



UNIVERSITY OF WISCONSIN
WHITEWATER

**Department
of
Social Work
Student Handbook**

2017-2018

WELCOME

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

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

Table of Contents	Page
Department of Social Work Faculty and Staff	3
University of Wisconsin- Whitewater	4
What is Social Work	4
What is Social Welfare	5
Social Work Certification	5
Criminal Background Check	6
Admission to the Professional Social Work Program	6
Introduction to the Social Work Program	6
Mission Statement	6
Specified Objectives of our Educational Program	7
Course Requirements in Social Work	10
Liberal Arts Background and Prerequisite Courses	10
Required Social Work Courses	10
Required Social Work Descriptions	10
Overview of the Design of the Social Work Curriculum	12
Linkages Between Program Objectives and Curriculum Objectives	14
Preparing Yourself for Social Work Practice	14
Service Learning Requirements	15
Overview	15
Requirements	15
Provided Documentation	16
Social Work Student Organization (SWSO)	18
Writing and Social Work	18
Statistics Course for Graduate School	19
Save Social Work Syllabi	19
Phi Alpha Honor Society for Social Work	19
Policies and Procedures	19
Faculty Evaluation	19
Department Assessment and Evaluation	20
Students Rights to Organize	20
Reasonable Modifications	20
Student Academic Grievance Procedures	21
College Credit for Prior Academic Work	23
Graduation Requirements	23
Grading Requirement	23
Advisement	24
Student Educational Files	24
University Writing Requirement	24
Student Standards and Support Committee	25
Student Standards and Support Policies and Standards	26
Student/ Faculty Contract	31
Orientation for New Social Work Majors	32
Student Admission Contract- Code of Conduct	33
Social Work Field Placement- Code of Conduct	34
NASW Code of Ethics	35
Checklist for Social Work Course	41
FERPA Release Form	42
Exit Survey	46

Department of Social Work Faculty and Staff

FULL TIME FACULTY

Jennifer J. Anderson , LCSW Assistant Professor	Telephone: (262) 472-7390 Email: andersoj@uww.edu Laurentide Hall 5212	B.A. St. Joseph's College M.S.W. Southern Illinois University–Carbondale Ph.D. Indiana University
Deanna Guthrie , LCSW, Ph.D. BSW Program Coordinator Assistant Professor	Telephone: (262) 472-1881 Email: guthried@uww.edu Laurentide Hall 5214	B.S., M.S.W., Ph.D. Loyola University
Sarah Hessenauer , LICSW, PhD MSW Program Coordinator/ Associate Professor	Telephone: (262) 472-1203 Email: hessenas@uww.edu Laurentide Hall 5205	B.A., B.A., M.B.A. UW-Whitewater M.S.W. UW-Milwaukee Ph.D. Loyola University
Aruna Jha , Ph.D. Assistant Professor	Telephone: (262) 472-5304 Email: jhaa@uww.edu	M.S.W., Ph.D. University Illinois Chicago M.S.Ed., Northern Illinois University M.Sc. India
Yeongmin Kim , Ph.D. Assistant Professor	Telephone: (262) 472-1212 Email: kimye@uww.edu Laurentide Hall 5215	B.A., B.A., M.S.W. National University, Seoul M.S.W., Ph.D. UW-Madison
Kristi L. Law , Ph.D. Assistant Professor	Telephone: (262) 472-7179 Email: lawk@uww.edu Laurentide Hall 5209	B.S. University of Kentucky M.S.S.W. University of Louisville Ph.D. University of Iowa
Tim Reutebuch , Ph.D. Associate Professor	Telephone: (262) 472-1478 Email: reutebut@uww.edu Laurentide Hall 5211	B.S. Purdue University M.S.W. Indiana University Ph.D. Ohio State University
Jeannine Rowe , Ph.D. Associate Professor	Telephone: (262) 472-1162 Email: rowej@uww.edu Laurentide Hall 5213	B.A. University of Nevada-Reno M.S.W., Ph.D. UW-Milwaukee

FULL TIME LECTURERS

Katherine Drechsler , MSW Lecturer	Telephone: (262) 472-1320 Email: drechsik@uww.edu Laurentide Hall 5208	B.A. UW-Eau Claire M.S.W. UW-Milwaukee Ph.D. Aurora University
--	--	--

ADJUNCT FACULTY

Kelly North Lecturer	Telephone: (262) 472-1137 (office) Email: northk@uww.edu	B.S.W. UW-Whitewater M.S.W. UW-Milwaukee
James P. Winship , Ph.D. Professor	Telephone: (262) 472-5304 Email: winshipj@uww.edu	B.A. Davidson College M.S.W., Ph.D. University of Georgia

SUPPORT STAFF

Lori Trimble Academic Department Associate	Telephone: (262) 472-1137 Email: trimblel@uww.edu Laurentide Hall 5200
--	--

UNIVERSITY OF WISCONSIN-WHITewater

Attending college is a special and unique experience. Since 1868, students from Wisconsin and dozens of other states and countries have shared that experience here, exploring various intellectual paths, making new friends and enjoying good times together.

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

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

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

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

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

WHAT IS SOCIAL WORK?

Social work is the primary (although by no means the only) profession involved in implementing social welfare programs. The term "social worker" is generally applied to graduates (either with bachelor's or master's degrees) of schools of social work and social welfare. In Wisconsin, you cannot call yourself a social worker until you have passed the state certification/licensing process. A social worker is a change agent who is expected to be skilled at working with (and improving the lives of) individuals, groups, families, organizations, and communities. On this campus, the major for preparing social workers is designated as "social work." A wide variety of employment settings are available for social workers, including foster care, adoption, probation and parole, public assistance, counseling, services to single parents, day care services, school social services, services to minority groups and to veterans, recreational services such as Boy Scouts and Y.W.C.A. programs, social services in a medical or mental hospital, anti-poverty programs, social services in a nursing home and other services to the elderly, marital counseling, drug and alcohol counseling, services to persons with a physical or mental disability, research, and social action.

There are currently more employment opportunities available in social work than in many other fields, and the future looks encouraging. Social services and their delivery are becoming a more integral part of our fast-paced society and the demand for qualified personnel is expected to expand. If

you are looking for the challenge of working with people to improve social and personal circumstances, then you should seriously consider a career in social work.

WHAT IS SOCIAL WELFARE?

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

Social welfare programs and activities:

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

SOCIAL WORK CERTIFICATION

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

CRIMINAL BACKGROUND CHECK

The State of Wisconsin passed a Caregivers Act in 1998. You should be aware that this law requires criminal background checks for interns seeking a field placement, and for graduates of a social work program seeking employment in a social service agency. A list of specific crimes that may bar interns from field placement (or may bar graduates from social work employment) has been developed. If you have questions, please speak with your advisor.

ADMISSION TO THE SOCIAL WORK PROGRAM

Students may declare a Social Work Major at any time throughout their collegiate career. The entry into the Social Work Professional Training Program is by application only. Students must be formally admitted into the Social Work Professional Training Program before they may enroll in SOCWORK 371.

Recognizing that educational preparation and commitment to the social work profession are essential qualities for social work students, the following are the requirements found on the application for admission into the professional social work bachelor's program: Students must complete 40 or more college credits, earn a combined cumulative GPA of 2.50 (including all UW-W and transfer course grades), completion of GENED 130 or PSYCH 211; completion of SOCWORK 102 with a grade of C or better; concurrent enrollment or completion of SOCWORK 101 and SOCWORK 311, both with a grade of C or better.

The application for the professional program can be found on the department's website. Students are shown the application and requirements are reviewing in Social Work 101.

INTRODUCTION TO THE SOCIAL WORK PROGRAM

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

MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT

The University of Wisconsin-Whitewater Department of Social Work prepares students to be exceptional professionals who facilitate change with vulnerable and diverse individuals, families, and communities and promote social justice for all.

MISSION STATEMENT GOALS

1. Through coursework, advising, and other programming (student organization, undergraduate research, etc.), students will acquire the necessary knowledge, values, and skills to graduate as culturally competent beginning generalist social workers.
2. Consistent with the NASW Code of Ethics, students will demonstrate personal and professional integrity.
3. Through our long-standing history of collaboration with human service organizations in the region, the department will promote effective and culturally sensitive social service programs and practice.

4. Faculty will engage in scholarly and creative activity, especially in areas that enhance social work practice, social welfare policy, and social work education.

The Social Work Department promotes, respect, values, and celebrates the unique attributes of each individual's characteristics in our learning environment. The institution encourages diverse learning, cultural experiences, creative interactions, and service opportunities. We believe diversity is an opportunity--to embrace the uniqueness of individuals. We value differences which includes, but is not limited to: age, ethnicity, gender, gender identity, political affiliation, language differences, nationality, parental status, physical, mental and developmental abilities, race, religion, sexual orientation, skin color, socioeconomic status, education, and culture.

We provide an inclusive learning environment that blends educational opportunities, the field placement planning process, input from our Advisory Council, student organizations, research opportunities, and professional development opportunities (speaker series, seminars, and lecture series) with the unique talents and interests of our faculty, staff, students, and communities. The following are two distinct ways in which we facilitate an inclusive learning environment:

1. The University of Wisconsin-Whitewater requires all of its students to take one 3-unit Diversity credit that stems from one of the courses offered in African-American, Native- American, Asian-American or Hispanic experiences. These courses may also be used to satisfy requirements in other areas, including General Education.
2. The Inclusive Excellence Program purpose is to identify and engage with campus-wide efforts focusing on inclusive excellence, to advocate for diversity in all forms, to act as a source of education and programming for these issues, and to make recommendations to the Chancellor for resolving problems and/or concerns that are brought to the attention.
3. Faculty Involvement in Diversity:
The University of Wisconsin- Whitewater has established multiple committees that address diversity or inclusivity issues that the campus may encounter. These committees work with the student population and other faculty members in order to create solutions for any current problem, to prevent problems from happening in the future, and to promote awareness for minority or underrepresented group(s).
 - Some of the committees that our faculty are involved in includes:
 - Katherine Drechsler: Assessment Committee for the College of Letters and Science
 - Tim Reutebuch: Chancellor's Campus climate working group serving on the community subcommittee
 - Kristi Law: the Women's Issue Committee and International Education Committee

<http://www.uww.edu/cls/inclusive-excellence>

<p style="text-align: center;"><i>SPECIFIED OBJECTIVES OF OUR EDUCATIONAL PROGRAM</i></p>
--

In accordance with CSWE, graduates of our baccalaureate social work program will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 use technology ethically and appropriately to facilitate practice outcomes
- 1.5 use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3.2 engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- 4.1 use practice experience and theory to inform scientific inquiry and research
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9.1 select and use appropriate methods for evaluation of outcomes
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COURSE REQUIREMENTS IN SOCIAL WORK

LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES

GENED 130	Individual and Society	<ul style="list-style-type: none"> • PREREQ. FOR SOCWORK 311 & SOCWORK 371
or PSYCH 211	Introduction to Psychology	
POLISCI 141	American Government & Politics (Policy)	<ul style="list-style-type: none"> • REREQ. FOR SOCWORK 462
BIOLOGY 120/141	Biological Foundations	<ul style="list-style-type: none"> • GRADUATION REQUIREMENT *

***Must be completed successfully before taking the Social Work Experience Course**

REQUIRED SOCIAL WORK COURSES

SOCWORK 101	Introduction to the Social Work Profession	
SOCWORK 102	Introduction to Social Welfare and Social Work	
SOCWORK 311	Human Behavior and the Social Environment I	<ul style="list-style-type: none"> • PREREQ: GENED 130/PSYCH 211 AND SOCWORK 102, ONLY ONE OF WHICH CAN BE TAKEN CONCURRENTLY

Admission to the Professional Program Required before Following Courses Can be Taken

SOCWORK 371	Social Work Practice I	<ul style="list-style-type: none"> • PREREQ: GENED 130, SOCWORK 102, JUNIOR Status, and 2.25 Combined Cumulative GPA; COREQ: SOCWORK 311
SOCWORK 372	Social Work Practice II	<ul style="list-style-type: none"> • PREREQ: SOCWORK 371
SOCWORK 402	Social Work Research	<ul style="list-style-type: none"> • PREREQ: SOCWORK 102 AND SOCWORK 311
SOCWORK 462	Social Welfare Policy	<ul style="list-style-type: none"> • PREREQ: SOCWORK 371 and POLISCI 141
SOCWORK 473	Social Work Practice III	<ul style="list-style-type: none"> • PREREQ: SOCWORK 372
SOCWORK 489	Senior Seminar	
SOCWORK 493	Social Work Experience (6-12 credit blocks)	<ul style="list-style-type: none"> • PREREQ: All other social work classes, with grade of C or better, unique requirements [see above].

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS

SOCWORK 101 Introduction to Social Work Profession (1 credit)

This course is required for all social work majors as it introduces social work majors to the social work department, social work profession, code of ethics, critical thinking and social work writing skills.

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

This course is an introduction to the history and philosophy of social welfare, to the social work profession, and to social institutions so that the students may enlarge their liberal arts education, gain understanding of contemporary social welfare problems and services, and begin to evaluate their personal values and convictions about social welfare issues. Required for all social work majors.

SOCWORK 311/511 Human Behavior and the Social Environment I (3 credits)

This course is designed to provide students with an understanding of the processes of bio-psycho and socio-cultural development from infancy to young adulthood. Material is also presented on the social systems (families, groups, organizations, and communities) in which individuals live.

SOCWORK 371 Social Work Practice I (3 credits)

This course presents contemporary theoretical approaches to social work practice with individuals, groups, families, organizations and communities. This course uses a competency approach to assess and develop student interviewing and interpersonal skills, emphasizing social work practice with individuals.

SOCWORK 372 Social Work Practice II (3 credits)

This course is designed to provide knowledge and skills needed to engage in generalist social work practice, including further development of interviewing and interpersonal skills. The course has an emphasis on social work practice with groups and communities.

SOCWORK 402/602 Social Work Research (3 credits)

This course is designed to familiarize the student with basic concepts of social work research methodology and statistics, computer usage, to develop competence in evaluating research literature and to develop beginning skills in evaluating social work practice.

SOCWORK 462/662 Social Welfare Policy (3 credits)

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

SOCWORK 473/673 Social Work Practice III (3 credits)

This course will cover advanced problem solving approaches for intervention with individuals, families, groups, organizations, and communities. The class will utilize simulated practice situations. The course has an emphasis on social work practice with families and organizations.

SOCWORK 489 Senior Seminar in Social Work (1 credit)

The course prepares students for future options within the field of social work. Portfolio preparation (including resume) and presentation is emphasized as an essential element of making the transition to careers in the private and public sectors, as well as graduate studies.

SOCWORK 493 Social Work Experience ("Field Placement Internship") (12 credits)

Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Students are placed in a variety of agencies, commensurate with their expressed desires and educational needs. Grades are based upon application of knowledge, skills, performance of expected tasks, role performance, and so forth.

Three distinct options exist for field placement (all require the same number of hours in the practicum and same demonstration of skills and learning). These options are:

1. A block field placement in a regular semester in which an intern spends four full days at an agency, earning 12 credits that semester. (Total hours required: 480). This is the preferred method by many of the agencies the department works with.
2. A two-semester placement with the intern spending two days (16 hours per week) at an agency and earning 6 credits/semester. Days of the week are flexible at an agency, but

- interns are generally encouraged to clear their schedules for placement on Tuesday and Thursday. (Total hours required: 480).
3. During the summer, a block field placement has been offered where an intern spends five full days at an agency for at least 12 weeks, earning 12 credits. (Total hours required: 480).

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

- | | |
|--|--|
| County social services departments | Nursing homes |
| Mental health clinics | Probation and parole departments |
| Juvenile probation departments | Prisons |
| Correctional schools for juveniles | Group homes |
| Planned Parenthood clinics | Rehabilitation centers |
| Job training and placement centers | Medical hospitals |
| Runaway centers | Neighborhood centers |
| Pupil services departments in schools | Residential treatment programs |
| Alcohol and other drug treatment centers | Shelters for battered women |
| Offices of political leaders | Centers providing services to persons with |
| Rape crisis centers | AIDS |
| Policy/macro practice settings | |

OVERVIEW OF THE DESIGN OF THE SOCIAL WORK CURRICULUM

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

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

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

The UW-W Social Work Department adds to this definition emphasis on: a planned change approach, a client-centered approach, empowerment and social justice for populations-at-risk, and attention to the strengths of client systems.

In order to further this preparation for generalist practice and provide the appropriate knowledge and skill base for social work, a specific curriculum has been developed. The curriculum is composed of several core areas and includes both courses outside the major as well as social work offerings. The background for social work practice requires broad exposure to a number of liberal arts disciplines including political science, psychology, sociology, English, biology, and speech. Courses in these areas complement and support the social work major which itself draws from other fields. Thus, the curriculum and supporting courses can be viewed as a total package designed to produce the desired outcomes.

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

Human Behavior & Social Environment

Human Behavior & Social Environment I (SOCWORK 311)
BIOLOGY 120
Individual & Society (GENED 130) or
Introduction to Psychology (PSYCH 211)

Social Work Practice

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

Social Welfare Policy & Services

Introduction to Social Welfare (SOCWORK 102)
Social Welfare Policy (SOCWORK 462)
POLISCI 141

Research

Social Work Research (SOCWORK 402)

Field Work

Social Work Experience (SOCWORK 493)

Electives in the Program

1. SOCWORK 301 Assertiveness Training in the Helping Professions
2. SOCWORK 235 Child Welfare
3. SOCWORK 325 Social Work with Children and Adolescents
4. SOCWORK 302 Grief Management in the Helping Professions
5. SOCWORK 321 Immigration Today
6. SOCWORK 337 Introduction to Social Gerontology
7. SOCWORK 303 Managing Stress and Burnout in the Helping Professions
8. SOCWORK 360 Community Based Learning
9. SOCWORK 380 Race, Ethnicity, and Social Justice: Issues for Helping Professionals
10. SOCWORK 341 Sexuality for Professional Growth
11. SOCWORK 330 Legal Issues in Social Work Practice
12. SOCWORK 350 Psychopharmacology for the Helping Professions
13. SOCWORK 498 Independent Study in Social Work

Although this listing provides a shorthand way of viewing the program, it is important to recognize that preparation for practice, by its very nature, requires an integration of curriculum content, somewhat blurring the distinction between areas. For example, the field experience portion of the curriculum is expected to integrate all of the areas. The ability to write and speak competently is required in all areas since these skills are important in all areas of social work practice. Ethical considerations are also applicable to all social work courses including research and social policy. Of course, research cannot be divided from theory or practice, and policy and practice are likewise related. In addition, practice is dependent upon knowledge of human behavior in the social and physical environment and so it goes. As can be seen, the dividing lines are not as sharp as one might suppose.

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

- Social Work Values and Ethics
- Diversity

- Promotion of Social and Economic Justice
- Populations-at-Risk

LINKAGES BETWEEN PROGRAM OBJECTIVES AND CURRICULUM OBJECTIVES

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

<u>Competency</u>	<u>Courses</u>
1	Practice I, II, & III; Research; Field
2	HBSE II; P1; P3; Field
3	Policy; Field
4	Practice II, & III; Research; Field
5	Policy; Field
6	HBSE I; Practice I & II
7	HBSE I; Practice I & III; Research; Field
8	Practice I; Research; Field
9	Practice II; Research; 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.

PREPARING YOURSELF FOR SOCIAL WORK PRACTICE

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

- Volunteer or paid work experience in social welfare.
- Social Work Student Organization (SWSO).
- Writing and social work.
- Statistics course for graduate school.
- Save your social work syllabi.
- Phi Alpha Honor Society

Each of these mechanisms will be briefly described.

**Department of Social Work
~ Service Learning Requirement ~**

OVERVIEW

All students, regardless of major, who are enrolled in the general education Introduction to Social Welfare course are required to complete service learning hours. Social work majors are then required to continue service learning throughout their Practice I and Practice II courses. Service learning is an experience in which students learn by actively participating in organized activities that support individuals, families, groups, communities, or organizations.

REQUIREMENTS

The total number of service learning hours varies by the course and major. A total of 16 hours is required for non-social work majors enrolled in the general education course, and a total of 76 hours is required for all social work majors. The format (paid or unpaid) and number of agencies also varies by course. Please see the table below for specific course requirements.

Course	SOCWORK 102 Introduction to Social Welfare	SOCWORK 371 Practice 1: Individuals	SOCWORK 372 Practice 2: Groups
Hours Required	16 hours	30 hours	30 hours
Paid/Unpaid	Unpaid	Paid or Unpaid	Paid or Unpaid
Max Agencies	1 agency	Maximum 2 agencies	Maximum 2 agencies
Semester of completion	All hours must be completed during semester enrolled (unless you have prior approval from the department).	All hours may be completed during semester enrolled; <u>OR</u> -20 hours must be completed in semester enrolled; <u>AND</u> -10 hours may be completed in semester or summer immediately preceding course enrollment	All hours may be completed during semester enrolled; <u>OR</u> - 60 hours may be completed in Practice 1, which must be the semester or summer immediately preceding enrollment; <u>OR</u> - 30 hours may be completed in the semester or summer immediately preceding course enrollment

Service learning hours must be completed with an organization that provides social, behavioral, or physical health services. The hours of service must provide a direct benefit to and direct interaction with individuals, families, groups, communities, or organizations. Opportunities in which the student would perform one of the many roles held by social workers (e.g., advocate, activist, broker, counselor, case manager, coordinator, educators, empowerer, evaluator, group facilitator, mediator, etc.) is likely an acceptable placement.

The work must stem beyond personal responsibility. For example, visiting a nursing home through a program would qualify as community service, but visiting a relative in a nursing home would not qualify. Similarly, providing educational and emotional support for a young child with autism would qualify if it was direct services; however, babysitting for a cousin with autism would not qualify.

The work must involve direct interaction with the individuals, families, groups, communities, or organizations you are serving. Note-taking for the Center for Students with Disabilities (CSD) does not count. Work done for CSD only counts toward this service learning requirement if it involves direct interaction with the student receiving services, such as in-class aiding. Volunteering at an animal shelter would not count.

As you advance to service learning for your practice courses, the work should be new and fresh learning rather than what you've already done and experienced for Introduction to Social Welfare.

PROVIDE DOCUMENTATION

Students are required to provide documentation of the service learning hours. The form on the following page must be used to document the completion of hours.

TO DO

Download and electronically complete form on the next page. Then, obtain the agency supervisor's signature and contact information. The completed form should be submitted in the format required by the course instructor. Most instructors require the completed form to be scanned and submitted to the dropbox on D2L. The form may be scanned using a UW-Whitewater scanner, found in the library. If you are uncertain how to scan the completed form, please check with a librarian for directions.

IMPORTANT INFORMATION

Although volunteer/service learning/internship hours may be required in social work classes, neither the University nor the social work department carries liability insurance. Please see (<http://www.uww.edu/policies/agent-liability-protection>). Lack of such insurance means that in the unlikely chance you were sued by one of the clients or staff, you could suffer financial loss as a result. You may or may not have personal insurance that would cover liability in the case of these situations. We encourage students to determine if the student has insurance and/or to obtain insurance if the student does not.

One organization that provided liability insurance in the case that students do not have insurance is NASW. Please see the link at: <http://www.naswassurance.org/malpractice/student-liability-individuals/>

**Department of Social Work
~ Service Learning Hours ~**

This section is to be completed by the student (please type in your responses).

Course (check one): Intro to Social Welfare (16 hours) Practice 1 (30 hours) Practice 2 (30 hours)

Student Name: _____

Name of Agency (i.e., where hours completed): _____

Number of Hours Completed: _____

Agency Address: _____

Agency Phone: _____

Brief description of responsibilities or tasks performed by the student at the agency

PART II: This section is to be completed by the agency supervisor (please hand-write your responses)

Supervisor Name: _____

Supervisor Phone: _____

Supervisor email: _____

Student Assessment: Acceptable
 Unacceptable, please indicate why:

Other Comments (if desired):

Supervisor Signature: _____

Date: _____

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. One member of the organization is placed on the faculty department meeting (which meets monthly) to give their input on decisions that are made. One member also is placed on the Letters and Sciences Dean's Advisory Board in order to provide student feedback to college decisions. SWSO provides students 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. SWSO also engages in volunteer activities, hosts the annual graduate school fair, invites past alumni to campus for a career day, has assisted in mental health/suicide awareness events, and hosts the end of the year social work student banquet.

WRITING AND SOCIAL WORK

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

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

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

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

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

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

STATISTICS COURSE FOR GRADUATE SCHOOL

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

SAVE SOCIAL WORK COURSE SYLLABI

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

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

PHI ALPHA HONOR SOCIETY FOR SOCIAL WORK

Phi Alpha Honor Society for Social Work is the National Social Work Honor Society. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work. Requirements for membership nomination are:

- A. Declared social work as a major.
- B. Achieved sophomore status
- C. Completed 9 semester hours of core social work major courses.
- D. Achieved an overall grade point average of 3.3 on a 4.0 scale.
- E. Achieved a 3.25 grade point average in required social work courses.
- F. Nomination by the majority of the social work department faculty.

POLICIES AND PROCEDURES

FACULTY EVALUATION

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

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

DEPARTMENT ASSESSMENT AND EVALUATION

The department holds events routinely in order to gather student feedback and as a part of our assessment process. Students are invited to focus groups, to complete surveys electronically, to attend the advisory board (a group of social workers in the field who guide the program and provide feedback to the department each semester on policies and department programming), to meet with faculty, and to complete the required senior exit survey (see page 45), among other things. Students are encouraged to be active in these events in order to improve the quality of the social work department. With any immediate concerns, students are encouraged to reach out to the program coordinator.

The Social Work Advisory board, consisting of students and community social work agencies, meet once a semester to review program policies and program data to improve the program. The advisory board also provides recommendations on changes to the curriculum based on new social work interventions/trends in the profession.

STUDENTS' RIGHTS TO ORGANIZE

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

REASONABLE MODIFICATIONS

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

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

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

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

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

STUDENT ACADEMIC GRIEVANCE PROCEDURES

UW-Whitewater University Handbook

Student Grievance Procedures

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

I. DEFINITIONS AND BASIC PRINCIPLES:

- A. A grievance is a request for specific action to solve a problem or redress an injury done to the individual presenting it. When that individual is a student and is responding to treatment received as a student, it is a student grievance. However, if a student wishes to challenge an academic decision that impacts on their grade, the Student Grade Appeal procedures should be used.
 - i. A grievance may concern the actions taken by any UW-Whitewater employee who is a member of any college, department, office, administrative unit or committee of the University.
 - ii. A grievance may not necessarily be directed at a particular individual but rather at a policy or rule which the student believes to be unfair.
- B. The basis for a grievance is to raise a problem for the purpose of resolving it by the parties closest to it. This is true whether the issues involve an instructor, administrator, service personnel or members of any University department, college, division, administrative unit or committee.
- C. A cause of action would involve a specific injury to the student or a specific problem. A remedy should be available. If no remedy is available or if punishment of someone is sought, the procedures for complaints rather than grievances should be used (see University Handbook Sections VI-F and VI-A).
- D. Process timelines are established to enable review and resolution within a reasonable time after the problem occurred. This assists problem solving when memories and facts are still fresh.
- E. Written appeals and responses need not be lengthy but rather describe events, relevant facts and reasoning, so that parties are clear about what is at issue and why decisions are being made the way they are.

II. STEPS IN A GRIEVANCE:

A. Informal Process:

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

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

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

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

B. Formal Process:

The grievance should be in writing and signed by the student following the Basic Principles above, should explain the problem, reasons for dissatisfaction of recommended resolution and an alternative resolution.

Within 14 calendar days, the dean or director can attempt further resolution or make the final decision. The student and employees should be notified of the final decision in writing.

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

SYNOPSIS: STEP-BY-STEP PROCESS FOR STUDENT GRIEVANCES:

Problem occurs.

Within 14 calendar days, discuss it with the person whose actions are in question. (informal)

If no satisfaction, within 7 calendar days, talk it over with the program coordinator or supervisor of the person. (informal)

Program coordinator/supervisor will attempt to resolve within 14 calendar days. (informal)

If no satisfaction, student has 7 calendar days to write it up as a formal grievance, including why dissatisfied with recommended resolution and propose a remedy. (formal)

Within 14 calendar days, the dean or director will attempt resolution or make the final decision. (formal)

Student Grade Appeals

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 program coordinator of the department in which the course was offered.
- c. After hearing the student's appeal, the program coordinator 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 program coordinator's response, submit a written appeal to the Department's Grade Appeals Committee through the program coordinator. 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 program coordinator, 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.

COLLEGE CREDIT FOR PRIOR ACADEMIC WORK

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

If it appears that the transfer course adequately meets the requirements, it will be accepted. If it does not, arrangements must be made to supplement that course work or complete the required UW-W course(s). For Social Work required classes, the courses need to be from another CSWE accredited program.

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

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

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

GRADUATION REQUIREMENTS

Students must maintain a 2.25 cumulative grade point average as well as receive a grade of a C or better in the social work core classes (this does not include prerequisites) in order to graduate.

GRADING REQUIREMENT

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

ADVISEMENT

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

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

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

STUDENT EDUCATIONAL FILES

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Student folders are available either in the Department Office (Laurentide 5200) or on a secure electronic folder for review by the student, his/her advisor, and faculty.

UNIVERSITY WRITING REQUIREMENT

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

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.

Student Standards and Support Policies and Standards

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

Purpose

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

The intent of this committee is to assist students who have demonstrated difficulties in the following areas:

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

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

Professional Standards

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

Performance

Standard:

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

Indicators of Concern:

Appears to demonstrate a patterns of:

- Poor organizational skills
- Requests for extensions on assignments and exams
- Turning in assignments late or incomplete
- Multiple absences from class per class syllabus
- Multiple absences from field placement

Conduct/Behavior

Standard:

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions
- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk
- Conducts him/herself according to the *NASW Code of Ethics*

Indicators of Concern:

- Appears to create conflict in class which impedes learning and/or building effective relationships
- Uncooperative/unwilling to participate in class activities
- Consistently late for class, or leaves class early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Use of cell phone/text messaging while in class
- Uses derogatory language or demeaning remarks
- Appears unwilling/unable to accept feedback
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Unwilling/unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- Physical action directed at clients, faculty, staff, or fellow students (refer to UWS, Ch. 17)
- Unethical professional behavior (e.g., sexual contact with a client)
- Academic misconduct (refer to UWS Ch. 14)

Emotional Self-Control (Self-Understanding)

Standard:

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

Indicators of Concern:

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

Communication Skills

Standard (Written):

- Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g., plagiarism)
- Demonstrates use of critical thinking skills

Indicators of Concern:

- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
- Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement
- Appears to have plagiarized the work of others (refer to UWS 14)

Standard (Verbal):

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

Indicators of Concern:

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

Sources of Information on Academic/Non Academic Performance

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

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

Student Standards and Support Committee Review Process

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

1. When a faculty member becomes concerned that a student may be professionally impaired, she/he should set up a meeting with the student. At the meeting, the student and faculty member will develop a plan/contract. This should include a description of specific behaviors/areas of concern, goals for improvement, specific tasks for achieving goals (i.e., participation in a writing lab), and time limit. The student is given a copy of the contract and informed that no final grade will be given until the student provides documentation to the faculty member that the goals have been achieved.
2. If the student has not made significant progress following the plan/contract, the faculty member shall submit a brief written statement to the Standard and Support Committee regarding the issues, concerns, and can make a recommendation regarding the student. This statement should include a copy of the plan/contract and any pertinent documentation (i.e., copy of written assignment, videotape, etc.). The faculty member should inform the student that she/he is proceeding with this step in the review process, and send a copy of the letter with the review process.
3. The committee chairperson will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student should be given the name(s) of faculty members who will be attending, and the specific issues that are to be addressed. This notice should also include a list of possible recommendations the committee could make. The student is asked to bring any documentation on his/her own behalf.
4. The committee members, faculty member, and the student meet at the designated date and time. Issues/concerns are presented. The student is given the opportunity to present their own response and produce oral testimony or written statements from others who may have relevant information on their behalf. The student may present any other supportive documentation.
5. The committee will then meet to decide what action should be taken. The committee may recommend, but is not limited to the following:
 - A. Dismissal of the original plan/contract
 - B. Continuation of the original plan/contract
 - C. Revision of the original plan/contract(Please note: If either B or C are recommended, the committee will then set up another date with the student to review the student's progress.)
6. If the student again fails to complete or abide by the plan/contract, or the student's academic impairment or behavior is such that she/he would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to:
 - A. Recommend to the faculty member that a failing grade be given to the student for the course.
 - B. Institute a probationary period for the student with specific tasks, goals, and timelines.
 - C. Suspend the student from the Social Work Program for a period of up to one year.
 - D. Terminate the student from the program.
7. If a decision is made to suspend or terminate the student from the Social Work Program, the student has the right to appeal. (See Grievance Procedures)
8. The student is informed, in writing within three days, of the Student Standard and Support Committee decision. A copy of the appeal process is included.
9. A copy of the Student Standard and Support Committee's decision is placed in the student's file.

STUDENT/FACULTY CONTRACT
STUDENT STANDARDS AND SUPPORT
DEPARTMENT OF SOCIAL WORK

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

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 following material has been prepared by the Student Standards and Support Committee:

- Orientation for New Social Work Majors
- Student Admission Contract: Code of Conduct
- Social Work Field Placement: Code of Conduct

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 Human Behavior 1 social work class.
2. This meeting is mandatory for all social work majors.

Format of the Meeting

1. The meeting is held either in a classroom or fully online.

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 and Practice II
 - Academic requirements—2.25 GPA for practice courses, C or better in major courses.
 - Completion of all required coursework
 - Completion of 480-hour field placement
 - 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 which 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.
 - Phi Alpha Honor Society
 - Planning ahead for field placement (a semester where it’s difficult to work long hours), certification, and graduate school (advanced standing option).
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.
7. *Writing Sample*

**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

**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 any time 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 a client 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

NASW CODE OF ETHICS

The National Association of Social Workers (NASW) is the official organization of the profession. The Social Work Department endorses the *NASW Code of Ethics* and encourages membership of students and faculty. The *Code of Ethics* was revised in 1996.

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

Overview

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

Preamble

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.¹ In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

¹For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: Competence

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

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

Ethical Standards

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

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

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

1. Social Workers' Ethical Responsibilities to Clients

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

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

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

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

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

- 6. Social Workers' Ethical Responsibilities to the Broader Society**
 - 6.01 Social Welfare
 - 6.02 Public Participation
 - 6.03 Public Emergencies
 - 6.04 Social and Political Action

Standards for Cultural Competence in Social Work Practice (see WWW.SOCIALWORKERS.org)

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce

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

Standard 8. Professional Education

Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication

Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or

have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be able to communicate information about diverse client groups to other professionals.

Prepared by the NASW National Committee on Racial and Ethnic Diversity
Submitted to the NASW Board of Directors for review and approval June 16, 2006; Revised 2015

CHECKLIST FOR SOCIAL WORK COURSES

NAME _____ **ID NUMBER** _____

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

Beginning Fall 2017: Students may declare a Social Work major at any time, but entry into the Social Work Professional Training Program is by application only. Students must be formally admitted into the professional training program before they may enroll in SOCWORK 371. The professional training admission criteria include: completion of 40 or more college credits; a combined cumulative GPA of 2.50 (including all UW-W and transfer course grades); completion of GENED 130 or PSYCH 211; completion of SOCWORK 102 with a grade of C or better; concurrent enrollment or completion of SOCWORK 101 and SOCWORK 311, both with grades of C or better. (This does not apply to majors declared before Fall 2017.)

UNIQUE REQUIREMENTS (10 credits) REQUIRED COURSES

Grade	Course		Credit
_____	GENED 130 Or PSYCH 211	Individual and Society Introductory Psychology (PREREQ. FOR SOCWORK 311 & SOCWORK 371)	3
_____	POLISCI 141	American Government and Politics (PREREQ. FOR SOCWORK 462)	3
_____	BIOLOGY 120 Or BIOLOGY 141	Biological Foundations Introductory Biology (GRADUATION REQUIREMENT) *	4

***Must be completed successfully before taking the social work field experience.**

MAJOR (36 credits) REQUIRED COURSES

A grade of C or better is necessary in all required social work major courses to proceed in the program.

_____	SOCWORK 101	Introduction to Social Work Profession (PREREQ: Restricted to Social Work majors, COREQ: SOCWORK 102)	1
_____	SOCWORK 102	Introduction to Social Welfare	3
_____	SOCWORK 311	Human Behavior and the Social Environment (PREREQ: GENED 130 and SOCWORK 102 - Only one of which can be taken concurrently)	4
_____	SOCWORK 371	Social Work Practice I (PREREQ: SOCWORK 101 and 102, GENED 130, JUNIOR status, Combined Cumulative GPA OF 2.50, Restricted to SW majors, COREQ: SOCWORK 311)	3
_____	SOCWORK 372	Social Work Practice II (PREREQ: SOCWORK 311 and 371, Combined Cumulative GPA of 2.50)	3
_____	SOCWORK 402	Social Work Research (PREREQ: SOCWORK 102 AND SOCWORK 311)	4
_____	SOCWORK 462	Social Welfare Policy (PREREQ: SOCWORK 371 and POLISCI 141)	3
_____	SOCWORK 473	Social Work Practice III (PREREQ: SOCWORK 372 and 2.25 Combined Cumulative GPA)	3
_____	SOCWORK 489	Senior Seminar in Social Work (PREREQ: SOCWORK 372 with a C or better, COREQ: SOCWORK 473)	1
_____	SOCWORK 493	Social Work Experience (6-12 credit blocks) (PREREQ: All other social work classes, unique requirements [above], and 2.25 Combined Cumulative GPA)	12

MILESTONE: Students are required to complete an exit survey (distributed in SOCWORK 493) prior to graduation.

MINOR REQUIREMENTS: Any College of L&S approved minor is acceptable, but students MAY NOT select the Education option within any minors.

NOTE: SOCWORK 402 – Social Work Research and SOCWORK 462 – Social Work Policy are both writing intensive courses, so we strongly recommend **NOT** taking them concurrently.

FERPA RELEASE FORM

UNIVERSITY OF WISCONSIN-WHITEWATER STUDENT AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS INFORMATION (revised 10-20-2008)

Background

The Family Educational Rights and Privacy Act of 1974 ("FERPA" or the Buckley Amendment) is a federal law that affords students certain rights with respect to their **education records** (which include, but are not limited to, the following examples -- academic records, financial aid and billing information, meal plan and Purple Point records, residence hall/life information, advising conference notes, internships and field placement records, student employment records). One part of FERPA focuses on confidentiality of education records. School officials (e.g., instructors, administrative and department staff, field placement coordinators and supervisors, and other full-time and part-time university employees) must protect the privacy of education records and shall not disclose personally identifiable information about a student or permit inspection of the student's records without his or her written consent or as permitted by law. The student's written signed consent must contain three elements, as described below:

(1) Specify the records to be released

Examples: class registration and grades; financial aid information; student accounts, billing, meal plan, and/or Purple Point information; notes based on observations; general assessment of performance of student in a class or in a field-based experience

(2) Identify the party or class of parties to whom the records should be released

Examples: parent, prospective employer, non-UW-Whitewater school official, scholarship committee member

(3) Indicate the reason for the release

Examples: to authorize the university to disclose/release information to a parent; as part of an application for employment or admission into a graduate program; application for a scholarship or grant

Note to UWW employees, cooperating teachers, and supervisors regarding letters of reference: Unless you have the student's written signed consent, a letter of reference written on behalf of a student does NOT provide you the authorization to disclose the student's educational records or to discuss his/her performance even if the letter welcomes telephone calls or other inquiries about the student.

Directions for Student:

It is your obligation to complete, sign, and present in-person a **separate** Student Authorization for Release of Education Records Information form to any UW-W individual who may be called upon to disclose education records about you or your performance (e.g., registrar, financial aid counselor, student accounts/billing director, ID/meal plan administrator, professor, internship supervisor, or cooperating teacher in a field experience).

Directions for UW-Whitewater faculty and staff:

A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student's performance with someone other than the student or another person as permitted by the law. The Authorization form must indicate the name of the person(s) or organizations/units to which you will disclose the student's information.

Directions for field supervisors (including cooperating teachers, librarians, counselors, etc.):

A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student's performance with someone other than the student or another person as permitted by the law. The

Authorization form must indicate the name of the person(s) or organizations/units to which you will disclose the student's information.

Questions regarding FERPA should be directed to the UW-Whitewater Registrar's Office (Roseman Building room 2032, email registrar@uww.edu or phone 262-472-1570).

**UNIVERSITY OF WISCONSIN-WHITEWATER
STUDENT AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS INFORMATION**

Name of Student _____ ID#: _____

Date of Birth: _____ Phone: _____

UW-W E-mail Address: _____

Mailing Address: _____ -

City/State/Zip: _____

Student: complete all four sections below, sign and date and deliver separate forms **in-person** to each individual or office that will provide the information.

1. PRINT NAME OF THE UW-W PERSONS/OFFICES THAT YOU AUTHORIZE TO DISCLOSE RECORDS INFORMATION:

(Student --you must submit separate forms in-person to each UW-W person/office you authorize)

2. THE FOLLOWING RECORDS MAY BE DISCLOSED (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> class registration & grades | <input type="checkbox"/> residence hall/life |
| <input type="checkbox"/> academic advising | <input type="checkbox"/> performance observation notes, evaluation instruments or information |
| <input type="checkbox"/> financial aid | <input type="checkbox"/> general comments about performance in a course or during a field experience - Field Studies, Student Teaching, Internship, Practicum, etc. |
| <input type="checkbox"/> tuition/fees | |
| <input type="checkbox"/> meal plan, Purple Points | |
| <input type="checkbox"/> UW-W employment | |
| <input type="checkbox"/> _____ other | (specify): _____ |

2. THE RECORDS MAY BE DISCLOSED TO THE FOLLOWING (check all that apply):

- individual person (print name): _____
- prospective employer(s)
- school official(s) responsible for admission to educational programs
- individual(s) responsible for scholarships, grants, etc.
- other (specify): _____
- _____

4. THE RECORDS MAY BE DISCLOSED FOR THE FOLLOWING REASON(S) (explain):

This authorization will remain in effect for one calendar year from the signature date below. The student may request to discontinue the authorization prior to the one-year date if s/he files a written request for such with the appropriate office(s) or person(s).

I am willing that a photocopy or fax copy of this form be accepted with the same authority as the original:
___yes ___no

(Student's Signature)

(Date)

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

Go to: <http://www.cswe.org/File.aspx?id=81660> to see these standards.

Social Work Senior Exit Survey

Your Information:

Q1 First Name

Q2 Last Name

Q3 ID Number

Q4 Gender

- Male
- Female
- Other
- Prefer not to answer

Q5 1. What category best represents your current age?

- less than 19
- 20 - 24
- 25 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 year or older

Q6 2. Which of the following categories best reflects your race/ethnicity?

- White or Caucasian (non-Hispanic)
- Black or African American
- Hispanic or Latino(a)
- Asian American
- Alaskan Native or American Indian
- Bi-racial (two or more races)
- Prefer not to answer
- Other (specify)

Q9 Your Social Work Courses (Excluding Field Experience):

Q12 3. Please rank the core social work courses you completed on how valuable they were to your field experience. Use the scale 1 (most valuable) to 8 (least valuable) to rank the value of each course.

- _____ Introduction to Social Welfare
- _____ Human Behavior and the Social Environment I
- _____ Human Behavior and the Social Environment II
- _____ Social Work Practice I
- _____ Social Work Practice II
- _____ Social Work Practice III
- _____ Social Work Research
- _____ Social Welfare Policy

Q13 3a. Please explain why you chose _____ as your most valuable course.

Q81 3b. Please explain why you chose _____ as your least valuable course, and what could be changed to make it more valuable?

Q82 4. What courses/content could be added to the program to better prepare you for your career in the social work field?

Q22 5. On a scale of 1-5, how diverse do you believe the social work course curriculum was?

- 1 - Not Diverse
- 2 - Slightly Diverse
- 3- Moderately Diverse
- 4- Very Diverse
- 5 - Extremely Diverse

5a. Do you feel that the social work course curriculum did a good job of addressing different issues for diverse populations?

5b. Do you feel that the social work curriculum supported your personal diverse identities?

5c. Do you feel that the social work curriculum supported your personal diverse views and opinions?

Q17 6. Please explain why or why not.

Q23 7. Please provide any additional comments, concerns, or suggestions regarding the social work curriculum.

Q10 8. Considering all your core social work courses, how effectively was technology (e.g. D2L, Web-Ex, Videos, Computer Usage) used?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

Q11 9. Please explain why or why not technology was used effectively:

Q25 **Your Social Work Field Experience:**

Q26 10. What is the name (and location) of the agency where you completed your field experiences (SOCWORK 493)?

Q27 11. The following set of questions asks you questions about your experience at your field placement (strongly agree to strongly disagree).

- 11a. Provided opportunities for you to demonstrate your core competency skills
- 11b. Informed your future career decisions
- 11c. Was a valuable use of your time
- 11d. Was a valuable learning experience
- 11e. Had a manageable amount of work
- 11f. Helped you create a professional network
- 11g. Challenged you professionally
- 11h. Linked theoretical approaches from the classroom
- 11i. Linked material learned in the classroom

Q77 12. The following set of questions asks you about your experience with your field supervisor (strongly agree to strongly disagree).

Your field supervisor:

- 12a. treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
- 12b. valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
- 12c. was respectful of diversity
- 12d. Demonstrated interest in your learning
- 12e. followed the learning agreement that was mutually agreed upon
- 12f. created a safe work environment
- 12g. provided real-life social work experiences
- 12h. encouraged you to challenge yourself
- 12i. put aside time for supervision (met on-on-one, etc.)
- 12j. was open to feedback

Q29 13. Please add any comments, concerns, or suggestions regarding your interactions with your supervisor.

Q28 14. The following set of questions asks you about your experience at your field placement agency (strongly agree to strongly disagree).

Employees at your field agency:

- 14a. treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
- 14b. valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
- 14c. were respectful of diversity
- 14d. demonstrated interest in your learning
- 14e. created a safe work environment
- 14f. provided real-life social work experiences
- 14g. encouraged you to challenge yourself
- 14h. were respectful of administration

Q78 15. Please provide any comments, concerns or suggestions regarding the employees at your social work field agency.

Q79 16. The following set of questions asks you about your experience with your faculty field liaison (strongly agree to strongly disagree)

Your faculty field liaison:

- 16a. was respectful in the placement process
- 16b. was available when you needed him/her
- 16c. responded to your logs in a timely manner
- 16d. made useful/helpful comments to your log
- 16e. made you feel comfortable talking about your placement and any issues or problems that arose

Q80 17. Please add any comments, concerns, or suggestions regarding your interactions with your faculty field liaison.

Q 30 18. The following set of questions ask you about your overall impression about the social work faculty.

Q32 The overall social work faculty:

- 18a. treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation, etc.
- 18b. valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation, etc.
- 18c. demonstrated interest in your learning
- 18d. made an effort to include everyone in classroom learning
- 14e. were resourceful
- 14f. were prepared to teach class
- 14g. created an environment that was conducive to learning
- 14h. were reasonably available to help you when you needed it

Q35 19. Please add any comments, concerns, or suggestions regarding the social work faculty.

Q36 20. The following set of questions asks you about your overall impression of the social work advising process.

Q37 The social work advising process:

- 20a. was informative in planning your social work degree
- 20b. was helpful for navigating your academic plan
- 20c. was a valuable use of your time

20d. was easy to sign up for

Q38 21. Please add any comments, concerns, or suggestions regarding your overall social work advising process.

Q84 22. Did you ever change advisers?

- Yes
- No

Q87 23. The following set of questions asks you about your most previous social work adviser.

Q40 Your social work adviser:

23a. demonstrated care about your academic journey

23b. included you in the advising process

23c. was knowledgeable about social work resources

23d. was reasonably available to assist you when you needed it

23e. was informative in planning your career after graduation

23f. responded in a timely manner to questions and concerns

Q41 24. Please add any comments, concerns, or suggestions regarding your faculty social work adviser.

Q44 Your Time at UW-Whitewater:

Q48 25. Were you involved in any student organizations (such as the Social Work Student Organization, Black Student Union, etc.) while at UW-Whitewater?

- Yes
- No

Q49 25a. How many organizations were you involved in?

- 1
- 2
- 3
- 4
- 5
- 6+

Q50 25b. Were you involved with the Social Work Student Organization (SWSO)?

- Yes
- No

Q51 25c. What was your level of involvement in SWSO?

- 1 semester or less
- 2 semesters or one academic year
- 3 academic years
- 4 academic years

Q52 25d. To what extent did you feel involved in SWSO?

- Always
- Most of the time
- Sometimes
- Never
- prefer not to answer

Q53 25e. What were your favorite events with SWSO?

Q56 25f. What other comments or suggestions do you have regarding SWSO?

Q45 26. Did you use any on-campus resources (Tutoring, Health Center, CSD, Career and Leadership, etc.)?

- Yes
- No

Q46 26a. Please select all on-campus resources used:

- Career and Leadership Center - Career Counseling and Advising
- Career and Leadership Center - Hawk Jobs
- Career and Leadership Center - Student Involvement Office
- Warhawk Connection Center (WCC)
- Center for Students with Disabilities (CSD)
- Health Center - Health Services
- Health Center - Counseling Services
- Academic Support Center - Tutoring
- Academic Support Center - Safe Walk
- Academic Support Center - Supplemental Instruction Sessions (SI)
- Veterans Services
- Library Resources
- Other

26b. Which programs did you find most useful?

- Career and Leadership Center - Career Counseling and Advising
- Career and Leadership Center - Hawk Jobs
- Career and Leadership Center - Student Involvement Office
- Warhawk Connection Center (WCC)
- Center for Students with Disabilities (CSD)
- Health Center - Health Services
- Health Center - Counseling Services
- Academic Support Center - Tutoring
- Academic Support Center - Safe Walk
- Academic Support Center - Supplemental Instruction Sessions (SI)
- Veterans Services
- Library Resources
- Other

Q58 26c. Which programs did you find the least useful?

- Career and Leadership Center - Career Counseling and Advising
- Career and Leadership Center - Hawk Jobs
- Career and Leadership Center - Student Involvement Office
- Warhawk Connection Center (WCC)
- Center for Students with Disabilities (CSD)
- Health Center - Health Services
- Health Center - Counseling Services
- Academic Support Center - Tutoring
- Academic Support Center - Safe Walk
- Academic Support Center - Supplemental Instruction Sessions (SI)
- Veterans Services
- Library Resources
- Other

Q74 27. Overall, did campus resources meet your needs?

- Yes
- No

Q75 28. What other comments or suggestions do you have regarding campus resources?

Q47 29. What category best describes your student loan debt?

- less than \$5,000
- \$5,001 to \$10,000
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$60,000
- \$60,001 to \$80,000
- \$80,001 to \$100,000
- Greater than \$100,000
- Prefer not to answer

Q59 Your Future PlansThe following set of questions ask you about your future plans or those plans you plan to pursue upon graduation from UWW.

Q60 30. How likely is it that you will obtain your Wisconsin State Social Work Certification?

- Definitely will
- Probably will
- Uncertain
- Probably will not
- Definitely will not

Q61 31. How likely is it that you will pursue a Master's-Level Degree in Social Work?

- Definitely will
- Probably will
- Uncertain
- Probably will not
- Definitely will not
- Yes, but not in social work _____

Q62 32. Do you plan to pursue a career in social work?

- Yes
- No

Q85 32a. If yes, in Wisconsin?

- Yes
- No, where? _____

Q63 33. What field(s) of work do you hope to pursue? (check all that apply)

- Addictions and Physical Dependence / AODA
- Administration
- Advocacy
- Aging and Gerontology
- Child Welfare
- Community development
- Mental Health
- Corrections and Criminal Justice
- Developmental Disabilities
- Displaced Persons and Homeless
- Domestic Violence or Violence
- Family Services
- Global and International
- Health Care
- Immigrant and Refugee Work
- LGBTQ
- Military Social Work
- Occupational or Rehabilitation
- Post-Traumatic Stress Disorder / Veterans
- Program Evaluation
- Public Assistance and Welfare
- School Social Work
- Social Policy
- Other _____

Q64 **We Would Like to Keep In Touch With You!** The following set of questions will provide us with information that will allow us to stay in contact with you.

Q65 What email address will you be using after graduation? (not your @uww.edu address)

Q86 What phone number will you be using after graduation?

Q66 What city do you plan to reside in after graduation?

Q67 What state is that city in? type "none" if you do not plan to live in the United States

Q68 What country do you plan to reside in?

Q69 **Thank you for taking our survey!**