# Department of Social Work Student Handbook

## 2023-2024

# 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.

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## 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 HIV;
- 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 exams, the state of Wisconsin state statutes exam and the ASWB National Social Work Exam.

Because you have expressed an interest/enrolled in the Social Work program and a licensure/certification may be required to practice once you graduate depending on the jobs, Federal Regulations require we make you aware that professional licensure/certification prerequisites vary from state to state. Please note that the University of Wisconsin-Whitewater Social Work program may or may not meet the professional licensure requirements in your state for purposes of licensure if you are outside of the state of Wisconsin or Illinois. We strongly recommend you contact the appropriate state regulatory authority in your state to determine if our program will meet your professional licensure requirements. More information can be found on Licensing & Credentialing Information.

## *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 or the field coordinator.

In order to be admitted to the Social Work Program, students must be first admitted to the University of Wisconsin-Whitewater. The application can be found at: https://www.uww.edu/admissions At this time, there is no cost to apply. Students need to complete the application and submit a copy of their high school transcripts. Students can submit an ACT or SAT score, but it is not required. This reduces any barriers to admission that students may face. Students are able to apply for Pell Grants and Scholarships to support their admission.

Students learn about Social Work in many different ways. Many students inform us they hear about Social Work from family members or friends who are social workers or who know a social worker. Once admitted to Whitewater, students meet with Advisors in the Academic Advising Center who recommend Social Work to those who are interested or who might be a good fit in the major. Students are also allowed to take SOCWORK 102: Introduction to Social Work and Social Welfare as a general elective class. Additionally, the Social Work department advertises the major through visiting classes in other majors, advertising in the University Center, and through the Social Work Student Organization.

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. Prior to SOCWORK 371, students are required to enroll in SOCWORK 101: Introduction to the Social Work Profession. This class presents an orientation to the Major, an orientation to the field program, and requirements for admission into the Social Work Major.

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, and completion of the Application to the Major. Anyone meeting these qualifications are accepted into the social work program, making the program equitable and inclusive.

The application for the professional program can be found on the department's website. Students are shown the application and requirements are reviewed in Social Work 101. Faculty review the application to ensure the student has met qualification and to review the answers to questions on the application. Students are either directly accepted to the program or are informed of contingent conditions that must be met prior to admission. If there are concerns about the application, faculty meet with students to receive clarification on the information provides or to discuss any contingencies that need to be completed prior to admission to the program (such as completing a missing class or increasing their GPA).

Students who do not have a 2.50 grade point average may still apply to the program however must write in the application why they should be considered and may extenuating circumstances resulting in the lower grade point requirement. If accepted, the student will be placed on probation which will require the student to demonstrate an increase in grade point average the semester following acceptance. Students not accepted will be notified within 2 weeks of receiving the application (during the school year). Students will be informed of any further actions that must be taken prior to being accepted. Students may be required to re-take/take new courses in order to improve their grade point or may be encouraged to volunteer to learn more about the field. The student is allowed to appeal this decision by following the grievance procedure (see the Policies and Procedures section) starting with speaking to the BSW Program Coordinator.

Student are informed of admission via an email from the BSW Coordinator.

The admission for the online BSW program is the same as for other social work students as identified above, except that with the admissions, students enroll in the "Online BSW" program versus the "BSW program". All other requirements are the same.

Classes in the online program are offered both fully online and synchronous (meaning students will be required to log on at a specific day and time). SOCWORK 371, 372, and 473 require synchronous meetings. Dates and times of synchronous meetings are provided in WINS. The field placement cannot be completed online.

Students are provided with the same opportunities as face-to-face students including: library resources, technology resources, involvement with the Social Work Student Organization, involvement with Phi Alpha Honor Society, Center for Students with Disabilities Support, Dean of Students support, etc.

Online students who are eligible students (i.e. currently registered and taking classes) are eligible for counseling and health services. Please note that students who live outside of WI, may not be eligible for online services at all due to licensing requirements. Referrals may be made for these students.

## 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 <u>Professional</u> educational program.)

### *MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT*

The University of Wisconsin-Whitewater Bachelor's in Social Work program prepares students to be skilled generalist social work professionals by providing foundational knowledge in liberal arts, a person in environment approach, social work values and skills, and scientific inquiry. Through this preparation students develop the skills necessary to engage, assess, and intervene with vulnerable and diverse individuals, groups, families, organizations, and communities, and promote social justice and the equality of life for all.

**MISSION STATEMENT GOALS**

1. Assist students (through coursework, advising, field education, and programming which includes student organizations, undergraduate research, etc.) in acquiring the necessary knowledge, values, and skills to graduate as beginning generalist social workers who practice with cultural humility.
2. Prepare students to demonstrate personal and professional integrity consistent with the NASW Professional Standards and Code of Ethics.
3. Teach students to advocate for all human rights and to stand up for marginalized and oppressed individuals, families, groups, organizations, and communities using a diversity, equality and inclusion approach.
4. Partner students with social service agencies where they will collaborate with the agencies to promote effective and culturally sensitive social work practice.

5. Encourage students to engage with faculty 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 include:
     - Katherine Drechsler: Assessment Committee for the College of Letters and Science (http://www.uww.edu/cls/inclusive-excellence)
     - Deanna Guthrie: Inclusive Excellence Committee for the University and the College of Letters and Science (https://www.uww.edu/cls/faculty-staff/committees#inclusive)
     - Kristen Prock: Chancellor Committee on LGBTQ (https://www.uww.edu/pride-center/chancellors-committee-on-lgbt-issues)
     - Eunyoung Jang: International Education

| *SPECIFIED OBJECTIVES OF OUR EDUCATIONAL PROGRAM* |
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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 demonstrate professional behavior; appearance; and oral, written, and electronic communication
1.3 use technology ethically and appropriately to facilitate practice outcomes
1.4 use supervision and consultation to guide professional judgment and behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3.1 demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
3.2 demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

## COURSE REQUIREMENTS IN SOCIAL WORK

### *LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES*

_____ GENED 130    Individual and Society (PREREQ.  FOR
                           SOCWORK 311 & SOCWORK 371)                    **OR**
_____ PSYCH 211    Introduction to Psychology
_____ POLISCI 141   American Government and Politics  (PREREQUISITE FOR
                            SOCWORK 462)
_____ BIOLOGY 120   Biological Foundations  (GRADUATION REQUIREMENT)*
                           **OR**
_____ BIOLOGY 141   Introductory Biology (GL) or waiver

*Must be completed successfully before taking the social work internship.

### *REQUIRED SOCIAL WORK COURSES*

SOCWORK 101            Introduction to the Social Work Profession
- PREREQ: Restricted to Social Work Majors; COREQ: SOCWORK 102
SOCWORK 102            Introduction to Social Welfare
SOCWORK 311            Human Behavior and the Social Environment
- PREREQ: SOCWORK 102 (CAN BE TAKEN CONCURRENTLY)

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

SOCWORK 371            Practice I: Social Work With Individuals
- PREREQ: SOCWORK 101, SOCWORK 102, CORE 130 OR PSYCH 211, JUNIOR Status, and 2.5 Combined Cumulative GPA; COREQ: SOCWORK 311
SOCWORK 372            Social Work Practice II: Social Work Practice with Families and Groups
- PREREQ: SOCWORK 371
SOCWORK 402            Social Work Research
- PREREQ: SOCWORK 102 AND SOCWORK 311; COREQ: SOCWORK 371
SOCWORK 462            Social Welfare Policy
- PREREQ: POLISCI 141 AND (SOCWORK 371 OR 3 ADDITIONAL UNITS POLISCI) OR CONSENT OF INSTRUCTOR
SOCWORK 473            Social Work Practice III: Social Work With Organizations and Communities
- PREREQ: SOCWORK 372
SOCWORK 489            Senior Seminar in Social Work
- PREREQ: SOCWORK 372 WITH A C OR BETTER; COREQ: SOCWORK 473
SOCWORK 493            Social Work Experience (6-12 credit blocks)
- PREREQ: ALL OTHER REQUIRED SOCIAL WORK COURSES MUST BE COMPLETED AND CONSENT OF INSTRUCTOR, COMBINED CUMULATIVE GPA OF 2.25

### *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* (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 Human Behavior and the Social Environment* (4 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: Social Work With Individuals* (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: Social Work Practice with Families and Groups* (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 Social Work Research* (4 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 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 Social Work Practice III: Social Work With Organizations and Communities*
 (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:

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| 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 | |

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### _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
 (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 235 Child Welfare
2. SOCWORK 241 Biology of Aging
3. SOCWORK 250 Statistics for Social Work
4. SOCWORK 321 Immigration Today
5. SOCWORK 325 Social Work with Children and Adolescents
6. SOCWORK 337 Introduction to Social Gerontology
7. SOCWORK 360 Community Based Learning
8. SOCWORK 361 Community Based Learning in Aging and Health
9. SOCWORK 362 Health and Aging Policy
10. SOCWORK 380 Race, Ethnicity, and Social Justice: Issues for Helping Professionals
11. SOCWORK 350 Psychopharmacology for the Helping Professions
12. SOCWORK 430 Social Work Practice in Bereavement

13. SOCWORK 435 Social Work Practice with LGBTQ Population
14. SOCWORK 491 Travel Study
15. SOCWORK 498 Independent Study in Social Work

## Undergraduate Certification Programs

1. Aging and Health Certificate

2. Substance Abuse Counselor in Training

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:

| Competency | Courses |
|---|---|
| 1 | Practice I, II, & III; Research; Field |
| 2 | Policy; Field |
| 3 | HBSE; P1; P3; Policy; Field |
| 4 | Practice II, & III; Research; Field |
| 5 | Policy; Field |
| 6 | HBSE; Practice I & II |
| 7 | HBSE; 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.

## OVERVIEW

Students admitted to the Social Professional Program are then required to complete service learning throughout their Professional Program. Service learning is an experience in which students learn by actively participating in organized activities that support individuals, families, groups, communities, or organizations.

## REQUIREMENTS

A total of 40 hours is required for all social work students admitted to the social work professional program, 20 hours are completed in SOCWORK 371: Practice I and 20 hours in SOCWORK 372: Practice II. Students may complete all 40 hours in 371. It is the student's responsibility to keep documentation of these hours to submit during the 372 course. Students can begin counting hours once they are admitted into the Social Work Professional Training Program. If a student is enrolled in a Community-Based Learning course after admission to the Professional Training Program, those hours can be used as long as the service learning activities meet the requirements outlined below. Students must complete a minimum of 20 hours by then end of 371 and the balance of the 40 hours must be completed by the end of 372.

Service learning hours must be completed with an organization that provides social, behavioral, or physical health services. You may find opportunities through organizations that encourage volunteering, such as the Social Work Student Organization or Phi Alpha. 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, 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 diagnosed with autism would qualify if it was direct services; however, babysitting for a cousin diagnosed 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, scribing, or reading material face-to-face. Volunteering at an animal shelter would not count.

## PROVIDE DOCUMENTATION

Students are required to provide documentation confirming at least 20 hours by the time they complete Practice I and 40 hours by the time they complete Practice II. 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(ies) supervisor(s) signature(s) 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 assignment folder on Canvas. 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. This documentation will be maintained in your electronic advising folder.

**IMPORTANT INFORMATION**

Although 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: https://naswassurance.org/student-member-liability/

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

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

**Course** (check one)**:** ☐ Practice 1 (20 hours)    ☐ Practice 2 (20 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**

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**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: _____

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. You can also visit the writing center or request tutoring from the Mary Poppe Chrisman Success Center (**tutorctr@uww.edu**).

**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 six credits in 300-400 level courses. Also, in completing your General Education and minor requirements, seek out those courses in which you will have to write a lot. Many students avoid those courses, because they are more work than classes with mainly standardized tests, but they will give you 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 SOCWORK 250, STAT 230,SOCL 295, 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.

## *SOCIAL WORK STUDENT ORGANIZATION (SWSO)*

The Social Work Student Organization, 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, county work, and school social work. 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.

## *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 junior status
   C.    Completed 9 semester hours of core social work major courses.
   D.    Achieved an overall grade point average in the top 35% of social work majors
   E.    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.

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.

## STUDENT INVOLVEMENT IN STUDENT AFFAIRS

The program ensures that all students, regardless of geographical location, have equitable rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. Social work faculty discuss these opportunities in advising sessions and in classes. Faculty assist students by attending events with students, leading student organizations, assisting with supportive documents, and inviting students to meetings (ex: campus climate events or advisory board meetings).The procedures were edited to clarify that all students will have equitable access to opportunities including participation in student organizations such as the Social Work Student Organization (SWSO) (through face-to-face and virtual meetings), participation in classroom climate evaluations, and Brown Bag Lunch sessions, all of which are administered or held face-to-face or online. The rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs are the same for both local and geographically distant students. It should also be noted that, during program orientation the BSW Program Coordinator explicitly outlines and identifies how students can engage in participating, formulating and modifying policies impacting their experiences.

**Procedures:**
The Department of Social Work upholds the rights of students and encourages students to participate in academic and student affairs policy making by informing students of their rights and opportunities to participate and inform policy-making during an online orientation session. Policies and procedures related to students' overall rights and opportunities are spelled out below:

The Department of Social Work upholds the rights of students and encourages students to participate in academic and student affairs policy making by:
1. Informing students of their rights and opportunities to participate and inform policy-making during an online orientation session. Policies and procedures related to students' overall rights and opportunities are spelled out in the BSW Student Handbook.
2. Informing students of their rights and opportunities to organize in their own interest including forming and participating in virtual student organizations.
3. Discussing the importance of engaging in policy making at multiple levels as an antecedent to change.
4. Encouraging students to participate in virtual school governance such as participation in the Whitewater Student Government (WSG) and the Dean's Advisory Council.

Notifying students of their right to participate in the formulation and modification of policies affecting academic and student affairs in the Department of Social Work including virtual participation and leadership in the Social Work Student Organization (SWSO), annual online participation in the Exit Survey, completion of online Classroom Climate evaluations per course, and participation in virtual Brown Bag Lunch sessions.

## Provides Opportunities for Student Organization:

The program will ensure that all students, regardless of geographical location, have equitable opportunities and encouragement to organize in their interests. Within the BSW program, the primary method for students to organize in their interests is through face-to-face and virtual participation in the Social Work Student Organization (SWSO). SWSO is a student-led organization supported by an appointed faculty member(s) who serves as an advisor (s). Involvement with SWSO is one way in which students demonstrate growing leadership ability, an attribute of interest to both employers and graduate schools. The BSW program also supports Phi Alpha Honor Society. Phi Alpha Honor Society is a student-led social work honor society.  The opportunities and encouragement of students to organize in their interests are the same for both local and geographically distant students.

The following opportunities are available to all students are not exclusive by state or locality.
- Participation in face-to-face or online Social Work Student Organization (SWSO) meetings and leadership.
- Participation in face-to-face or online Phi Alpha Honor Society meetings and leadership.
- Participation in virtual Brown Bag Lunches (discussion and response to emergent issues).
- Participation in an online monthly diversity lecture series.
- Participation in Social Work Advocacy Day at the Capitol.
- Virtual leadership in the Department of Social Work's social media pages.
- Participation in the fully-virtual NASW National Virtual Conference.
- Participation in virtual Continuing Education Hours offered through the Department of Social Work or other campus departments/organizations.

## Encourages Student Organization:

Students in the BSW program are regularly encouraged by the program administrators and faculty to organize in their own interests by engaging in multiple ways across the program. Students are encouraged during class, in the virtual program orientation, through emails, and through collaboration with social work faculty to engage and participate in creating social and policy change within the context of the department. During the program orientation sessions, the BSW Program Coordinator explicitly outlines and encourages students to organize in their interests and presents current opportunities for students to participate.

When possible, the Department of Social Work's social media accounts are used to notify students of relevant events and conferences. Students are encouraged to submit information about events they have organized or are interested in to the online social media representatives for publication. Students are also encouraged to discuss ideas and interests with their faculty advisory or another social work faculty.

At the graduate level, students are allowed to join the Whitewater Student Government. Additionally, students will be encouraged by faculty to become involved within both the Social Work Department and other campus organizations that are present at the University of Wisconsin-Whitewater. Student involvement provides students with an opportunity to develop leadership skills, encourage a say in

policies and procedures, promotes social engagement, team building, and encourages networking opportunities.

There are numerous ways that faculty can encourage students to become more involved in the Social Work Department and better prepare themselves for the social work practice:

- Social Work Student Organization (SWSO)
- Phi Alpha Honor Society
- Student Focus Groups
- Student Response Committees
- Whitewater Student Government
- Volunteer or paid work experience in social welfare

**For Student Involvement on campus:**
Career & Leadership Development offers programs and services to help students engage with the campus community and develop the skills and qualities needed to make a successful transition to the world of work. The center is a place where students are able to access resources and gain knowledge about forms of employment and field placement, joining an organization, career fair, hawk jobs, and increase awareness on the diversity that the University has to offer. Students are able to access these student organizations on the University's (ConnectUWW) page.
https://uww.presence.io/organizations

Some organizations include:

- Over 180 student organizations, including: Black Student Union (BSU), American Sign Language Club, Dreams Scholars, Impact, Habitat for Humanity, IMPACT
- Intramural Sports
- Greek Organizations

To encourage student to become more involved and aware of the policy changes, such as:

- Whitewater Student Government (WSG)
- Townhalls with the Chancellor
- Campus Climate Response Groups/Committees

Other resources available to social work students include:

- Tutoring resources
- Center for Students with Disabilities

## 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:

- Declared social work as a major.
- Achieved junior status.
- Completed 9 semester hours of core social work major courses.
- Achieved an overall grade point average in the top 35% of social work majors.
- Nomination by the majority of the social work department faculty.

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.

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***STUDENT ACADEMIC GRIEVANCE PROCEDURES***

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### 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 if offered.
        c.  Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the dean of the college in which the course was offered, within 7 calendar days of presentation of Committee findings. The dean will review the student's appeal and the findings of the Committee, and recommend appropriate action to the department and the instructor within 14 days of receipt of the appeal.
        d.  If this action is unsatisfactory to the student, a final appeal may be made to the Provost/Vice Chancellor within 7 calendar days who will determine whether a change in grade is to be made within 14 days of receipt of the appeal. The Provost/Vice Chancellor is the only individual authorized to change a student grade without the instructor's permission. However, the Provost/Vice Chancellor may change a grade only when the faculty department committee and the dean support such a change.

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### COLLEGE CREDIT FOR PRIOR ACADEMIC WORK

For both face-to-face and online students, the Social Work Department follows the institution's transfer credit and policies. Additionally, 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 (for both practice and elective social work

courses). This evaluation will assess the applicability, similarity and adequacy of that course content in relation to the Social Work Department requirements. Student will need to submit their transcript from the class they wish to transfer and may be asked to provide substantiating materials such as syllabi, text used, and course requirements to assist in the evaluation.

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 (including Practice Courses and Field Education), the courses need to be from another CSWE accredited program.

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.

## *CREDIT FOR LIFE EXPERIENCE OR PREVIOUS WORK EXPERIENCE E*

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

## *GRADUATION REQUIREMENTS*

Students must maintain a 2.00 cumulative grade point average, a 2.5 in their Social Work Major, 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. Once students declare the social work major, they receive both academic and professional advising from faculty in the social work department. Initially, as potential majors, and later as developing practitioners, students require and benefit from the assistance and counsel of departmental faculty. Students are expected to meet with their advisors each semester. 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.   Addressing professional goals the student may have and assists student with entering into the profession.
G.   Assisting students in their efforts to obtain employment upon graduation.
H.   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.  Each semester faculty reach out to their advisees to schedule advising appointments. A registration hold is placed on the students' academic registration process until this advising occurs. Students are also allowed to initiate an advising appointment at any time. 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.

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### *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.

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### *UNIVERSITY WRITING REQUIREMENT*

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

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### *CRISIS COMMUNICATIONS PROTOCOL IN FIELD*

1. In the event of an unexpected situation or incident posing potential or actual harm to a student, agency staff persons, visitors, or volunteers at a student's field placement.
    a. The student shall work with the staff at the facility, including the field instructor, to ensure all assistance or treatment is given. Top priority is to be given to any individual(s) needing necessary assistance or treatment.
    b. As soon as the situation has de-escalated, the student shall immediately contact his/her faculty field liaison. If the field liaison cannot be reached, the student shall reach out to the field coordinator. If the field coordinator cannot be reached, the student shall reach out to the program coordinator (please note that faculty are only available during business hours and will respond the next business day if a message is left in the evening).
    c. Students may additionally reach out to the Dean of Students office, during business hours, at 262-472-1621
2. If the situation directly involved the student, facts are to be gathered from all involved individuals.
3. Under no circumstances should a student attempt to answer questions from the media.

Students shall follow any agencies policies in which they are representing UW-Whitewater, including volunteering and internship, regarding social media/electronic devise use.

## A. <u>PERSONAL CELL PHONES AND AUDIO / VIDEO EQUIPMENT USAGE</u>

The use of any kind of camera or audio recording device within internships is prohibited without the express prior permission of executive management and of the person(s) present for the photography/recording or their legal guardian. Along with resident rights violations and possible HIPAA violations, the misuse of such devices may also constitute caregiver misconduct.
Use of any communications device for non-work purposes while in direct care can interfere with the care to persons served, student productivity, and be distracting to others. Therefore, personal phone calls and texting is only allowed in case of emergency. Students should inform friends and family members of this policy.

All communication devices on internship premises are not to be used in any way for illegal use or activity, threats, slander/libel, defamation; obscene, suggestive, or offensive messages or communications; political endorsements or activities; or for any purposes not related to your internship sites operations.
The use of any communication device while driving is against the law in Wisconsin and Illinois and is prohibited. Exceptions are the use of a hands-free electronic communication device for work purposes only. When needing to place or answer a call, use a hands-free communication device or find a safe location to pull over and park.

## B. <u>Photographing Clients/Agency</u>

Students should follow agency policy regarding photographing clients, co-workers and or the agency/agency related events. In the absence of such policy, students may not photograph any client, including panoramic or group shots, without having a signed self or official guardian release statement on file in the agency records. The release statement must grant permission for the student and agency members to use the individual's name, likeness, voice or words in television, radio, films, newspapers, magazines, and other media (ex: Facebook, snapchat, Instagram, twitter, etc). The purpose for the permission should be specifically stated
   a. Clients must have informed consent regarding each occurrence of publicity in addition to a blanket photographic release. These consents are kept in the approved agency setting.

## C. <u>Social Networking Sites Policy</u>

UW-Whitewater Social Work Department recognizes that social networking sites can assist in communicating with others about the organization. The UW-Whitewater Social Work Department policy ensures that students who use social media to discuss the social work department, volunteer agencies, and or internship agencies do so in a responsible manner that is respectful of the privacy of persons served and is not disruptive, offensive to others, or harmful to UW-Whitewater.

<u>Procedure</u>
Specifically, when discussing or posting information about UW-Whitewater, place of volunteering or place of internship, regardless of whether during work or outside of work/school, the following guidelines must be observed:
   a. The student is to identify themselves. Employees/Students are not to share opinions about UW-Whitewater or organization-related matters anonymously.
   b. Students are to use a disclaimer. Students do not have authorization to speak on behalf of UW-Whitewater, volunteer agencies or internship agencies, unless

permission is specifically coordinated through the appropriate people in the agency. Information shared via social media is the opinion of the student only—not of the organization—and this should be communicated to recipients of the information.

c. Students are to abide by confidentiality requirements. Employees are to respect the social work professions policy on Confidential Information and HIPPA agreements (see NASW Code of Ethics).

    i. Students are not to give out confidential and/or proprietary organization or client information.

    ii. Students should refrain from discussing clients in <u>any</u> matter.

    iii. Students should consider professional boundaries prior to friending or accepting a friend request from a client on Facebook. (Students should NOT accept friend requests from a client on any social media.)

    iv. Students shall not post <u>anything</u> related to their volunteer agency or internship agency (including selfie's, meals, etc). Students should refrain from all social media use at their agency.

d. Students are to respect other employees and customers. Students are to communicate online with respect for others. Students must remember that information shared via social media is generally public information that could easily be viewed by other students, employees, supervisors, and/or general public.

e. When allowed to communicate or post online about organization-related matters, students are not to send or display any information that may be construed as offensive or harassing. Offensive or harassing messages include, but are not limited to:

    i. Pornographic images

    ii. Sexual references

    iii. Racial slurs

    iv. Comments regarding an individual's gender, age, sexual orientation, religious beliefs, national origin, disability, or any other characteristic protected by law

    v. Comments that intimidate or threaten another person

f. When communicating or posting online about organization-related matters, it is unacceptable to communicate or post information that defames the organization, its employees, clients, or customers or casts the organization in a negative light. While students' activities outside of work are generally their business, public comments that negatively affect the agency to which the student is connected, its employees, clients, or customers will not be tolerated.

g. Students need to be aware of their role in representing outside agencies and UW-Whitewater in online social networks. If a student identifies themselves as a UW-Whitewater social work student or as an intern/volunteer at an agency, they needs to be aware of how they are presenting themselves to colleagues and customers.

h. All electronic communications and postings via social media channels that discuss any volunteering or field setting/organization-related matters will be subject to monitoring and/or search by the organization and UW-Whitewater social work department, at any time and for any reason, regardless of whether created during or outside of work time. When online networking affects a student's job performance, the performance of others, or UW-Whitewater social work department business interests, the department will respond as necessary, regardless of whether the information was posted during or outside of work. Therefore, students may not maintain an expectation of privacy with respect to public, online communications involving UW-Whitewater social work department field organization-related matters.

**No solicitation**: Advertisements of any kind promoting goods and services of a personal nature (that is, Girl Scout cookies, music bands, political candidacy, etc.) are not authorized to be posted on corporate social media pages at any time.

**Violation of this policy may result in corrective action up to and including termination of a student's internship.**

## D.  INTERNET, COMPUTER SOFTWARE, AND E-MAIL USAGE

Computer software and internet access is provided by agencies to assist employees in performing their job responsibilities and/or obtaining work-related information. While internet and e-mail usage is intended for job-related activities, incidental and occasional brief personal use may be permitted, but please follow your internship agencies policy.

The equipment, services, and technology provided, and any electronic records created, are property of your internship agency, therefore the agency reserves the right to monitor all internet and e-mail usage, and retrieve and read any electronic records.

Because information and correspondence is generally confidential, all employees are required to keep such information confidential. Your personal password for any program or device used for business purposes must not be shared with anyone else unless requested by management.

Information that is composed, transmitted, or received via your internships computer communication systems must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include but are not limited to sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion, political beliefs, national origin, disability, sexual orientation, or any other characteristics protected by law.

**Violation of _any one of the above policies_ may result in corrective action up to and including termination of a student's internship.**

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| *STUDENT STANDARDS AND SUPPORT COMMITTEE* |
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## *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 they 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 they 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.

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 pattern 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 themselves 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 they are 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 themselves 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 struggling with any of the above-mentioned concerns, the referring faculty should meet with the student, in office preferably, or by email if in-person is not feasible. At the meeting, the student and faculty member will develop a plan/contract using the *Student of Concern Reporting Form*. 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 referring faculty and the student sign the contract. The student is given a copy of the contract at the time of the meeting, and informed that no final grade will be given until the student provides documentation to the faculty member that the goals have been achieved. The referring faculty will give the form to the Academic Department Associate (ADA), and a Graduate Assistant will update the spreadsheet and place the form in the student's advising file on the T drive. (NOTE: A student can request a Standards and Support meeting in order to receive support and to be proactive in addressing issues.)
   a. If the conduct is serious enough, the faculty and Standards and Support Committee can elect to hold a Standards and Support meeting immediately (as the first meeting).
2. The referring faculty will follow up with the student via email or in person. If follow-up is positive, document such and file in the student's Advising folder of the T drive. If the student has not made significant process following the plan/contract, the referring faculty member shall schedule a Standards and Support meeting.
3. The committee chairperson will call a meeting within <u>seven working days</u> of receiving the statement. The meeting needs to include at least one other faculty at a minimum; the S & S chairperson should be present if possible. 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 assigned 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. If the student is in agreement with the proposed plan, the referring faculty completes a revised contract with the student during the meeting; all attendees sign the contract if in agreement. The student receives a copy of the signed contract at the time of the meeting. The referring faculty will give the signed contract to the ADA, and a Graduate Assistant will update the spreadsheet and place the form in the student's Advising folder on the T drive.
5. If attendees are not in agreement, 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 Standards and Support Committee decision. A copy of the appeal process is included.
9. A copy of the Student Standards and Support Committee's decision will be given to the ADA by the committee chairperson to be 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

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### *ORIENTATION FOR NEW SOCIAL WORK MAJORS*

This is an outline of both the structure and content for orientation of new social work majors. This orientation occurs every semester in SOCWORK 101: Introduction to the Social Work Profession.

**Students are required to attend an orientation before becoming a major in social work.**
1. An orientation is held every semester in the Introduction to the Social Work Profession 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).
2. Certification in Wisconsin and what it means.
3. Overview of the Program
   a. Mission
   b. Admission Criteria
      i. Admission process
      ii. Transfer of credits
      iii. Graduation
   c. Program Goals
   d. Academic and Professional Advising
   e. Class Registration
   f. Links to Program Information
   g. Location of Courses
   h. Textbook Rental
   i. In-Person and Online Course
4. *Values and Ethics*
   a. Brief overview of the Code of Ethics and its importance to the profession.
   b. The need for self-understanding and the use of self as a professional tool; maturity, responsibility, and empathy as a part of this.
   c. Importance of diversity and necessity for professional acceptance.
5. *Professional and Departmental Standards and Requirements*
   a. Expectations of the Social Work Department—see material "STUDENT STANDARDS AND SUPPORT COMMITTEE"
   b. Criminal background checks.
   c. Possible professional impairment—see Student Standard and Support Committee Review
   d. Volunteer/paid work requirement as a part of Practice I and Practice II
   e. Academic requirements—2.5 GPA for practice courses, C or better in major courses.
   f. Completion of all required coursework
   g. Completion of 480-hour field placement
      i. Safety in the field
      ii. Interning at place of employment
      iii. Supervision requirements
      iv. Field placement process to be discussed in-depth in SOCWORK 489
6. Requirement that all students be advised every semester.
7. Reasonable Modification Requests.
8. *Knowledge and Skills*
   a. Required course work
   b. Skills needed for effective professional social work: <u>writing skills</u>
   c. Information that writing which is graded in social work classes is integral to field.

d. Skills needed for effective professional social work:  <u>verbal communication skills</u>
    e. Videotaping and oral communication as integral part of the program.
    f. Necessity for participation in role plays and class discussions.
    g. Opportunities for enhancement of skills—see "WRITING AND SOCIAL WORK" as an example of this.
    h. Computer skills.
9. *Other*
10. Introduction to Social Work Student Organization (SWSO) and the opportunities it presents.
11. Phi Alpha Honor Society
12. Planning ahead for field placement (a semester where it's difficult to work long hours), certification, and graduate school (advanced standing option).
13. *Contract*
    a. 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.
14. *Writing Sample*

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 2.5 overall grade point average in order to apply for all practice courses and field placement.

_____        _____
            Signature of Student                                      Date

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**SOCIAL WORK FIELD PLACEMENT**
**CODE OF CONDUCT**

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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 2021.

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 here:
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

### 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 dual 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.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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.* 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.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.


**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 should take measures to care for themselves professionally and personally. 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

**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** https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0**)**

**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

## PROGRAM EVALUATION/MSW EXIT SURVEY

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: https://www.cswe.org/ to see these standards.

Per CSWE, assessment is an integral component of competency-based education and continuous programmatic improvement (CSWE EPAS, 2022). The program utilizes course based-assignments and the field evaluation in order to address student learning and student competency related to the CSWE EPAS. Syllabi include what assignments are being utilized for measurement of competency. The program continually evaluates the social work program as well. This is done through student feedback in classes or advising sessions, focus groups, SWSO involvement in faculty meetings, etc. A primary way the social work program evaluates the explicit curriculum (the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options) is through the Exit Survey. The Exit Survey can be found at the back of this document.

## 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.  Students must apply to the major prior to being enrolled in SOCWORK 371. Graduation requirements: A 2.5 grade point average overall is needed at the time of application to the program. The program requires an exit survey.

## UNIQUE REQUIREMENTS  (10 credits) REQUIRED COURSES

Grade Course Credit

**_____ GENED 130** Individual and Society (PREREQ.  FOR
SOCWORK 311 & SOCWORK 371) **OR** 3

**_____ PSYCH 211** Introduction to Psychology

**_____ POLISCI 141** American Government and Politics  (PREREQUISITE FOR
SOCWORK 462) 3

**_____ BIOLOGY 120** Biological Foundations  (GRADUATION REQUIREMENT)* 4
**OR**
**_____ BIOLOGY 141** Introductory Biology (GL) or waiver

***Must be completed successfully before taking the social work internship.**

## MAJOR (36 credits) REQUIRED COURSES

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

**_____ SOCWORK 101** Introduction to the Social Work Profession 1
**_____ SOCWORK 102** Introduction to Social Welfare and Social Work 3
**_____ SOCWORK 311** Human Behavior and the Social Environment I (PREREQ:
GENED 130 and SOCWORK 102) 4
**_____ SOCWORK 371** Social Work Practice I (PREREQ: GENED 130, SOCWORK
102, JUNIOR Status, COREQ: SOCWORK 311) 3
**_____ SOCWORK 372** Social Work Practice II (PREREQ: SOCWORK 371) 3
**_____ SOCWORK 402** Social Work Research (PREREQ:  SOCWORK 371) 4
**_____ SOCWORK 462** Social Welfare Policy (PREREQ:  SOCWORK 371 and
POLISCI 141) 3
**_____ SOCWORK 473** Social Work Practice III (PREREQ:  SOCWORK 372 3
**_____ SOCWORK 489** Senior Seminar in Social Work 1
**_____ SOCWORK 493** Social Work Experience (3-12 credit blocks) PREREQ:  All
other social work classes, unique requirements [see above],
and 2.25 Combined Cumulative GPA) 12

**MINOR REQUIREMENTS (24 credits)** Any College of L&S  approved minor is acceptable.  Students MAY NOT select the Education option within any minors.

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA - Overview**

(Note: see other side for definitions of "student", "education records", "school official", and "legitimate educational interest".)

(The full UWW FERPA policy can be found on the Registrar's Office website at www.uww.edu/registrar)

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that can be summarized by the following two points:

> 1. Access. A student is permitted certain rights regarding his/her education records: Right to inspect and review his/her educational records; Right to request an amendment to the records if they believes there is an inaccuracy; Right to restrict the release of the student's Directory Information from public access; Right to file a complaint with the U.S. Department of Education if they feels UW-Whitewater has failed to follow FERPA guidelines.

> 2. Confidentiality. School officials 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 their written consent unless such action is permitted by the Act.

DO NOT DISCLOSE, SHARE, OR TRANSMIT ANY INFORMATION ABOUT A STUDENT WITHOUT THE STUDENT'S WRITTEN CONSENT, UNLESS PERMITTED BY FERPA.

FERPA permits two exceptions that help us do our jobs without spending all our time obtaining written consent from students:

1. Directory Information. FERPA allows us to share a student's "directory information" unless the student has officially requested to restrict its release (such restrictions are noted in WINS by a light-blue window shade icon). UWW directory information items include only the following:

- Name, address, email address, and telephone number (excluding cell);
- Dates of attendance (including term units carried and full-time/part-time status);
- Classification (e.g. sophomore, senior, graduate student);

- Major/minor/degree program;

- Degrees conferred (including dates/anticipated dates);

- Previous institution(s) attended;

- Awards and academic honors;

- Participation in officially recognized sports and activities;

- Physical factors (weight and height) of members of athletic teams.

A student who wants to restrict the release of his/her directory information must complete and file the "Request To Prevent Disclosure Of Directory Information" form in the Registrar's Office (the restriction will remain in effect until the student submits written notification to the Registrar's Office to have it removed).

Non-directory information and restricted directory information must NOT be released without the student's written, signed and dated consent (see http://www.uww.edu/registrar/ferpa.php for Authorization to Release Records form). Such written, signed and dated consent must specify and include the following three items:

a) The records to be released;

b) The party or class of parties to whom the records should be released;

c) The reason or purpose for the release of the records.

2. UWW school officials who have a legitimate educational interest. FERPA allows a UWW school official to share a student's education record information (directory information and non-directory information), without the student's written consent, with other UWW school officials who have a legitimate educational interest.

a) OTHER THAN THESE TWO EXCEPTIONS, ALWAYS ERROR ON THE SIDE OF CAUTION AND DO NOT DISCLOSE OR SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION ABOUT A STUDENT. REFER QUESTIONS ABOUT FERPA TO THE REGISTRAR'S OFFICE (Roseman room 2032, x1570).

**Definition of Terms**

**Student**-- A person who is/was enrolled in a UWW course (credit and/or non-credit). However, a person who has been enrolled in one component of UW-Whitewater and who applies for admission to a second component (e.g., an undergraduate student who applies to a graduate program) has no rights under FERPA to inspect the records accumulated by the second unit until enrolled therein.

**Education Records**-- The records directly related to a student and maintained by UWW, a UWW school official or by a party acting for the institution.

**School Official**-- A person who serves UWW in an administrative, supervisory, academic, research, or support staff position, including UWW law enforcement personnel, health staff, student employees, and field supervisors. This definition also includes a person or company with whom UWW has formally contracted (such as an attorney, auditor, or collection agent); a volunteer or other non-employee performing institutional services and functions; a person serving on an official UWW committee, such as a disciplinary or grievance committee; or a person legitimately authorized to assist another UWW school official in performing his or her professional UWW responsibilities.

**Legitimate Educational Interest**-- The demonstrated professional "need-to-know" by a UWW school official. The school official must seek the information within the context of his/her professionally assigned UWW responsibilities and the information must be used within the context of official UWW business. Disclosure of education record information to a UWW school official having a legitimate educational interest does not constitute authorization for that school official to transmit, share, or disclose any or all of that information to a third party who does not have a legitimate educational interest. An unauthorized disclosure of personally identifiable information from the education record of a student is prohibited.

## STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORDS INFORMATION

### 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, grades and/or transcripts

(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

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*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 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.

### 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.

UNIVERSITY OF WISCONSIN
**WHITEWATER**

# STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORDS

Complete ALL portions of this page, sign and date, and deliver in-person to the individual/office that will provide the education records information.

| STUDENT NAME | | |
|---|---|---|
| LAST / FAMILY / SURNAME(S) | FIRST / GIVEN NAME(S) | MIDDLE NAME(S) |
| | | |

| STUDENT UW-WHITEWATER ID NUMBER |
|---|
| | | | | | | | | |

| STUDENT DATE OF BIRTH | | |
|---|---|---|
| | | |
| MONTH (MM) | DAY (DD) | YEAR (YYYY) |

| STUDENT DAYTIME PHONE NUMBER |
|---|
| | | | | | | | | | |

| STUDENT UW-WHITEWATER E-MAIL ADDRESS | @uww.edu |
|---|---|
| | |

| STUDENT MAILING ADDRESS |
|---|
| STREET ADDRESS |
| |
| CITY, STATE, ZIP CODE |
| |

**1. I Authorize (print name of person/office you authorize to provide the education records information):**

_____

**2. To Disclose the following education records (check all that apply):**

Note to Student: this form is specific only to the records in the Registrar's Office – all other offices may have their own release form. Please contact each office specifically if you would like your records released.

____Class Registration (Registrar's Office, Roseman 2032)

____Grades & Transcript (Registrar's Office, Roseman 2032)

**3. To the following named party or class of parties (check all that apply):**
____Individual Party (print name): _____
____Prospective Employer(s)
____School Official(s) responsible for admission to educational programs
____Individual(s) responsible for scholarships, grants, etc.
____Other (specify): _____

**4. For the following reason(s) (explain):**



I am certifying that a photocopy or fax copy of this form be accepted with the same authority as the original: ___Yes ____No

Student signature _____Date _____

# Social Work Senior Exit Survey

Here is an overview of main questions asked.


<u>**Your Information:**</u>
First Name
Last Name
ID Number
Gender
What category best represents your current age?
Which of the following categories best reflects your race/ethnicity?
Are you a first-generation college student? (meaning that your parents or grandparents did not attend college).
What is your present religion?
Are you currently in the military?
Do you Identify yourself as a person with a disability or have you received accommodations due to a disability?
Which of the following categories best reflects your political affiliation?
Are you a declared online student?
How did you take your social work classes (fully face-to-face, fully online, hybrid)?
Briefly describe how you heard about social work. Why did you enter the social work major?


<u>**Your Social Work Courses (Excluding Field Experience):**</u>

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

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

Please explain why you chose ____ as your least valuable course, and what could be changed to make it more valuable?

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

Please rate the following statement: Social Work curriculum includes diverse courses and opportunities to make me prepared for a career in the social work field.

Please rate the following statements about the social work curriculum related to diversity.

Please provide any additional comments about the social work curriculum related to diversity issues.

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

Please explain why or why not technology was used effectively.

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

**<u>Your Social Work Field Experience:</u>**

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

The following set of questions asks you questions about your experience at your field placement (strongly agree to strongly disagree).
a. Provided opportunities for you to demonstrate your core competency skills
b. Informed your future career decisions
c. Was a valuable use of your time
d. Was a valuable learning experience
e. Had a manageable amount of work
f. Helped you create a professional network
g. Challenged you professionally
h. Linked theoretical approaches from the classroom
i. Linked material learned in the classroom

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

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

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

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

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

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

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

Did you have any interactions with Dr. Katherine Drechsler (Field Coordinator) in her coordinator role?

If yes, how would you rate your experience with her in this role?

Do you have any feedback for the field coordinator in her role as field coordinator?

**Your faculty field liaison**:
a. was respectful in the placement process
b. was available when you needed themselves
c. responded to your logs in a timely manner
d. made useful/helpful comments to your log
e. made you feel comfortable talking about your placement and any issues or problems
    that arose

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

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

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

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

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

Did you have any interactions with Dr. Yeongmin Kim (Department Chair) in his chair role?
      If yes, how would you rate your experience with him in this role?

Do you have any feedback for the chair in his role as chair?

Did you have any interactions with Dr. Deanna Guthrie (BSW Program Coordinator) in her coordinator role?
      If yes, how would you rate your experience with her in this role?

Do you have any feedback for the program coordinator in her role as program coordinator?

**The social work advising process:**
a. was informative in planning your social work degree
b. was helpful for navigating your academic plan
c. was a valuable use of your time
d. was easy to sign up for

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

Did you ever change advisers?

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

**Your social work adviser:**
a. demonstrated care about your academic journey
b. included you in the advising process
c. was knowledgeable about social work resources
d. was reasonably available to assist you when you needed it
e. was informative in planning your career after graduation
f. responded in a timely manner to questions and concerns

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

Q44 **Your Time at UW-Whitewater:**

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

How many organizations were you involved in?

Were you involved with the Social Work Student Organization (SWSO)?
      What was your level of involvement in SWSO?
      To what extent did you feel involved in SWSO?
      What were your favorite events with SWSO?

What other comments or suggestions do you have regarding SWSO?

Did you use any on-campus resources (Tutoring, Health Center, CSD, Career and Leadership, etc.)?
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 - Heath Services
- Heath Center - Counseling Services
- Academic Support Center - Tutoring
- Academic Support Center - Safe Walk
- Academic Support Center - Supplemental Instruction Sessions (SI)
- Veterans Services
- Library Resources
- Other

Which programs did you find most useful?

Which programs did you find the least useful?

Overall, did campus resources meet your needs?

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

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

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

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 _____

Do you plan to pursue a career in social work?
- ○ Yes
- ○ No

If yes, in Wisconsin?
- ○ Yes
- ○ No, where? _____

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 _____

**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.

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

What phone number will you be using after graduation?

What city do you plan to reside in after graduation?

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

What country do you plan to reside in?
**Thank you for taking our survey!**