 2-6 years during spring and fall semesters and 2-11 years during summer session. Part-time and full-time schedules are available to suit parents' class, work and study times on and off-campus. The Children's Center also serves as a teacher-training site and is state-licensed and nationally-accredited.

The campus has an active gay, lesbian, bisexual and transgender organization, called Impact, which is open to gay, lesbian, bisexual, and transgendered students and their supporters.

The Educational Opportunity Program (EOP) provides services to students who because of low income, first generation American or physical disability background, or poor academic preparation, need a period of time to adjust to the academic and social environment of the university.

The University, as part of its Design for Diversity Program, requires all students to take at least three credits selected from approved diversity courses. This indicates a commitment on the part of the university to expose all students to some knowledge of ethnicities and cultures other than the Euro-American culture. In addition, there is an academic program of Race and Ethnic Cultures in the College of Letters and Sciences which offers courses. There is also a Department of Women's Studies.

A tutorial center, which is available to help any student with short or long term academic needs, and a Learning Center, which provides help for students in a laboratory setting, support those students who need or want extra help with academic matters. The University Counseling Center serves students who seek emotional and psychological services.

This supportive and enriched university environment provides documentation that the campus is committed to creating a learning context that models understanding and respect for diversity.

#### **b. Social Work Department's efforts that foster understanding and respect for diversity**

Department faculty are involved in a variety of ways in increasing their knowledge of and focusing their energies against oppressions.

Dr. Zastrow chaired the University Task Force on AIDS for three years, and was a member of the Committee for several years. Dr. Kirst-Ashman was a faculty advisor for the Gay and Lesbian Student Union. Both Dr. Kirst-Ashman and Dr. Wright are faculty members on the women's Studies Department. Dr. Powell and Dr. Winship are members of the Advisory Committee for the Race and Ethnic Studies Program. All department faculty attend various programs and workshops directed at increasing knowledge of diversity and oppression. The Social Work faculty is committed to policies and procedures which not only follow the path of nondiscrimination, but which also enhance student and faculty experience with human diversity.

We also monitor our teaching about minorities in our student course evaluations.

The department has had some success in employing people of color. The department has employed Ms. Jackie Jackson, an African American woman, to teach one or two courses every semester for the past several years. (She's also employed full-time, as a social worker in the Beloit public school system). In addition, Ms. Gina Miranda (an African American woman) taught full-time for two years from 1995-1997, and Ms. Andra Rivers-Jones (also African American, taught full-time from 1997 to 1999 in our program. Both of these academic staff persons left in order to work on their doctorates.

The department enrolls students from populations-at-risk at levels above those found in the university as a whole. In spring of \_\_\_\_\_ for example, our enrollment for students of color was \_\_\_\_\_ compared to \_\_\_\_\_% enrollment for the university as a whole. \_\_\_\_\_ % of our majors were female.

Retention of all students is a concern to the department. Upon admission, student majors are assigned an advisor who works with them in planning and assessing their academic program and progress. To remain in the program, students must maintain an acceptable grade point average. In situations where a student's academic background is weak, the department attempts to help the student find ways of compensating for low GPA. Exceptions to the 2.25 overall GPA for enrollment in Practice classes are noted in the Student Handbook. Students may avail themselves of these exceptions. In addition, the department works with other areas of the university to assist students having special academic difficulties.

Within the Social Work program itself, students are provided both modeling and curriculum content designed to reinforce the social work profession's obligation to those discriminated against and oppressed. Content on this topic infuses the curriculum and appears in reading assignments, exercises, bibliographic entries, class projects and field settings. The intent is to produce students capable of, and committed to, intervening to insure equal opportunity to those discriminated against by others. Dr. Jim Winship developed a course ("Race, Ethnicity, and Social Justice") which is one of the university's courses that fulfills the university diversity credits requirement. Descriptions of curriculum content on diversity, populations-at-risk, and social justice are covered later in some depth in the section of this self study dealing with curriculum (EVS 6) and therefore will not be reiterated here. Readers of these self study documents are particularly urged to read the material on curriculum when EVS 6 is discussed on the department's coverage of:

- Persons of color
- Persons with disabilities
- Gender
- Sexual orientation
- Age
- Religion

At the end of each semester, students evaluate all required courses on content related to diversity and populations-at-risk. These evaluations provide ongoing feedback to faculty on student perceptions of our teaching on diversity and populations-at-risk.

In the area of field placements, the department attempts to allow the student to choose his or her placement within guidelines set by the program. Students may select field placements within a 75-mile radius of the Whitewater campus. This includes access to field placements in Milwaukee, Madison, and Beloit—all of which have significant populations of people of color and various

cultures. We have used agencies which provide services targeted to people of color, including those serving Hispanic populations, Hmong, and African American clientele. We have also made field placement arrangements with agencies primarily serving the elderly, persons with a disability, persons with HIV or AIDS, women, and children.

The Field Manual which is purchased by field interns, and given to all instructors, specifically indicates that students need the opportunity to work with clients and staff from different cultural, ethnic and racial groups. In addition, we urge agencies to provide opportunities for interns to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation and race.

Additionally, the evaluation instrument for field specifies that each intern is rated (among other items) on the extent to which he or she: (a) Is perceptive and attentive to cultural diversity, (b) Has the capacity to communicate well with a variety of diverse groups, (c) Treats all clients with dignity, courtesy and fairness, (d) Treats diverse clients with dignity and respect, (e) Has considerable awareness of the forms and mechanisms of oppression, (f) Is committed to advancing social and economic justice for individuals and groups who are subjected to discrimination, and (g) Has an understanding of the impacts of various environmental conditions on individuals, groups, families and communities (such as poverty and discrimination).

In selecting agencies for field placement, the social work department asks agencies to serve as field placement sites when it believes the agency offers potential for providing high quality field experiences for students. Agencies are expected to provide a variety of learning experiences representing the breadth of social work practice. Agencies are also expected to support the field instructors who provide this service to the profession. Prospective field agencies are evaluated in terms of their consonance with our social work program's goals, objectives, and mission; their appropriateness for specific learning experiences; their ability to provide educationally directed field instruction; and their clear articulation of intern learning in proposed tasks to be assigned.

Agency field supervisors are expected to have at least one degree in social work and have a demonstrated interest in serving in a teaching role with students. Agency staff desiring to serve in this capacity are selected following a review of their interest, training, experience, academic preparation, and ability to provide appropriate supervision for students.

In instances where the field instructor does not have a social work degree, several options are used depending upon need. Co-supervision by a BSW/MSW and the non social work field instructor may be established. Assignment of the student to a BSW/MSW for a portion of the field experience or for specific learning experiences may be arranged. In other instances, the agency may maintain a file of the student's work for periodic review and feedback from the faculty liaison; and in still other cases, the focus is on providing students with professional modeling and supervision appropriate to social work practice.

The social work department has arrangements with over 150 agencies for students being placed in field internships. Many of these agencies have specific missions to provide services to the following targeted populations: persons of color, persons with disabilities, women, gays and lesbians, and the elderly.

The Advisory Board is composed of helping professionals (mostly social workers) in the community. Many of the Advisory Board members are present (or past) agency field supervisors. In selecting members to the Advisory Board, the social work program

seeks to have representatives from a wide range of service areas in social work, including representatives from agencies that serve a wide range of populations-at-risk. Currently, three persons of color are members of the Advisory Board.

Curriculum which integrates and includes information about, and viewpoints, of a diversity of peoples; including people of color, people with diverse religious and spiritual beliefs, gays and lesbians, women, people with disabilities, elderly and children, and people living with AIDS; is an important goal of this department.

In recent years content on understanding and respecting persons whose religious and spiritual beliefs differ from one's own has been added to HBSE II and Practice I. Content on the following religious groups are also covered: Judaism, Christianity, Islam, and Buddhism. Content is also covered on:

- Rationale for the use of spirituality in social work practice.
- Religious and spiritual assessments of clients.
- Religious and spiritual interventions with clients.

The program seeks to convey that in the 20<sup>th</sup> century many social workers (and psychologists and psychiatrists) ignored religious and spiritual beliefs of clients when conducting an assessment. However, the helping professions are increasingly recognizing the importance of attending to religious and spiritual beliefs in assessments. The Curriculum Policy Statement and EVS 3 have now identified religious and spiritual beliefs as important areas for social workers to attend to in working with individuals, groups, families, organizations, and communities.

Once these religious and spiritual beliefs of clients are assessed, social workers then have an obligation to respond (perhaps with interventions) to clients' religious and spiritual beliefs. A major question facing the social work profession is: Which spiritual and religious interventions are appropriate for social workers to use, and which should not be used? There are a wide variety of religious and spiritually related interventions, including referring clients to twelve-step self-help groups, using or recommending religious literature in counseling, teaching spiritual meditation to clients, meditating spiritually with clients, praying privately for clients, praying with clients in counseling, using religious language or metaphors in counseling, touching clients for "healing" purposes, reading scripture with clients in counseling, helping clients clarify religious or spiritual values in counseling, referring clients to religious counselors or to members of the clergy, exploring religious elements in dreams, recommending religious penance or some other religious ritual in counseling, and performing exorcism. Which of these interventions are appropriate, and which are inappropriate? The social work profession and the judicial system have not yet established clear-cut guidelines.

Our program seeks to convey that social workers need to have an appreciation and respect for religious beliefs that differ from their own chosen beliefs. There is a danger that those who believe that their religion is the "one true religion" will tend to view people with divergent religious beliefs as being ill-guided, evil, mistaken, or in need of being "saved." More wars have been fought over religious differences than for any other cause. A major source of intolerance, discrimination, and oppression is the belief that "my religion is the one true religion; those who believe as I do will go to heaven, whereas those who believe in some other religion are heathens who will go to eternal damnation."

**Figure 11**  
**Gender Composition of Social Work Faculty**

<u>Name</u>	<u>Gender</u>	<u>Rank</u>
Jackie Jackson (part-time)	Female	Lecturer
Karen K. Kirst-Ashman	Female	Professor
Susan Michaud	Female	Assistant Professor
William Powell	Male	Professor
Tim Reutebuch	Male	Assistant Professor
Michael Wallace	Male	Lecturer
James Winship	Male	Associate Professor
Janet Wright	Female	Associate Professor
Charles Zastrow	Male	Professor

In 1999 the Department selected its first two recipients for two scholarships that are now annually awarded in our department. (The Navarre Scholarship and the Kussman Scholarship). Both recipients were female, and one was African American. In 2000, both recipients were white females. The department does not have a speaker series, and faculty members have been awarded relatively few grants. Department faculty, however, as the next section on faculty indicates, have written a number of books and articles that cover numerous topics related to: human diversity, populations-at-risk, promotion of social and economic justice, the elderly, the poor, persons experiencing homelessness, persons with a disability, ethnicity, gender, race, national origin, religion, and sexual orientation.

It should be noted that additional material on our mission, goals, and objectives of our Educational Program is presented earlier in this self study in the section EVS 1: Program Rationale and Assessment. The mission, goals, and objectives of our program clearly articulate a focus on preparing social work professionals who are committed to practice that includes services to the poor and oppressed, who are committed to promoting social and economic justice for populations-at-risk, and who have an understanding of and respect for the positive value of diversity.

Additional material on the Educational Program of our social work program on course objectives, syllabi, reading assignments, and the field program is found later in this self study under EVS 6: Curriculum, and in Volume 2 of the self study.

## EVALUATIVE STANDARD 4. FACULTY

### 4.0 ADEQUATE FULL-TIME FACULTY (CPS B6.9-B6.10) (FORM D1, 2, 3)

*Description: The program must have full-time faculty adequate in number, qualifications, competence, and range of expertise to achieve its specified goals.*

There are eight full-time faculty positions in the Social Work Program. In addition, the program has been employing Ms. Jackie Jackson on a part-time basis to teach one or two classes each semester. At the present time the number of faculty positions appears to the social work faculty to be adequate to achieve the mission, program goals, and program objectives of the department.

Workload credit for faculty is generally established by the University; each faculty is expected to teach a 12-credit load each semester. All of our required courses (except for the field practicum) are three credits and represent one-quarter of the workload. The field practicum is 12 credits and is considered equal to one three-credit course in calculating faculty workload (for a maximum of 6 to 7 students per section).

The information on each faculty member in our department on Forms D1, D2, and D3 provide evidence that the faculty in our department have the qualifications, competence, and range of expertise for our department to accomplish the department's mission, program goals, and program objectives. The extensive research and writing of many of our faculty document the faculty's commitment to being scholars (in addition to assigning a high value to excellence in teaching). Information on Forms D1, D2, and D3 also document that our faculty participate in other professional activities and undertake community responsibilities essential to the attainment of the program's goals. For example, Dr. Karen Kirst-Ashman (at the time of this writing) is a member of the Board of Directors of CSWE, and Dr. Charles Zastrow is a member of the Commission on Accreditation for CSWE.

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master’s). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:**           **Jacquelyn Jackson**          

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
BS	Boston College	Psychology/Sociology	5/76
MSSW	University of Wisconsin-Madison	Social Work	5/78

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater	Whitewater, WI	9/93	present

**C. List below all professional post master’s social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning</b>	<b>Ending</b>
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		<b>Date</b>	<b>Date</b>
Catholic Social Services/Social Worker	Beloit & Janesville, WI	7/78	9/83
School District of Beloit/School Social Worker	Beloit, WI	9/83	Present

**D. Identify below your areas of expertise related to social work.**

- Case management
- Resource development
- Networking
- Being a liaison with ancillary agencies
- Individual counseling
- Facilitating the special education referral process
- Group counseling
- Collaboration with professional educators

**E. List below current professional, academic, community-related, and scientific memberships.**

- Beloit Education Association
- Rock Valley United Teachers
- National Education Association
- Midwest School Social Workers Association
- Wisconsin Center for Academically Talented Youth
- Family Resource Network

**F. Describe your community service responsibilities and activities for the last three years.**

- Currently on the Board of Directors for the Neighborhood Housing Service of Beloit.
- Chair of the Public Relations Committee of the Rock Valley United Teachers. Included responsible for our yearly booth at the Rock County 4-H Fair.
- On the Executive Board of the Beloit Education Association. Also served as Chair of the Professional Educators Rights and Responsibilities Committee.
- Member of Badger Council of Girl Scouts

**G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**

**H. List below your professional and academic consultative assignments for the last three years.**

**I. List below special awards, fellowships, grants, etc., you have received during the last three years.**

Blue Key Honor Society

**J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**

Attended conferences for the Midwest School Social Workers' Association and the Wisconsin School Social Workers. Also have attended numerous symposiums, etc. in regards to the special education process.

**K. List below your professional publications for the past five years.**

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
None		

**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:**     Jacquelyn Jackson    

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year: 1999-2000</b>							
860102 Introduction	x	3	18	17			35
<b>Previous Academic Year: 1998-1999</b>							
860102 Introduction	x	3	25	9			34

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>	<b>This Year Percent of Time Devoted to Activity</b>	<b>Last Year Percent of Time Devoted to Activity</b>	<b>Check if Primary Assignment</b>

1.	Course Instruction	80	80	
2.	Field Liaison			
3.	Program Administration*			
4.	Student Advisement			
5.	Program and University Committee Responsibilities			
6.	Community and Professional Activities/Responsibilities	20	20	
7.	Faculty Development Activities			
8.	Research and other Scholarship Activities			
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:**           **Karen Kirst-Ashman**          

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
Ph.D.	University of Illinois at Urbana-Champaign	Social Work	5/83
MSSW	University of Wisconsin-Madison	Social Work	6/73
BSW	University of Wisconsin-Madison	Social Work	6/72

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater/Instructor	Whitewater, WI	8/80	Present
University of Illinois at Urbana-Champaign	Urbana, IL	8/78	6/80

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Juneau Academy Day Services Assistant Director	Milwaukee, WI	6/77	8/79
Social Service Director		9/76	6/77
Juneau Academy Residential Treatment Center Private Therapist	Milwaukee, WI	9/75	5/76
Curative Workshop of Milwaukee	Milwaukee, WI	11/73	1/75

**D. Identify below your areas of expertise related to social work.**

- General Practice
- HBSE
- Macro Practice
- Women's Issues
- Gender Roles
- Human Sexuality

**E. List below current professional, academic, community-related, and scientific memberships.**

- Board Member, CSWE
- Member, NASW
- Executive Board Member, Wisconsin Council on Social Work Education
- Member, American Association of Sex Educators, Counselors, and Therapists
- Member, Association for community Organization and Social Administration (ACOSA)

**F. Describe your community service responsibilities and activities for the last three years.**

**G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**

Social Work Department:

- Chair, Scheduling Committee, 1994 to present.
- Chair, Merit Committee, 1995 to present.
- Member, Curriculum and Accreditation Committee, 1997 to present.
- Member, Reappointment Committee, 1988 to present.

**H. List below your professional and academic consultative assignments for the last three years.**

- Consultation regarding Reaccreditation LaSalle University, Philadelphia.
- Accreditation Site visit, University of Northern Iowa, Cedar Falls, IA, 9/97.
- Consulting Editor, *Affilia: Journal of Women and Social Work*.
- Consulting Editor, *Journal of Social Work Education*.
- Consulting Editor, *Arete: Journal Devoted to Excellence in Social Work*.
- Consulting Editor, *NASW*
- 

**I. List below special awards, fellowships, grants, etc., you have received during the last three years.**

**J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**

- CSWE and BPD annually with one or two absences.
- Presentation of 1 to 2 papers at BPD annually.
- Presentation of 4 Faculty Development Institutes and Curriculum Workshops at CSWE-APM.
- Presentation of 3 papers at CSWE-APM.

**K. List below your professional publications for the past five years.**

--

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
<i>Human Behavior, Communities, Organizations, and Task Groups in the Macro Social Environment: An Empowerment Approach</i>	1/00	Brooks/Cole, Pacific Grove, CA
<i>Understanding Human Behavior and the Social Environment, 4<sup>th</sup> edition (with C. Zastrow)</i>	3/97	Nelson-Hall, Chicago, IL
<i>Understanding Human Behavior and the Social Environment, 5<sup>th</sup> edition (with C. Zastrow)</i>	7/00	Brooks/Cole, Pacific Grove, CA
<i>The Macro Skills Workbook (with G. Hull)</i>	5/97	Nelson-Hall, Chicago, IL
<i>The Macro Skills Workbook 2<sup>nd</sup> edition (with G. Hull)</i>	7/00	Brooks/Cole, Pacific Grove, CA
<i>Generalist Practice with Organizations and Communities (with G. Hull)</i>	2/97	Nelson-Hall, Chicago, IL
<i>Generalist Practice with Organizations and Communities 2<sup>nd</sup> edition (with G. Hull)</i>	2/97	Nelson-Hall, Chicago, IL

**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:**     **Karen K. Kirst-Ashman**    

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860473 S Work Practice III	x	3	48	48			96
860341 Sexuality for Professional Growth	x	3	25	25			50
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							
860473 S Work Practice III	x	3	49	50			99
860341 Sexuality for Professional Growth	x	3	27	26			53

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>		<b> This Year  Percent of Time  Devoted to Activity</b>	<b> Last Year Percent  of Time Devoted  to Activity</b>	<b> Check if Primary  Assignment</b>
1.	Course Instruction	60	60	x
2.	Field Liaison			
3.	Program Administration*			
4.	Student Advisement	8	8	
5.	Program and University Committee Responsibilities	4	4	
6.	Community and Professional Activities/Responsibilities	3	3	
7.	Faculty Development Activities	5	5	
8.	Research and other Scholarly Activities	20	20	
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**



**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** Susan Michaud

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
Ph.D.	Case Western Reserve	Social Welfare	12/97
MSW	University of Michigan	Social Work	8/81
B.S.	Western Michigan University	Philosophy	6/72

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater	Whitewater, WI	8/98	Present
University of Wisconsin-Eau Claire	Eau Claire, WI	8/91	5/98
Wayne State University	Detroit, MI	Winter, 89	Fall, 89
Mott Community College	Flint, MI	8/74	12/75
Western Michigan University	Kalamazoo, MI	12/76	5/76

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Child and Family Services/ Child Welfare Supervisor	Lansing, MI	5/85	1/89
Camp Highfields Treatment Team Supervisor	Onondaga, MI	10/83	5/85
Camp Highfields Social Work Counselor	Onondaga, MI	9/81	10/83

- D. Identify below your areas of expertise related to social work.**
- Child Welfare
  - Practice (social work)
  - Aging
  - Research
- E. List below current professional, academic, community-related, and scientific memberships.**
- NASW
  - CSWE/WCSWE
  - ACSW
  - Wisconsin Coalition Against Domestic Assault
- F. Describe your community service responsibilities and activities for the last three years.**
- Member—Eau Claire County Human Services Board
  - Member—Children and Youth Advisory Board, Eau Claire County
  - Chair of Therapy Dog Organization, Eau Claire, WI
- G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**
- Graduate Council, UW-Whitewater, Fall 1999 through present
  - Women’s Issues, UW-Whitewater, Fall 1999 through present
- H. List below your professional and academic consultative assignments for the last three years.**
- I. List below special awards, fellowships, grants, etc., you have received during the last three years.**
- J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**
- K. List below your professional publications for the past five years.**

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
Confidentiality Workshops	1/98	Eau Claire Co Human Ser.-WI
The UWEC Therapy Dog Program	9/96	Eau Claire, WI
Feminist Approaches to Evaluations and Classroom Standards: “Student Management Teams—Who’s In Charge Here Anyway?”	10/95	Women’s Studies Conference, Madison, WI Journal of Baccalaureate Social Work (2) 85-91
“The Use of Therapy Dogs with the Elderly” with Sontag	10/95	Indianhead Nursing Home Social Workers Association, Eau Claire, WI
“Who’s In Charge Here Anyway? Student Management Teams” with Sontag and Smiar	5/95	UWEC Celebrations, Eau Claire, WI
“Pet-facilitated Volunteering with Elderly Clients”	4/95	UW Institute on Aging

with Sontag		Madison, WI
“The Use of Therapy Dogs with the Elderly” with Sontag	3/95	Eau Claire Co Center of Care Eau Claire, WI
“The Use of Therapy Dogs with the Elderly” with Sontag	3/95	Area Nursing Home Activity Directors’ Association Eau Claire, WI
“The Use of Therapy Dogs with the Elderly” with Sontag	3/95	Sunrise Exchange Club Eau Claire, WI
“Who’s In Charge Here Anyway? Student Management Teams as an Empowerment Tool” with Smiar and Sontag	3/95	CSWE APM, San Diego, CA
“Visiting the Elderly in Nursing Homes”	2/95	The UWEC Pet Therapy Program Orientation Eau Claire, WI
“The UWEC Pet Therapy Program”	2/95	The Eau Claire Optimists Club Eau Claire, WI
“Coping with Grief and Loss” with Sontag	8/94	Clairemont Nursing Home Eau Claire, WI
“Team Building” with Sontag	10/94	Community Education Center Mondovi, WI
“Women’s Intuition—Can We Talk?”	10/93	Women’s Studies Conference UW-Parkside

**L. Please include any other pertinent information on this page.**

Please note that I started and finished my Ph.D. work and dissertation during the time that I was teaching at UWEC which took up the time one would normally be devoting to other scholarship.

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** Susan Michaud

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860235 Child Welfare	x	3		40			40
860 311 HBSE I	x	3	35	35			70
860402 Research	x	3	15	15			30
860372 Practice II	x	3	12				12
860102 Introduction	x	3		40			40
860493 Field	x	12		8		8	16
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							
860402 Research	x	3	15	15			30
860311 HBSE I	x	3	40	40			80
860102 Introduction	x	3	40	40			80

## II. Faculty Assignment Report

B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.

Summary of Assignment Workload of Faculty Member	This Year Percent of Time Devoted to Activity	Last Year Percent of Time Devoted to Activity	Check if Primary Assignment
1. Course Instruction	50	80	x
2. Field Liaison	25		
3. Program Administration*			
4. Student Advisement	10	20	x
5. Program and University Committee Responsibilities	5		
6. Community and Professional Activities/Responsibilities	5		
7. Faculty Development Activities			
8. Research and other Scholarly Activities	5		
9. Other-Specify:			
<b>Total</b>	<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** William E. Powell

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
B.S.	Ball State University	Secondary Education	5/69
MSSW	University of Wisconsin-Milwaukee	Social Work	12/75
Ph.D.	University of Wisconsin-Milwaukee	Urban Social Institutions	5/87

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Oshkosh/ Assistant Professor-Social Work	Oshkosh, WI	8/87	5/91
University of Wisconsin-Whitewater Associate Professor-Social Work	Whitewater, WI	8/91	Present

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Family Hospital/Social Worker	Milwaukee, WI	1/78	3/85
Juneau Academy/Social Worker	Milwaukee, WI	1/76	7/77
University of Wisconsin-Milwaukee/ Social Work Research Associate	Milwaukee, WI	5/86	8/87

**D. Identify below your areas of expertise related to social work.**

- Geriatric social work/Aging

- Psychotherapy/Counseling
  - Medical Social Work
  - Social Work Research
  - Developmental Disabilities
  - Mental Health
- E. List below current professional, academic, community-related, and scientific memberships.**
- Baccalaureate Program Directors
  - Society for Spirituality and Social Work
  - Member-Advisory Board—*Families in Society*
- F. Describe your community service responsibilities and activities for the last three years.**
- Board—Jefferson County Habitat for Humanity
  - Chair-Lay Committee—Pastoral Intern—Divinity School
- G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**
- Faculty Senate, 1998-present
  - College Promotions Committee, 1997-present
  - Department Promotions Committee, 1991-present
  - Department Tenure and Reappointment, 1991-present
  - Search and Screen Committee-University
  - University Diversity Committee, 1999-
  - Race & Ethnic Cultures Advisory Committee, 1999-
- H. List below your professional and academic consultative assignments for the last three years.**
- Book review editor, *Families In Society*—13+ years
  - Editorial Board Member, *Families In Society*, 2+ years
  - Associate Editor, *Families In Society*, 2000-
- I. List below special awards, fellowships, grants, etc., you have received during the last three years.**
- 2-3 times nominated for teaching awards
  - 2 times nominated for Who’s Who in Teaching
- J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**
- Approximately 35-40 conferences. At most, I am a presenter .
- K. List below your professional publications for the past five years.**

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
Beneath Still Waters	5/99	<i>Reflections</i>
9 reviews		<i>Families In Society</i>
Abide with Thee	1998	Newsletter of Society for Spirituality & Social Work
Does HBSE Teach Students to Do Anything (co-written) 1997		<i>Controversial Issues in HBSE</i>

2 reprints Advance Directives in Long Term Care

Allyn & Bacon  
Medical Ethics—Outcome  
Board Quality Improvement.  
Aspen Pub.

**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** William E. Powell

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860372 Practice II	x	3		30			30
860402 Social Work Research	x	3		32			32
860493 Social Work Exper	x	3	7	7			14
860312 Human Behavior II	x	3	65				65
860337 Social Gerontology	x	3	22				22
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							
860372 Practice II	x	3	32	32			64
860402 Social Work Research	x	3		27			27
860493 Social Work Exper	x	3	8	7			15
860337 Gerontology	x	3	21				21

## II. Faculty Assignment Report

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

Summary of Assignment Workload of Faculty Member	This Year Percent of Time Devoted to Activity	Last Year Percent of Time Devoted to Activity	Check if Primary Assignment
1. Course Instruction	60	60	x
2. Field Liaison	10	10	
3. Program Administration*			
4. Student Advisement	10	10	
5. Program and University Committee Responsibilities	10	10	
6. Community and Professional Activities/Responsibilities	5	5	
7. Faculty Development Activities	1	1	
8. Research and other Scholarly Activities	4	4	
9. Other-Specify:			
<b>Total</b>	<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:**     **Tim G. Reutebuch**    

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
Ph.D.	Ohio State University	Social Work	9/99
MSW	Indiana University	Social Work	5/92
BS	Purdue University	Forest Management	5/78

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater/ Assistant Professor	Whitewater, WI	8/99	Present
Muskingum Area Technological College/ Assistant Professor	Zanesville, OH	8/95	7/99

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Wabash Valley Hospital/Clinical Social Worker	Lafayette, IN	3/93	8/95
Family Services, Inc./Therapist/Program Coord.	Lafayette, IN	4/92	2/93

**D. Identify below your areas of expertise related to social work.**

Academic: Program Director, Social Work Assistant Program. Four years of classroom instruction covering all social work theory and practice courses as well as coordination of social work field practicums.

Clinical: More than two years as a clinical social worker providing individual, group, family, and couples counseling on an out-patient basis utilizing cognitive-behavioral rational-emotive, transactional analysis, guided imagery and psycho-educational techniques, crisis intervention, stress management and anger management.

- E. List below current professional, academic, community-related, and scientific memberships.**
- NASW
  - Association of Baccalaureate Social Work Program Directors
- F. Describe your community service responsibilities and activities for the last three years.**
- Faculty Advisor for Social Work Student Organization, providing numerous community service opportunities such as “The Gathering”, and “Pass It On”.
  - Columbus (Ohio) Housing Partnership Board Member
- G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**
- Departmental Committees (8-99 to present)
- Employment Seeking Seminar
  - Merit
  - Scholarship
  - Advisory Board
  - SWSO (Social Work Student Organization)
- H. List below your professional and academic consultative assignments for the last three years.**
- Distance Learning Initiative—Muskingum Area Technical College
  - Research Consultant (Ohio State University) for Ohio Capital Corporation for Housing Resident Development Project
- I. List below special awards, fellowships, grants, etc., you have received during the last three years.**
- Outstanding Teacher Award—Muskingum Area Technical College
  - Ohio Capital Corporation for Housing IDA Research Grant
  - Research Assistantship—Ohio State University School of Social Work
- J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**
- March 2000—Presenter, Y2K Biennial Midwest Social Work Education Conference
  - March 1999—Presenter, Ohio State University Doctoral Dissertation Luncheon
  - March 1998—Presenter, IDA National Conference (Chicago, IL)
- K. List below your professional publications for the past five years.**

Title of Publication (include journal title if appropriate)	Date Published	Publisher City and State
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**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** Tim G. Reutebuch

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860102 Introduction	x	3	80				80
860311 HBSE I	x	3	80				80
860311 HBSE I	x	3		75			75
860312 HBSE II	x	3		75			75
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>		<b>This Year Percent of Time Devoted to Activity</b>	<b>Last Year Percent of Time Devoted to Activity</b>	<b>Check if Primary Assignment</b>
1.	Course Instruction	65		x
2.	Field Liaison			
3.	Program Administration*			
4.	Student Advisement	5		
5.	Program and University Committee Responsibilities	10		
6.	Community and Professional Activities/Responsibilities	5		
7.	Faculty Development Activities	5		
8.	Research and other Scholarly Activities	10		
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** Michael D. Wallace

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
MSW	University of Wisconsin-Milwaukee	Social Work	8/80
BS	University of Wisconsin-Milwaukee	Community Education	5/76

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater/ Academic Staff Lecturer	Whitewater, WI	1997	Present
University of Wisconsin-Milwaukee/ Lecturer	Milwaukee, WI	1990	1997

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Lutheran Social Services/Psychotherapist	Milwaukee, WI	1986	present
Private Practice Lutheran Social Services Psychiatric Associates	Milwaukee, WI	1980	1986
Mount Sinai Medical Center/Psychiatric SW	Milwaukee, WI	1982	1984

**D. Identify below your areas of expertise related to social work.**

- Generalist Practice

- Clinical Practice
  - Group work/Group therapy
  - Social, personal problems
  - Mental health-emotional problems
  - Social work with children and adolescents
  - Family therapy
  - Crisis intervention
  - Psychopharmacology
  - Chronic mental illness
  - Child/adolescent behavior disorders
- E. List below current professional, academic, community-related, and scientific memberships.**
- NASW
  - Baccalaureate Program Directors
  - Wisconsin Council on Social Work Education
  - Alpha Delta Mu-National Social Work Honor Society
- F. Describe your community service responsibilities and activities for the last three years.**
- “Pass It On!” Community service
  - Learning project, Social Work Student Organization
  - La Causa, Member of the Permanency Plan Review Board for children in foster care
- G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**
- Student Standards and Support (Chair)
  - Alpha Delta Mu (co-Chair)
  - Social Work Student Organization (advisor)
  - Curriculum
  - Field Work
  - Student Grievances (member, and Chair)
  - Tenant Resource Center (advisor)
  - Scheduling
  - Search and Screen
  - Library Committee
  - Academic Staff Assembly—Job Security Committee
- H. List below your professional and academic consultative assignments for the last three years.**
- Academic advising, 1997-present
  - Social Work Student Organization, 1999-present
  - Advisor, Tenant Resource Center
  - Lecture presented on “Psychopharmacology with Children and Adolescents” to the Jefferson County Department of Human Services, 11-98
  - Workshop for urban school administrators on “Methods of Intervention for Behavioral Problems in the Classroom” presented in Milwaukee on 1/99.
- I. List below special awards, fellowships, grants, etc., you have received during the last three years.**
- Blue Key National Honor Fraternity, 5/00

**J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**

- Presentation—National Conference Baccalaureate Program Directors, 11/99.
- Presentation—Paper on Student Standards and Support, at Y2K Biennial Social Work Education Conference, 4/00.
- NASW Southeast Branch Regional, 3-98
- NASW 24<sup>th</sup> Annual, 5-98
- Wisconsin Council on Social Work Education Fall Conference, 10-98
- NASW-WI Chapter 25<sup>th</sup> Annual, 4-99
- Wisconsin Council on Social Work Education Fall Conference, 9-99
- BPD National Conference, 11-99
- Y2K Biannual Social Work Education Conference, 4-00
- Conduct Disorders Workshop, 10-97
- Strength Based Family Systems Workshop, 5-98
- Leading Large Group Discussions Workshop, 11-98
- Intimacy Disorders Workshop, 6-99
- Group Process, 9-99

**K. List below your professional publications for the past five years.**

Title of Publication (include journal title if appropriate)	Date Published	Publisher City and State

**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** Michael D. Wallace

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year: 1999-2000</b>							
860372 Practice II	x	3	16	16			32
860496 S W with Child/Adol.	x	3		14			14
860493 S W Experience	x	12	4	4		9	17
<b>Previous Academic Year: 1998-1999</b>							
860102 Introduction	x	3	41	38			79
860372 Practice II	x	3	19				19
860371 Practice I	x	3		30			30
860493 S W Experience	x	12		8			20

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>		<b> This Year  Percent of Time  Devoted to Activity</b>	<b> Last Year Percent  of Time Devoted  to Activity</b>	<b> Check if Primary  Assignment</b>
1.	Course Instruction	50	50	
2.	Field Liaison	10	10	
3.	Program Administration*			
4.	Student Advisement	15	15	
5.	Program and University Committee Responsibilities	5	5	
6.	Community and Professional Activities/Responsibilities	5	5	
7.	Faculty Development Activities	2	2	
8.	Research and other Scholarly Activities	3	3	
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

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**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** James P. Winship

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
BA	Davidson College	Spanish	6/70
MSW	University of Georgia	Social Work	4/76
D.P.A.	University of Georgia	Public Administration	6/84

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Georgia	Athens, GA	5/76	6/81
University of Wisconsin-Whitewater	Whitewater, WI	8/81	Present

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Community Action Inc. of Rock & Walworth Counties (group work)	Delavan, WI	2/91 (part-time)	Present

**D. Identify below your areas of expertise related to social work.**

- Homelessness, especially as it relates to families/children and homeless students
- Rural social work practice and context related to social work practice
- Program evaluation

- E. List below current professional, academic, community-related, and scientific memberships.**
- Rural Social Work Caucus, regional representative
  - Wisconsin Council of Children and Families (task force member)
  - National Coalition for the Homeless (task force member, 1998-99)
  - National Welfare Maintaining and Advocacy Partnership (board member)
  - National Center for Homeless Education (task force member)
- F. Describe your community service responsibilities and activities for the last three years.**
- Currently chair (since 1/99) of Poverty Response Team of Rock County
  - Board Member, Bethel House (Whitewater, WI)
  - Member, Homeless Intervention Task Force of Rock and Walworth Counties
- G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**
- Chairperson, Individually Designed Major Committee, Fall, 1995-present.
  - Race and Ethnic Cultures Advisory Committee, 1997-present.
  - LEARN Center Advisory Board, 1997-present.
  - Wisconsin Partnerships in Service Learning, 1997-present.
  - United Way Member, 1998.
  - Graduate Council, 1998-1999.
  - Letters and Sciences Curriculum Committee, 1997-present.
  - Chair, Orientation Task Force, 1998-present.
  - Recipient of a Service Learning mini-grant for Social Work Department (with C. Zastrow).
  - Chair of Search and Screen Committee, 1997.
  - Chair of Reappointment Committee, 1998.
- Social Work Department Committees:
- Field, Reaccreditation, Scheduling Committee, Search and Screen, Reappointment, and multiple short-term task forces.
- H. List below your professional and academic consultative assignments for the last three years.**
- Task Force for the Homeless (95-98), Prime consultant for the three-year HUD-funded grant “Serving, Supporting and Strengthening Homeless Families”.
  - Wisconsin Department of Public Instruction (1998), consultation/training on program evaluation.
  - Hope House (shelter in Milwaukee, WI), consultation on program evaluation.
- I. List below special awards, fellowships, grants, etc., you have received during the last three years.**
- Recipient of a University Teaching Improvement Grant, 1999-2000.
- J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**
- National Institutes on Social Work in Rural Areas, 1991, 1993-1996, 1998-99, presenter at all of these.
- K. List below your professional publications for the past five years.**

Title of Publication	Date	Publisher
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<b>(include journal title if appropriate)</b>	<b>Published</b>	<b>City and State</b>
<i>Generalist Social Work Practice: Context, Story, and Partnerships</i>	1998	Pacific Grove, CA: Brooks/Cole
Book Chapter: "Social Work Community Practice" in <i>The Practice of Social Work</i> by C. Zastrow	1998	Belmont, CA: Wadsworth
Manual—Evaluating Programs Serving Homeless Individuals and Families	1998	State of Wisconsin, Division of Housing

**L. Please include any other pertinent information on this page.**

Featured speaker at the annual C. J. Collins Symposium of the Worden School of Social Service at Our Lady of the Lake University in San Antonio, TX, January, 2000.

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

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**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** James P. Winship

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860462 Social Welfare Policy	x	3	70	58			128
860371 Practice I	x	3	18	18			36
860380/610380 Race, Ethnicity	x	3	30				30
860493 S W Experience	x	12		7			19
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							
Introduction	x	3	80	75			155
860493 S W Experience	x	12	13	12			25

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>		<b> This Year  Percent of Time  Devoted to Activity</b>	<b> Last Year Percent  of Time Devoted  to Activity</b>	<b> Check if Primary  Assignment</b>
1.	Course Instruction	70	50	x
2.	Field Liaison	10	30	
3.	Program Administration*			
4.	Student Advisement	5	5	
5.	Program and University Committee Responsibilities	5	5	
6.	Community and Professional Activities/Responsibilities	5	5	
7.	Faculty Development Activities			
8.	Research and other Scholarly Activities	5	5	
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** Janet M. Wright

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
Ph.D.	University of Wisconsin-Madison	Social Welfare	8/96
MSSW	University of Wisconsin-Madison	Social Work	5/75
BA	Radcliffe College of Harvard University	Social Relations	6/70

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater/ Social Work Department Chair	Whitewater, WI	8/98	present
University of Wisconsin-Whitewater/ Assoc. Prof., Social Work & Women's St.	Whitewater, WI	8/99	present
University of Wisconsin-Whitewater/ Ass't. Prof., Social Work & Women's St.	Whitewater, WI	8/96	8/98
University of Wisconsin-Whitewater/ Instructor, Social Work & Women's St.	Whitewater, WI	9/91	5/96
University of Wisconsin-Whitewater/ Lecturer, Social Work & Women's St.	Whitewater, WI	9/86	9/91
University of Wisconsin-Madison/ Teaching Assistant, Women's Studies	Madison, WI	1/87	6/89

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning</b>	<b>Ending</b>
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		<b>Date</b>	<b>Date</b>
Wright's Family Day Care/Director	Madison, WI	9/84	8/86
Dane County Advocates for Battered Women/ Community Ed. & Training Coordinator	Madison, WI	7/77	8/84
Governor's Joint Panel for the Prevention of Fetal Alcohol Syndrome/Project Coordinator	Madison, WI	3/77	11/77
Pathfinder House, Columbia County/Drug Abuse Counselor	Portage, WI	7/75	11/76

**D. Identify below your areas of expertise related to social work.**

- Working with families: alternative families, gay/lesbian families, family stress, step families.
- Woman abuse
- The connection between woman abuse and alcohol abuse
- AODA issues
- Pedagogy—especially the use of narrative and self disclosure

**E. List below current professional, academic, community-related, and scientific memberships.**

- Baccalaureate Program Directors
- Council on Social Work Education
- Council on Social Work Education, Wisconsin
- National Women's Studies Association
- National Gay and Lesbian Task Force

**F. Describe your community service responsibilities and activities for the last three years.**

- Member, Comprehensive Equity Committee, Oregon School District, Oregon, WI
- Member, Zero Tolerance Committee, Oregon School District, Oregon, WI
- Co-Coordinator, Shoes That Fit Program in the Allied Drive Neighborhood, Madison, WI
- Advisor, Young Parent and Teen Parent Connection Group, Fall 1999-February 2000, Oregon, WI
- Adult Advisor, Madison Area Chapter COLAGE (Children of Lesbians and Gays Everywhere)
- Member, GLBT Alumni Advisory Council, University of Wisconsin

**G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**

- Department Chair, 8/98-present.
- Member, Planning Committee for the Y2K Biennial Regional WCSWE Conference, 1/99-5/00
- Administrative Council, College of Letters and Sciences, 8/98-present
- Lesbian/Gay/Bisexual Awareness Committee, University level committee, 1997-present.

**H. List below your professional and academic consultative assignments for the last three years.**

**I. List below special awards, fellowships, grants, etc., you have received during the last three years.**

**J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**

- “Sons of Lesbians: Redefining Masculinity in the New Millennium”, Y2K Biennial Midwest Social Work Education Conference, Wisconsin Dells, WI, April 6-7, 2000.
- “Growing Up Male in a Lesbian Family: Redefining Gender in the New Millennium”, Baccalaureate Program Directors Annual Conference, St. Louis, MO, November, 1999.
- Meet the Authors presentation on *Lesbian Step Families*, Annual Program Meeting, Council on Social Work Education, San Francisco, CA, March, 1999.
- “Invisible in the Media and Erased in School: The Experiences of Children of Lesbians Stranded in a Heterosexist Environment”, National Council on Family Relations Conference, Milwaukee, WI, November, 1998.
- Author’s Chat Session on *Lesbian Step Families*, Baccalaureate Program Directors Annual Conference, Albuquerque, NM, October, 1998.
- “Teaching the Complexities of Heterosexual Supremacy Using Case Examples from Lesbian Families”, Baccalaureate Program Directors Annual Conference, Philadelphia, PA, October, 1997.
- “Outside/Insight: Creating the Stepmother Role in Lesbian Step Families”, paper presented at the National Council on Family Relations Annual Conference, Kansas City, MO, November 7, 1996.
- “The Personal is Pedagogy: Coming Out in the Classroom,” at the National Council on Family Relations Annual Conference, Portland, OR, November 16-21, 1995.
- “The Researcher as Collaborator/Student Teacher: An Ethnographic Study of Lesbian Step Families,” Wisconsin System Women’s Studies Conference, Madison, WI, October 27, 1995.
- Invited discussant for workshop entitled: “Beyond Marginalization: Challenges and Transitions in Women’s Lives” at National Council on Family Relations Conference, Minneapolis, MN, November, 1994.
- “Lesbian Instructor Comes Out: The Personal is Pedagogy”, paper presented at Midwest Biennial Social Work Education Conference, April, 1992.
- “Alcohol Abuse and Women Abuse: Similarities and Differences”, presentation at Domestic Violence Conference, UW-Whitewater, March, 1992.
- “Therapeutic Issues in Working with Gay and Lesbians in Correctional Settings”, full-day workshop for the State of Wisconsin, Department of Corrections, December, 1991.
- “Therapeutic Issues in Working with Gay and Lesbian Clients”, full-day workshop for Mendota Mental Health Institute, Madison, WI, January, 1991.
- “Lesbian (Step)families: Rethinking the Family”, November 14, 1990. National Council on Family Relations Annual Conference, Seattle, WA.
- “Lesbian (Step)families: Rethinking the Family”, October 5, 1990. Wisconsin Women’s Studies Conference, Whitewater, WI.
- “Lesbian (Step)families: Feminist Danger, Feminist Opportunity”, February 17, 1990. Feminist Graduate Student Conference: Wisconsin, Minnesota, Iowa.
- “Substance Abuse and Woman Abuse: Connections and Issues”, Facilitator of full-day workshop for the Wisconsin Coalition Against Domestic Violence, Stevens Point, WI, June, 1990.

**K. List below your professional publications for the past five years.**

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
<i>Lesbian Step Families: An Ethnography of Love</i>	8/98	Binghamton, NY: The Haworth Press, Inc.
“Lesbian Instructor Comes Out: The Personal is	9/98	New York: Columbia

Pedagogy” in Cohee, Drumer, Kemp, Lafky, Runzo (eds.) <i>The Feminist Teacher Anthology</i> (updated and reprinted as one of the best articles from <i>The Feminist Teacher</i> in the preceding 10 years)	University Teachers College Press
“Overcoming Heterosexual Supremacy” in Sears, J. T. 1994 (ed.) <i>Bound By Diversity</i>	Columbia, SC: Sebastian Press

**L. Please include any other pertinent information on this page.**

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** Janet M. Wright

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year: 1999-2000</b>							
860371 Practice I	x	3	14	18			32
860473 Practice III	x	3	10				10
860493 SW Experience	x	12		6		10	16
<b>Previous Academic Year: 1998-1999</b>							
860473 Practice III	x	3	31	16			47
860493 SW Experience	x	12		7		15	22

**II. Faculty Assignment Report**

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

<b>Summary of Assignment Workload of Faculty Member</b>		<b>This Year Percent of Time Devoted to Activity</b>	<b>Last Year Percent of Time Devoted to Activity</b>	<b>Check if Primary Assignment</b>
1.	Course Instruction	20	20	
2.	Field Liaison	10	10	
3.	Program Administration*	30	30	
4.	Student Advisement	10	10	
5.	Program and University Committee Responsibilities	5	5	
6.	Community and Professional Activities/Responsibilities	10	10	
7.	Faculty Development Activities	5	5	
8.	Research and other Scholarly Activities	10	10	
9.	Other-Specify:			
<b>Total</b>		<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**



**Form D1**

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION**

**I. Faculty Data Form**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.2 to 4.4 (baccalaureate) and 4.2 to 4.4 (master's). One copy of this form should be completed for each faculty member, including those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. This information is being requested in lieu of a faculty curriculum vita, therefore **do not** include a curriculum vita for each faculty member. Thank you.

**A. Duplicate any form if additional space is needed to provide the data requested.**

**Name of Faculty Member:** Charles Zastrow

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Degree Awarded</b>
BS	University of Wisconsin-Madison	Psychology	5/64
MSSW	University of Wisconsin-Madison	Social Work	5/66
Ph.D.	University of Wisconsin-Madison	Social Welfare	5/71

**B. List below all academic appointments you have held below:**

<b>Employing Academic Institution/Title</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
University of Wisconsin-Whitewater	Whitewater, WI	8/71	Present
University of Wisconsin-Madison	Madison, WI	9/66	1/69

**C. List below all professional post master's social work experience:**

<b>Employer/Position</b>	<b>City/State</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Central State Hospital/Social Worker	Waupun, WI	5/66	8/66
Bureau of Research, State Dept. of Health & Social Services/Project Associate	Madison, WI	5/67	8/67
Madison Community Welfare Council/Research Analyst	Madison, WI	7/68	6/69
Dane County Social Planning Agency/Research Director	Madison, WI	6/69	8/71
Whitewater Community and Campus Counseling Center/Assistant Director and	Whitewater, WI	8/85	2/86

**D. Identify below your areas of expertise related to social work.**

- Generalist Practice
- Counseling Theories
- Group Work/Group Therapy
- Grief Management
- Stress Management
- Assertiveness Training
- Emotional Problems
- Social and Personal Problems
- Human Behavior and Social Environment
- Neuro-Linguistic Programming
- Rational Therapy
- Reality Therapy
- Accreditation of Social Work Educational Programs

**E. List below current professional, academic, community-related, and scientific memberships.**

- Council on Social Work Education
- National Association of Social Workers
- Academy of Certified Social Workers
- NASW Register of Clinical Social Workers
- Wisconsin Council on Social Work Education
- The Association for the Advancement of Social Work With Groups
- Certified Independent Clinical Social Worker in Wisconsin

**F. Describe your community service responsibilities and activities for the last three years.**

- Was in 1999-2000 a test item writer for the American Association of State Social Work Boards
- With other faculty and students have periodically published a Directory of Community Service Organizations in the Tri-county area in which the campus is located.
- Am a member of the Commission on Accreditation for the Council on Social Work Education. Have reviewed numerous accreditation documents and made recommendations regarding accreditation.
- Have been a member for the past three years of the Corresponding Committee for the APM for the CSWE

**G. List below major program and/or institutional committees of which you are currently a member or have been in the last three years. Provide dates of your involvement.**

- Member of the Standards Revision Committee, and Policy Committee of COA
- Currently chair of following committees in the department: Accreditation/curriculum, Advisory Board, Field Placement.
- Am a member of the following additional committees in the department: Merit, Scheduling, Promotion, Reappointment, Search and Screen
- Representative from the College of Letters and Sciences to annually select the outstanding researcher in the College of Business

**H. List below your professional and academic consultative assignments for the last three years.**

- Have conducted candidacy visits to: Rust College, Mississippi; Campbellsville College, Kentucky; Fordham College, New York; Philander Smith College, Arkansas
- As Field Placement Coordinator at UW-Whitewater, have consulted with a number of field agencies about a variety of issues
- Have been a frequent consultant to the Social Work Certification Board in Wisconsin
- Was the Consulting Editor in Social Work for Nelson-Hall for many years—until the company was sold in 1999

**I. List below special awards, fellowships, grants, etc., you have received during the last three years.**

- Blue Key Recognition in 1998
- Who's Who in Medicine and Healthcare, 2000-2001
- International Authors and Writers Who's Who, 1999
- Who's Who in the World, 1998
- Who's Who in Science and Engineering, 1998-1999

**J. Identify below any professional meetings attended during the past ten years. Please describe any special role you played in regard to the meeting, for example, meeting organizer, presenter, etc.**

- Have attended every APM for the past ten years, and at each presented in a Meet the Authors session
- Have been a member of the Commission on Accreditation since 1998, and have attended three meetings a year in Washington, DC for this commission. In 1999-2000 was chair of the Long Distance Education Committee

**K. List below your professional publications for the past five years.**

<b>Title of Publication (include journal title if appropriate)</b>	<b>Date Published</b>	<b>Publisher City and State</b>
<i>Understanding Human Behavior and the Social Environment</i> , 5 <sup>th</sup> ed., with Karen Kirst-Ashman	2001	Pacific Grove, CA: Brooks/Cole
<i>Introduction to Social Work and Social Welfare</i> , 7 <sup>th</sup> ed.	2000	Pacific Grove, CA: Brooks/Cole
<i>Social Problems: Issues and Solutions</i> , 5 <sup>th</sup> ed.	2000	Belmont, CA: Wadsworth
<i>The Practice of Social Work</i> , 6 <sup>th</sup> ed.	1999	Pacific Grove, CA: Brooks/Cole
<i>Social Work with Groups</i> , 4 <sup>th</sup> ed.	1997	Chicago: Nelson-Hall

**L. Please include any other pertinent information on this page.**

- Have been an accreditation site visitor to 22 programs, and have chaired 13 of these site visits.
- Have had 37 articles published in professional journals.
- Have been the recipient of 8 grants.

**Council on Social Work Education Commission on Accreditation  
II. Faculty Assignment Report**

The purpose of this form is to provide information on each faculty member in compliance with Evaluative Standards 4.4 to 4.5 (baccalaureate) and 4.3 to 4.4 (master's). Provide the information requested below for all faculty, including those employed in full-time, part-time (only those who have been used out of the population in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions.

**A. Check or furnish the data requested as appropriate below. Indicate all courses taught on overload with an asterisk (\*).**

**Name of Faculty Member:** Charles Zastrow

A	B	C	D	E	F	G	H
Numbers and Titles of Courses Taught in the Last Two Academic Years	Baccalaureate	Credit Hours for Course	First Semester or Quarter	Second Semester or Quarter	Third Quarter	Summer	Student Enrollment Total
			Enter below the enrollment for each time period				
<b>Current Academic Year:</b>							
<b>1999-2000</b>							
860301 Assertiveness Training	x	1	25	25			50
860302 Grief Management	x	1	25	25			50
860303 Managing Stress	x	1	25	25			50
860493 SW Experience	x	12	5	7		15	27
860371 Practice I	x	3	11				11
860372 Practice II	x	3		17			17
<b>Previous Academic Year:</b>							
<b>1998-1999</b>							
860301 Assertiveness Training	x	1		25			25
860302 Grief Management	x	1		25			25
860303 Managing Stress	x	1		25			25
860493 SW Experience	x	12	5	7		9	21
860371 Practice I	x	3	33	13			46

## II. Faculty Assignment Report

**B. Furnish the data requested below. Faculty who are not full-time should use the average time they contribute to the social work program weekly as representing 100% and break out all assignments as portions of that total. Thank you.**

Summary of Assignment Workload of Faculty Member	This Year Percent of Time Devoted to Activity	Last Year Percent of Time Devoted to Activity	Check if Primary Assignment
1. Course Instruction	40	40	
2. Field Liaison	20	20	
3. Program Administration*	20	20	
4. Student Advisement	3	3	
5. Program and University Committee Responsibilities	5	5	
6. Community and Professional Activities/Responsibilities	5	5	
7. Faculty Development Activities	2	2	
8. Research and other Scholarly Activities	5	5	
9. Other-Specify:			
<b>Total</b>	<b>100%</b>	<b>100%</b>	

**\*If part of your assignment in the program is to serve in an administrative capacity.**

**Council on Social Work Education Commission on Accreditation  
I. Faculty Summary**

The purpose of this form is to provide an overview of program professionals in compliance with Evaluative Standards 4.0 to 4.1 (masters) and 4.0 to 4.2 (baccalaureate) and 3.0 to 3.2 (both). Provide the information requested below for all faculty. Include those employed in full-time, part-time (only those who have been used out of the pool in the last three years), visiting, adjunct (include only those employed within the last three years), and field liaison positions. Please list from highest to lowest in rank. Thank you.

A Initials and Surname of Faculty Member	B Current Rank or Title	C (Check one)		D Tenure Track Position (Check One)		E Tenured (Check One)		F Gender (Check One)		G Date of Appt.	H Ethnicity	I* Yrs. Of Practice Exper.	J Years of Employment as Full-time Educator			K % Time Assigned to the Program				
		Part Time	Full Time	Yes	No	Yes	No	NA	M				F	Previous Posit.**	Current Posit.**		bsw	msw	bsw	msw
J. Jackson	Lect.	x			x		x		x	9/93	Afr Am	17								
K. Kirst-Ashman	Prof.		x	x		x			x	8/80	White	5			20		100			
S. Michaud	Ass't Pr		x	x			x		x	8/99	White	12	7	3	2		100			
W. Powell	Prof.		x	x			x		x	8/91	Biracial	17.5	4		9		100			
T. Reutebuch	Ass't Pr		x	x			x		x	8/99	White	3.5	4		1		100			
M. Wallace	Lecturer		x		x		x		x	8/98	White	20			3		100			
J. Winship	Assoc Pr		x	x			x		x	8/81	White	2	2		19		100			
J. Wright	Assoc Pr		x	x			x		x	9/86	White	11			10		100			
C. Zastrow	Prof.		x	x			x		x	9/71	White	4			29		100			

\* Enter the total number of years of practice experience after receiving the master's of social work degree, combining full-time and part-time work into a full-year equivalency.

\*\* Should sum to total years of full-time teaching.

#### **4.1 TWO MSW FACULTY ASSIGNED FULL TIME TO PROGRAM**

*Description: The baccalaureate social work education program must have a minimum of two faculty members with master's degrees in social work. They are to have full-time appointments in the institution and be assigned full time to the social work program.*

All of the faculty in our department (8.25 positions) have a master's degree in social work, with seven of the eight full time faculty also having a doctorate degree.

#### **4.2 SUFFICIENT CONTINUITY OF FULL-TIME FACULTY**

*Description: Responsibility for providing educational experiences must be vested in a full-time, experienced, knowledgeable faculty who identify with the profession of social work. There must be sufficient continuity in the assignment of a core of full-time faculty who hold master's degrees in social work to ensure the stability of the program's essential functions. Part-time and adjunct faculty may provide flexibility and breadth to the program as a supplement to full-time faculty.*

All of the nine faculty members (eight full time, and one part time) have extensive teaching experience in social work, have extensive direct practice experience, and identify with the profession of social work. A majority of these nine faculty members have been teaching in the program for ten or more years, which helps to ensure the stability of the program's essential functions.

#### **4.3 PRACTICE, FIELD INSTRUCTION WITH MSW & TWO YEARS PRACTICE EXPERIENCE**

*Description: Faculty who teach required courses on social work practice or coordinate field instruction must hold a master's degree in social work from an accredited program with the equivalent of two years or more of full-time post-master's-degree experience in professional social work practice.*

All of the nine faculty members (eight full time, and one part time) hold Master's degrees in Social Work and have two or more years of post-master's degree experience. (The faculty believe Dr. Jim Winship also has more than two years post-master's degree experience in professional social work practice. At the last reaccreditation review a question was raised about this, and as the attached letter indicates, Dr. Winship was granted an exception by CSWE to teach courses in the generalist practice of social work.)

Letter from CSWE re: Jim

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#### 4.4 ONGOING OVERSIGHT & CONTINUOUS EVALUATION OF TOTAL PROGRAM

*Description: The responsibilities of the core of full-time faculty must include ongoing oversight of the curriculum, including the design, modification, approval, implementation, and evaluation of the program's curriculum and educational policies; systematic and continuous evaluation of program outcomes in the light of the program's specified goals; teaching of practice and other social work courses; coordination of field instruction; and maintenance of program integrity.*

The full time faculty of the Social Work Program have the primary responsibility for ongoing oversight of the curriculum, including the design, modification, approval, implementation, and evaluation of the program's curriculum. The chief mechanism used for this in the program is the Curriculum Committee, composed of all full time faculty in the program.

Any substantial change in the curriculum that is recommended by the Curriculum Committee is then reviewed by the following committees and persons in the indicated order: Department meetings of the Social Work faculty, Dean of the College of Letters and Sciences, College Curriculum Committee, University Curriculum Committee, Faculty Senate, and Provost. Once a curriculum change is officially approved, modification, implementation and evaluation are the responsibility of the department and faculty.

Systematic and continuous evaluation of program outcomes in the light of the program's specified goals is carried out by the Department Curriculum Committee and in monthly Department faculty meetings. The Advisory Board is consulted on major curriculum issues. All practice and other required social work courses are taught by social work faculty members. Dr. Charles Zastrow is the Field Placement Coordinator; he is a member of the social work faculty.

Practitioners and social agencies are provided opportunities to contribute to the educational policies and curriculum content of the program through two means. The Social Work Advisory Board, which is composed of agency staff, is charged with the role of providing input to the Department on a variety of topics. This group meets annually. In addition, field liaisons often receive ideas from agency field instructors either in person or through the end-of-semester evaluation completed by the agency field instructors, or through two semi-annual orientation meetings with agency field instructors. Agency field instructors are thus given opportunities to recommend changes which they feel would benefit students and agencies.

The Advisory Board was established in 1985, and has had substantial input into the social work program. Agency representatives appear to appreciate the opportunity to provide input, and certainly the program appreciates and benefits from their contributions. The Advisory Board was established to provide a more institutionalized and less ad hoc means of gathering agency feedback. The Advisory Board has assisted in presenting an annual job-hunting workshop for juniors and seniors majoring in social work. Five or six Advisory Board members are part of a panel that cover the following topics:

- Where to look for social work/human services job openings
- Resume—getting a foot in the door
- Cover letter
- Calling for job information and/or interview
- Researching the job beforehand
- Interviews:

- Personal appearance
- Typical interview questions
- Group interviews
- Asking questions regarding the job opening
- Eye contact in the interview
- Ending the interview on a positive note
- Follow-up telephone calls after interview

The Advisory Board also has provided consultation on: mission statement of the program, curriculum issues, reaccreditation issues, forms currently in use at agencies, field placement evaluation instruments, orientation sessions for agency supervisors, and innovative approaches to connect potential human service employers and graduates seeking employment.

The Advisory Board recommended a few years ago that a system be developed to require that social work students have paid or volunteer work experience in social work in the early stages of majoring in social work. The department now requires that each student must have at least 30 hours of volunteer or paid work experience in a social work agency as one of the requirements for obtaining a passing grade in our Social Work Practice I class. The Advisory Board also provided suggestions for implementing the recently enacted Caregiver Background Check and Investigation Legislation.

Program integrity is maintained through periodic monitoring of our program in monthly meetings of the department faculty, and in meetings of the Curriculum Committee.

<b>4.5 FACULTY WORKLOAD CREDIT, FIELD COORDINATOR, FULL-TIME, 25% RELEASE TIME FULL ACADEMIC YEAR, SUMMER COMPENSATION</b>
--

*Description: In determining faculty assignments, workload credit must be given for the time needed to advise students, to select and evaluate field instruction settings, to provide liaison between field settings and students, to evaluate student performance, to perform administrative tasks, to conduct scholarship, to discharge community obligations related to the purposes of the program, to participate in activities of professional organizations, and to engage in professional development activities. The program is to provide the time necessary to engage in research, publication, and other scholarly production.*

*The coordinator of field instruction must have a full-time appointment with no less than 25% release time over the full academic year for that position. The program must give evidence of continuity in compensated coverage of these duties over the summer.*

Advising students is considered to be part of the contract responsibilities of full-time faculty members. Field liaisons are assigned 6 to 7 students in a section of field placement. (Each section of field placement counts for ¼ of the teaching load of faculty who are assigned to be field liaisons.) When assigned to be a faculty liaison, the faculty member has the responsibilities (among other responsibilities) of selecting and evaluating field instruction settings, providing liaison between field settings and students, and evaluating student performance in field placement.

Many of our faculty (as part of their workload expectations) chair standing and ad hoc committees in the department.

Dr. Charles Zastrow is the Field Coordinator, and receives  $\frac{1}{4}$  time teaching load reduction for this responsibility. During the summer months the Field Coordinator is assigned a section of field placement, and is compensated at \$85 per undergraduate credit that is generated. (For example, if the Field Coordinator supervised 8 students he receives \$8,160, as each of these students receives 12 credits.)

The Field Placement Coordinator is responsible for the following tasks:

- Informing students two or three semesters prior to field placement about placement opportunities and expectations
- Preparing for, and leading, the orientation meetings for field placement students that are held in October and February
- Assigning students to faculty supervisors for placement
- Explaining our field placement program to inquiring agencies who want interns in the future
- Providing orientation and training programs to agency supervisors as mandated by the Council on Social Work Education. Orientation meetings cover aspects of our program, including:
  - a. Overview of field placement
  - b. Evaluation procedures
  - c. Professional issues
  - d. Summary of Curriculum Policy Statement of the Council on Social Work Education
  - e. Mission statement of the department
  - f. Program goals of the department
  - g. Department's definition of generalist practice
  - h. Program objectives of the department
  - i. Linkages between program objectives and curriculum objectives
  - j. Brief description of required social work courses
  - k. Criminal background checks of interns
- Coordinating how information is disseminated to agency supervisors in regard to how our curriculum relates to field placement, as mandated by the Council on Social Work Education
- Coordinating the process of articulating practice goals for each intern, as mandated by the Council on Social Work Education
- Chairing the Advisory Board.
- Being a trouble shooter for problems that arise (such as for an agency who refuses to take interns who have a disability, confronting marginal students with the expectations of field two or three semesters prior to field, and working with campus programs who are inappropriately encouraging students with severe deficiencies in communicative skills to pursue social work as a major).
- Updating the *Field Placement Manual*.
- Preparing an Annual Report of time (translated into in-kind contributions) contributed to the University by agency supervisors, and time (translated into in-kind contributions) of hours provided to community service agencies by our interns.
- Developing approaches to appropriately recognize agency supervisors.

As part of a faculty member's contract with UWW, he or she is expected to discharge community obligations related to the purposes of the program; to participate in activities of professional organizations; to engage in professional development activities; and to engage in research, publication, and other scholarly production. As can be seen in the Faculty Data Forms, Dr. Karen Kirst-Ashman and Dr. Charles Zastrow have national reputations as textbook writers. Dr. Janet Wright has authored a book on lesbian stepfamilies, and Dr. James Winship has co-authored a practice textbook. Dr. James Winship has recently received a grant to integrate new technologies into practice classes.

Review of the Faculty Data Forms indicate our faculty have been highly active, and successful in: writing, research, providing services to the campus, providing services to the surrounding communities, and in participating in activities of professional organizations.

## **EVALUATIVE STANDARD 5 STUDENT DEVELOPMENT**

### **5.0 CRITERIA FOR STUDENT ADMISSION**

*Description: The program must clearly articulate and implement criteria and processes of student admission.*

Any student enrolled in the University of Wisconsin-Whitewater, by institutional policy, may request social work as a major. Any student may register for the entry point course, "Introduction to Social Welfare and Social Work."

Students interested in majoring in social work meet with a social work faculty advisor to discuss this interest. This allows students to become more familiar with the field of social work, and with employment opportunities. It also allows students to begin to assess their motivation toward a career in social work. Students choosing to major in social work fill out the following application form.

**SOCIAL WORK MAJOR APPLICATION FORM**  
**Student Standards and Support Committee**

**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.

<b>SOCIAL WORK MAJOR APPLICATION FORM</b> <b>Student Standards and Support Committee</b>
---

Name \_\_\_\_\_

ID # \_\_\_\_\_

Local Address:  
 \_\_\_\_\_  
 \_\_\_\_\_

Home Address:  
 \_\_\_\_\_  
 \_\_\_\_\_

Local Phone: \_\_\_\_\_

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

As part of the Admissions process, every student must attend an “Orientation for New Social work Majors” meeting, where the following material is reviewed:

## **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 be 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 lasts 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.

An overall grade point of 2.25 (4.0 scale) is required to enroll in all social work practice courses and in social work experience. Exceptions may be made for students having a 2.50 for the last two semesters or a 2.75 GPA in the semester prior to applying. Students with a lower GPA may enroll in all other social work courses. Students must maintain a 2.25 grade point in the social work major in order to graduate.

All required social work courses 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. A more advanced course may not be taken until a C or better is obtained in the lower level course. Students must receive at least a C average in 860493, Social Work Experience, or graduate. Students in Social Work Practice I are required to demonstrate that they possess a moderate level of interviewing and casework skills. These skills are gauged using videotaped role playing of simulated situations. Students may repeat their videotapes if necessary.

The admission policies of UWW are excerpted below from the 2000-2002 University Bulletin, pp. 9-11.

### **FRESHMAN:**

Eligibility for admission to UW-Whitewater will be based on the following criteria:

1. Graduation from a recognized high school. (Applicants who completed a high school equivalency diploma (GED) may still be considered if at least 21 years of age and out of school for two years or more.)
2. Applicants must complete 17 units of high school work with a minimum of 13 core college preparatory units from the academic areas of English (including speech), social studies, mathematics, and science. Within the 17 units, the applicant must have the following academic pattern:
  - (a) Four required units in English which may include one unit of speech.
  - (b) Three required units in social studies.
  - (c) Three required units in mathematics, (including beginning algebra/trigonometry combination).
  - (d) Three required units in science.
  - (e) Four additional units from any of the required areas or from the arts, computer science, foreign language, accounting or other academic areas as approved by the University.
3. Applicants who have completed the required academic unit pattern will be eligible for admission if they (1) rank in the upper 50 percent of their high school class, or (2) rank in the lower 50 percent of their high school class and have combined high school class and ACT/SAT percentile ranks of 100 or above.
4. Due to an enrollment limitation program, a discretionary admissions category (applications will be held for possible acceptance at a later date) has been established for freshman applicants. UW-Whitewater has defined this category to include applicants who meet the minimum admission standards, but rank in the bottom half of their class, and have a combined class rank percentile and test score percentile between 70 and 99. During recent years, approximately 33% of the students in the discretionary category have been offered admission.

5. Special consideration may be given for admission for applicants who are 21 years of age, have been home-schooled, have served in the armed forces, come from a disadvantaged background, or have other unique circumstances.
6. **OUTSTANDING** students may be considered for part-time or full-time admission to UWW before completing high school. Early admission is granted on an individual basis and only to those highly qualified applicants who can demonstrate that they can benefit from entrance into college prior to high school graduation. For further information contact the Admissions Office.

**TRANSFER STUDENTS:**

UW-Whitewater requires a minimum 2.0 (4.0 system) cumulative grade point average to transfer; however, admission requirements may be higher for students planning to enroll in particular academic programs and during periods of enrollment limitation. Students who are enrolled in their first semester and who do not meet freshman admissions standards, must complete 12 college transferable credits to receive transfer admission consideration.

Guaranteed Transfer Program—Students participating in the UW-Center/UWW Guaranteed Transfer Program may begin their university education at a UW-Center and upon completion of 60 credits be guaranteed the same opportunity to continue at UWW as students who began at UWW. A minimum cumulative grade point average of 2.0 (4.0 system) is required for transfer; however, grade point average requirements may be higher for students planning to enroll in particular programs.

**READMITTED STUDENTS:** Students returning to the University after an absence of one semester or more must file an application for readmission. It is also necessary to furnish transcripts covering college-level work taken elsewhere during their absence from UW-Whitewater. Readmitted students must receive advising before registering and are encouraged to seek other assistance as needed for their unique situation.

**SPECIAL STUDENTS:**

SPECIAL STUDENTS WITHOUT CREDENTIALS. Students who wish to enroll for six credits or less in any semester may apply for admission as a “special student without credentials”. The application fee is not required but some record of previous academic work may be required to establish academic eligibility. Transfer students who do not meet admission standards will not be granted admission as a special student. Special students without credentials may attend summer school without establishing academic eligibility and may take as many credits as are regularly allowed in the summer school for all students.

Special students without credentials are not considered candidates for a degree and are not required to receive formal academic advising upon enrollment.

SPECIAL STUDENTS WITH CREDENTIALS. Students who have a conferred bachelor’s degree and wish to enroll only for undergraduate work may apply as a “special student with credentials”. An admissions application and an official transcript indicating receipt of the degree must be submitted for review. An admissions application fee is required for students seeking teaching licensure or a second bachelor’s degree and who have not previously attended a UW

System campus as a matriculated student. Students in this classification must meet the UWW program grade point average requirement and are considered to have fulfilled proficiency, general education, and diversity requirements.

**INTERNATIONAL STUDENTS:** The University will consider applications from international students who demonstrate academic potential, are proficient in English, and have adequate financial resources to meet expenses while attending UW-Whitewater.

To assess academic potential, results of nationally-administered examinations and the secondary school record will be considered.

**ACADEMICALLY DISMISSED STUDENTS:** Students dismissed for academic reasons will be considered for readmission if their grade point average is improved by means of work taken through UW-Whitewater summer sessions. Students will also be eligible for readmission if they have remained out of college for the time specified under the probation and dismissal policies of the University. Students who have been academically dismissed and attend other post-secondary institutions during their absence from UWW will be evaluated based upon their academic performance (final grades) at the sending institution; this may delay the readmission process to the University and could affect admission eligibility.

## 5.1 WRITTEN POLICIES AND PROCEDURES FOR TRANSFER OF CREDIT

*Description: The program must have written policies and procedures concerning the transfer of credit and the use of proficiency examinations. Such policies and procedures are to avoid redundancy, promote program integrity, and contribute to relevant undergraduate education for students. Field practicum courses may not be transferred from an unaccredited program.*

Social work college credits transferred from another university which a social work student wishes to apply to the major is subject to evaluation by the Department Chairperson. This evaluation assesses the applicability, similarity and adequacy of that course content in relation to the Social Work Department requirements. (The required courses in our social work program are designed with a focus of seeking to be compatible with relevant evaluative standards and the Curriculum Policy Statement.)

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 UWW 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 must make an acceptable videotape and pass a comprehensive exam covering contemporary theories of social work intervention. The department does not administer proficiency examinations for other courses. Field practicum courses cannot be transferred from an unaccredited program.

## **5.2 LIFE AND WORK EXPERIENCE CREDIT IN PROGRAM DOCUMENTS (CPS B6.3-B6.13)**

*Description: Academic credit for life experience and previous work experience must not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas specified in the Curriculum Policy Statement. (See Curriculum Policy Statement B6.3 to 6.13). Statements of this policy are to appear in formal program documents.*

No credit is given for either life experience or previous work experience in lieu of the field practicum or of courses in the professional foundation areas specified in the Curriculum Policy Statement. This policy is stated in the Social Work Student Handbook.

## **5.3 SPECIFIED ADVISEMENT POLICIES AND PROCEDURES**

*Description: The program's advisement policies and procedures must be clearly specified and made known to both program faculty and students.*

The advisement policies and procedures of the Department of Social Work are contained in the Student Handbook and in the Policy Manual of the Department. The information below is taken directly from the Student Handbook which is provided to all students and faculty members. In addition, a copy of the Policy Manual of the Department is provided to all faculty.

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

All full-time faculty carry advising responsibility, with the actual number of advisees assigned per faculty member being roughly equalized among these faculty members. Every semester each student is required during the registration period to see his or her faculty advisor to

receive advising as to which courses to register for. (The Dean's Office has been making funds available for the Department to employ an upper-level major in social work to assist in the advising process; such a peer advisor is highly trained and supervised by a social work faculty member.)

Students are asked to provide feedback on the advising they have received each semester through the Advisor Inventory. This Inventory is distributed (to be filled out) in social work classes shortly after the registration period ends. Such feedback is used to improve advising, for determining merit, and for other personnel purposes. The Social Work Department is one of the few departments in the university which has such an extensive program of regularly evaluating advising.

UW-Whitewater has a computerized registration system. Part of this system involves students registering via a touch-tone telephone. The computerized registration system helps to assure that students have the necessary prerequisites to enroll in their courses. (At UW-Whitewater the primary registration period is held a few months before the start of the semester in which students are registering.)

#### **5.4 ADVISEMENT BY FULL-TIME OR PERMANENT PART-TIME FACULTY WITH REQUIRED CREDENTIALS**

*Description: Professional social work advisement must be carried out by full-time or permanent faculty whose educational credentials include either a master's degree in social work or a baccalaureate degree in social work plus a social work doctorate. Advisors must be fully knowledgeable about the baccalaureate program.*

Social work advising is the responsibility of full time social work faculty members who have a master's degree in social work. (As noted in the previous section, during the four-week registration period, a peer advisor (who is an upper-level social work major) is frequently employed to assist in advising. This peer advisor is highly trained and supervised by a social work faculty member. All advisors in our program are very knowledgeable about the baccalaureate program at our campus. Recently hired faculty members are assigned to a faculty mentor (a faculty member who has been teaching in the program for several years). One of the mentor's responsibilities is to facilitate the recently hired faculty member becoming knowledgeable about the baccalaureate program, including all of the course requirements that social work majors must meet in order to graduate.

All faculty advisors are required to post at least five hours per week of office hours (which includes time for advising of students).

#### **5.5 EVALUATIVE AND ONGOING ACADEMIC AND CAREER ADVISEMENT**

*Description: Professional social work advisement must orient students and assist them in assessing their aptitude and motivation for a social work career, allow for early and periodic evaluation of each student's performance, guide students in selecting areas of coursework, and assess with students the field settings that best meet their educational needs and career goals.*

As indicated earlier in response to EVS 5.3, advisors have the responsibilities of orienting students and assisting them in assessing their aptitude and motivation for a social work career, providing for regular review of students' educational performance in all facets of the social work program, and guiding students in selecting areas of coursework. Advisors are also available to assist students in assessing the field settings that best meet their educational needs and career goals. The Field Coordinator (Dr. Charles Zastrow) and all of the faculty field liaisons are also available to assist students in reviewing the field settings that best meet their career goals and educational needs.

## **5.6 STUDENTS RIGHTS AND RESPONSIBILITIES SPECIFIED AND THEIR INVOLVEMENT IN FORMULATING AND MODIFYING POLICIES**

*Description: The program must have policies and practices that specify student's rights and responsibilities. Consistent with the policies of the institution, the program must enable students to participate in formulating and modifying policies affecting academic and student affairs.*

The 2000-2002 University Bulletin (pp. 22-25) contains the following statements about student rights and responsibilities:

This section of the Bulletin is prepared to highlight certain pertinent rules, rights and responsibilities of which students should be aware. By no means all inclusive, it is meant only to group together certain key items which will be of special assistance. Students are urged to study and use the rest of this bulletin to become knowledgeable about those matters of importance to them, their program of study, and their graduation requirements.

### **LEGAL SERVICES**

Student Government provides a Legal Services Program free of charge to UW-Whitewater students. An attorney, hired by Student Government, is available approximately 10 hours per week.

### **STUDENT RESPONSIBILITY**

Students are held responsible for monitoring an accurate record of their own progress toward graduation. No changes will be made to course entries on the academic record that are not appealed within two years of the posting date and changes will not be made to a record after the degree is officially entered.

### **ACADEMIC MISCONDUCT**

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic disciplinary Procedures.

### **ABSENCE FOR UNIVERSITY SPONSORED EVENTS**

University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted as an absence. A university sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

## **STUDENT RIGHTS**

**STUDENT RECORDS:** All student records held by the University of Wisconsin-Whitewater, regardless of origin, are the property of the University and may be used by the University in any manner legally appropriate. Student records will be treated in a responsible manner and with due regard to the personal nature of the information they contain. However, the student should understand that student records may be disclosed to others who have a legal right to such access when, in the judgment of the University, such disclosure serves the best interests of the student, the University, and the community.

The University of Wisconsin-Whitewater reserves the right not to release a student's record, or any information based upon the record, when the student has failed to discharge any obligation, financial or otherwise, to the University.

## **NAME CHANGES**

If students change their first or last name and wish to have this change reflected on their academic record, they would need to complete a "Change of Name Declaration Card." Students can get these forms from the Registrar's Office. Any name change requires at least one legal form of documentation, i.e., a certified copy of a court order, a marriage license, a dissolution decree, a driver's license, or a state issued I.D.

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.

1. 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.
  2. 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:

1. Discuss the issue of concern with the individual(s) primarily involved. This should take place within 14 calendar days after the aggrieved action occurred.
2. 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.
3. After hearing the student's appeal, the chairperson or supervisor will attempt to mediate the problem to resolution within 14 calendar days.
4. 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:

1. 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.

2. 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.
3. 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:**

1. Problem occurs.
2. Within 14 calendar days, discuss it with the person whose actions are in question. (informal)
3. If no satisfaction, within 7 calendar days, talk it over with the chair or supervisor of the person. (informal)
4. Chair/supervisor will attempt to resolve within 14 calendar days. (informal)
5. 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)
6. Within 14 calendar days, the dean or director will attempt resolution or make the final decision. (formal)

**Student Grade Appeals**

Based on Student Academic Grievance Procedures, approved by Senate 12/11/90, by Chancellor 1/23/91, published 2/6/91, revised by Senate 11/9/93 and 3/8/94.

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 is 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.

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## **INSTITUTIONAL POLICY ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The 1974 Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. A student is defined as an individual who is (or has been) in attendance and for whom the university maintains education records. All rights under FERPA apply to the student. Education records are defined as all records maintained by the University about a student. There are six exceptions:

- Personal notes of UW-Whitewater staff and faculty.
- Employment records.
- Medical and counseling records used solely for treatment.
- Financial records of parents.

- Confidential letters and statements of recommendations placed in a student's records prior to January 1, 1975.
- Confidential letters and statements of recommendations for admission, employment, or honorary recognition placed in records after January 1, 1975, for which the right to inspect and review has been waived.

The Law provides to the student the following rights:

- (1) *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*

Students should submit to the Office of the Assistant Chancellor for Student Affairs a written request that identifies the record(s) they wish to inspect. The Assistant Chancellor will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Assistant Chancellor for Student Affairs, the office shall advise the student of the University official(s) to whom the request should be addressed.

- (2) *The right to request an amendment of the student's education records that the student believes are inaccurate or misleading.*

Students may ask the University official to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials have a legitimate educational interest if the officials need to review an education record in order to fulfill their professional responsibility. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel or health staff), a person or company with whom the University has contracted (such as an attorney, auditor, collection agent or the National Student Loan Clearinghouse); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school officials in performing their tasks.

Under the act, prior written consent must be obtained before information may be disclosed to third parties unless they are exempted from this provision. These exceptions include:

- Requests in accordance with a lawful subpoena or court order.

- Requests from representatives of agencies or organizations from which the student has received financial aid.
- Requests from officials of other educational institutions in which you intend to enroll.
- Requests from other persons specifically exempted from the prior consent requirement of the act (certain federal and state officials, organizations conducting studies on behalf of the university, accrediting organizations).
- Requests for “directory information” (please refer to the following statement for an explanation).

At its discretion the University may provide Directory information in accordance with the provisions of the Act to include: student name, home and local addresses and telephone numbers, degree program, dates of attendance, term credits attempted, degrees and awards received, the most previous educational agencies or institutions attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Also, a portion of the student ID number may be used to post final grades. Students may withhold Directory information from third parties by notifying the Registrar in writing prior to the first day of classes for the fall semester and the request must be filed annually. A request for non-disclosure received after the fall semester begins will be honored by the University for the remainder of the academic year.

- (4) *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Wisconsin-Whitewater to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.*

Revisions and clarifications to FERPA will be published as experience with the law and the university’s policies warrant.

#### **ACCOMMODATION OF RELIGIOUS BELIEFS**

It is the policy of the Board of Regents that students’ sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements.

1. Students shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
  - a. There is a scheduling conflict between the students’ sincerely held religious beliefs and taking the examination or meeting the academic requirements; and,
  - b. The students have notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses), of the specific days or dates on which they will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students’ religious beliefs.
4. Student notification of instructors and requests for relief shall be kept confidential.
5. Complaints of failure to provide reasonable accommodation of students’ sincerely held religious beliefs as required by this rule may be filed under institutional complaint and grievance procedures adopted pursuant to Chapters UWS 6 and 13.

For additional information or to file a grievance regarding a failure to provide reasonable accommodation, please contact the Office of the Diversity and Equal Opportunity Compliance Office (Hyer Hall, Room 330, Phone 262-472-4672).

The Social Work Student Handbook contains the following additional statements about rights of social work majors:

### **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.

### **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.

### **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 Disabled Student Services. 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.

### **Student Academic Grievance Procedures**

(The campus' grievance procedures, which appear in the University Bulletin, also are printed in the Social Work Student Handbook.)

Students have a variety of informal and formal processes for participating in formulating and modifying policies affecting academic and student affairs. These processes include the following:

- a. Students are encouraged by faculty informally to make suggestions that will improve our social work program.

- b. Some faculty members conduct nominal group exercises in classes that are designed to identify shortcomings in our social work program, and to receive suggestions for improving the program.
- c. As a component of every student course evaluation (which is held near the end of each course) students are asked to anonymously fill out a form which elicits their thoughts on the strengths and shortcomings of our social work program, and also asks for their suggestions for changes.
- d. As described above, the Social Work Student Organization provides a mechanism through which students can suggest program changes.
- e. Two Social work Student Organization representatives participate in faculty meetings and SWSO has a vote on all non-personnel motions.
- f. One Social Work Student Organization representative is a member of the Advisory Board, and thereby participates in Advisory Board deliberations.
- g. The Dean of the College of Letters and Sciences has a Dean's Advisory Council, which is composed of one student representative from each department; student representatives have this formalized opportunity to express their concerns and suggestions for changes to this Dean.

## 5.7 ENCOURAGE STUDENTS TO ORGANIZE

*Description: The program must provide opportunities for students to organize in their interests as students and encourage such organization.*

As indicated in the response to EVS 5.6, our program states in the Social Work Student Handbook that social work majors have the right, and are encouraged, to organize in their interests as students. For over 20 years the Social Work Student Organization (SWSO) has been a viable organization. One or two faculty members are appointed each year by the program faculty to be available for consultation and support to SWSO.

The organization has participated in a variety of campus functions, including organizing successful fundraisers for the Child Care Program on campus. The organization provides members with an opportunity to share experiences and to get acquainted with each other. SWSO has frequent guest speakers from agencies, and also arranges a number of social events for majors. SWSO has been very active, and successful, in recent years. The organization has had several fundraisers, such as a "homeless sleep-out" that raised funds for a homeless shelter in the community. For this "sleep-out" students slept for an evening on the campus mall, and took pledge money for number of hours spent by each student participant. SWSO has also arranged for representatives from the two MSW programs in the state (UW-Madison and UW-Milwaukee) to discuss admissions requirements and procedures. SWSO has also participated actively in the processes involved in seeking reaffirmation of accreditation by CSWE.

SWSO has an "Adopt a Grandparent" program in which members volunteer to be paired up on a one-to-one basis to regularly visit a resident of a nursing home.

One of our faculty members, Mr. Michael Wallace, has worked with SWSO to develop and implement a "Pass It On!" program. In addition to developing skills in areas of social work, this project entailed submitting and receiving a Dimensions Grant in the spring of 1998 for funding, and organizing numerous volunteers to collect donations of food and clothing from university dormitories. At semester's end, the outcome was collection of over 30 bags of

clothing, and 8 boxes of food. These items were distributed to 12 social service agencies in and around the Whitewater area. “Pass It On!” is now an annual social work student and university event.

## **5.8 EXPLICIT CRITERIA FOR EVALUATION PROCEDURES FOR TERMINATION (ACADEMIC AND NON-ACADEMIC)**

*Description: The program must make explicit the criteria for evaluating students’ academic and field performance. The program’s policies and practices must include procedures for terminating a student’s enrollment in the social work program for reasons of academic and non-academic performance.*

The procedures used for evaluating student’s academic performance begins with the course syllabus in each class. At the beginning of each course, the instructor distributes copies of the course syllabus. (Copies of these syllabi are presented in Volume II of the Self Study.) Each syllabus contains the objectives for the course, a summary of the topics that will be covered, and a description of the assignments for the course and of the grading procedures.

The grade point criteria for continuing on in the social work program are specified in the program’s response to EVS 5.0. The program’s policy about: academic progress, professional behavior and ethics, and personal characteristics is specified in the program’s response to EVS 5.0.

In Social Work Practice I students are required to successfully complete a videotaped interview that demonstrates their competence in interviewing skills and the problem-solving process. Students cannot pass the course without receiving a “pass” on this videotape requirement. This requirement serves two purposes. It helps ensure that students who will graduate from this program have the competence necessary to help people in practice, and it also alerts students without the necessary skills and abilities of the advisability of changing their major before they proceed further in social work. (A more detailed description of this requirement is contained in the syllabus for the Social work Practice I course in Volume II of the Self Study.)

The Student Standards and Support Committee, chaired by Mr. Mike Wallace, has developed criteria, guidelines, and a due process for students who are identified by faculty as academic and/or professional concerns. The committee has prepared the following document that identifies criteria for evaluating students’ academic and nonacademic conduct. This document includes procedures for terminating a student’s enrollment in the social work program for reasons of academic and nonacademic performance.

# 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 be 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 lasts 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 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
- 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

### **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.

## WRITING AND SOCIAL WORK

Writing is an important part of social work. Social workers are writing social histories, recommendations for a judge 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. 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 by the time that they reach field placement. If you don't write well, this may restrict the kinds of good learning opportunities that you may have in your field placement, and your recommendation from your field supervisor when you apply for jobs will not be as strong as it otherwise would be.

Following are recommendations for students on how to strengthen your writing skills while you are at UW-Whitewater. Although the recommendations are grouped according to your assessment of your writing skills, recommendations in one area may be applicable across the board.

**Students with concerns about your writing skills:** If you think that your writing is weak (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 that 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.

**Students whose writing skills are adequate:** If you think that 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 classes will give you opportunities to practice your writing and get feedback on your writing. In English 372, the assignments can be social work-related. For students getting a BA, either of these courses will also partially fulfill the requirement of six 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 other opportunities to improve your writing.

**Students whose writing skills are already good:** If your writing is one of your strong points, you may want to not only follow the recommendations in the previous section but also take other English courses in writing to further sharpen your skills. One of our graduates several years ago landed a job after field placement with an agency that typically only hired persons with two years experience, because her writing skills were better than anyone else there. It pays to build on your strengths.

**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.

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Area(s) of concern:

Goal(s):

Task(s) for achieving goal(s):

Timeframe in which task(s) is (are) to be completed:

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

The Standards and Support Committee has also developed the following Field Placement Code of Conduct. Each student entering field placement is required to read, sign, and abide by this Code of Conduct.

## **SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT**

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

**COUNCIL ON SOCIAL WORK EDUCATION  
COMMISSION ON ACCREDITATION  
Student Enrollment Report—Baccalaureate Program**

Please provide these data for the last complete academic year, unless otherwise noted.

Date: September, 2000

1. Number of students <sup>1</sup>
  - A. Currently enrolled in the social work program: 355
  - B. Of the above number, being advised in the social work program: 355
  - C. Check the configuration used by the institution:  
Semester x Quarter \_\_\_\_\_ Trimester \_\_\_\_\_
  - D. Not enrolled in the social work program but taking social work courses: 180
  
2. Indicate the current faculty to student ratio for the baccalaureate program, calculating full-time equivalencies for both faculty and students according to institutional and program procedures and definitions. The current baccalaureate faculty: student ratio is 1 to 44.
  
3. If the baccalaureate social work operates within the administrative auspices of a combined master's and baccalaureate program, present the student enrollment in the master's program: Full-time: \_\_\_\_\_ Part-time: \_\_\_\_\_
  
4. Provide statistics on graduation and on student dropout or termination for the three last completed academic years for the social work program (September through August):

Academic year	Number of students Graduated	Number of students dropped <sup>2</sup>	Number of students terminated <sup>3</sup>
1999-2000	87	8	0
1998-1999	113	0	0
1997-1998	149	0	0

1 If count is not complete or if you are between terms, give number of students enrolled in program for both items 1a and 1b during the last term.

2 "Dropped" students have left the program through their own actions.

3 "Terminated" students have been separated from the program through a program action.

5. Projected number of students enrolled for the next three academic years:

Academic year	Full-Time	Part-Time
2000-2001	300	11
2001-2002	305	8
2002-2003	303	10

6. Enter below the number of students by ethnic and sex distribution in item 1A for current or last completed academic year.

	Female		Male	
	Full-time	Part-time	Full-time	Part-time
African American	11	2	7	3
Asian American	1	2	4	
Chicano/Mexican American				
Hispanic (not Chicano or Puerto Rican)	4			
Native American	1			
Puerto Rican				
Other Minority (specify)				
International	2	41	32	7
White/Caucasian	246			
<b>Total</b>	<b>265</b>	<b>45</b>	<b>43</b>	<b>10</b>