



UNIVERSITY OF WISCONSIN
WHITEWATER

**Department
of
Social Work
MSW 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 our program. You are an important part of it! We believe this handbook 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 that 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 MSW students is in addition to the existing University of Wisconsin-Whitewater student handbook and graduate bulletin. The purpose of the Social Work MSW Student Handbook is to explain and clarify policies and procedures that 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 the MSW Social Work Program at the University of Wisconsin-Whitewater.

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SECTION I: FACULTY AND STAFF DIRECTORY

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SECTION II: HISTORY OF THE 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.

As 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 that 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 businesspersons 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.

Overall, 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

SECTION III: 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, generalist social work practitioners. The social worker with master level training is expected to be an advanced generalist practitioner in the field (similar to 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 has a wide range of skills.

MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT

The University of Wisconsin-Whitewater Master of Social Work program prepares students to be advanced social work professionals skilled in developing collaborative relationships and implementing evidence-based interventions, building on their knowledge in liberal arts, person-in-environment, and scientific inquiry. Through this preparation students develop advanced practice, intervention, and evaluation social work skills to work within dynamic local, regional, and national contexts to address diverse human and community issues affecting the quality of life and to promote social, racial, economic, and environmental justice.

The Masters of Social Work Program at the University of Wisconsin-Whitewater builds on the core values of social work including: service, social justice, the dignity and worth of the person, the importance of human relationships, incorporating a strengths perspective, integrity, competence, human rights, and scientific inquiry. These values frame the profession's commitment to respect all people and the quest for social and economic justice.

Given these commitments, the mission of our program is to cultivate advanced social work students to become skilled professionals, obtaining the knowledge and skills necessary for advanced generalist social work service in urban and rural areas with diverse client systems. In order to demonstrate competence, students will need to demonstrate the ability to build relationships, identify strengths, and assess and implement effective interventions for individuals, families, groups, organizations, and communities, with a high level of integrity.

MISSION STATEMENT GOALS

The UW-W Social Work Program achieves its mission through the fulfillment of the following program goals.

Program Goals

1. Train students, through coursework, field education, and advising, to advance their knowledge, develop strong professional values and ethics, and be able to apply a range of prevention and intervention methods.
2. Prepare students to advocate for all human rights and to stand up for marginalized and oppressed individuals, families, groups, organizations, and communities through utilization of a diversity, equality, and inclusion approach.
3. Teach students to engage in evidence-informed practices.
4. Partner students with community partners to accomplish mutual goals based on evidence-based interventions and practices.
5. Engage students in opportunities to work in partnership with faculty who are actively engaged in practice, service, and research.

Specified Objectives of Our Educational Program

In accordance with the Council on Social Work Education (CSWE), graduates of our Master of Social Work Program will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 use technology ethically and appropriately to facilitate practice outcomes
- 1.5 use supervision and consultation to guide professional judgment and behavior

Competency 2: 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; and
- 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; and
- 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 use practice experience and theory to inform scientific inquiry and research
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

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 (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 degree required 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, mental health counseling, services to single parents, day care services, school social work, services to minority groups, services to veterans and their families, recreational services such as Boy Scouts and Y.W.C.A. programs, social services in a medical or psychiatric 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 childcare services for working mothers;
- Counsel individuals and groups having a wide variety of personal and social difficulties;
- Provide services to persons with AIDS;
- Educate children who have a cognitive disability or who are emotionally disturbed;
- Serve families struck by such physical disasters as fires and tornadoes;
- Serve as advocates for persons needing services;
- Encourage communities to develop comprehensive programs;
- Meet the special needs of people of color and members of other minority and oppressed groups.

SOCIAL WORK CERTIFICATION

In 1991 Wisconsin passed a certification bill covering social workers. In essence, this law mandates that the term "social worker" can only be used by persons who graduate from a bachelor's or master's program in social work that is accredited by the Council on Social Work Education. This law prevents people who hold degrees in some other field from being hired for social work positions in 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 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 students in our program need to apply for social work licensure to the Wisconsin Department of Safety and Professional Studies. The licensure process requires that applicants must pass two exams, the state of Wisconsin State Statutes Exam and the Association of Social Work Boards (ASWB) National Social Work Exam.

CRIMINAL BACKGROUND CHECK

The State of Wisconsin passed a Caregivers Act in 1998. You should be aware that this law requires criminal background checks for social work students 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.

Field placement sites have the right to ask that you obtain a criminal background check. At times, UW-Whitewater may require this as part of the requirements for a specific internship (i.e. the agency has asked us to provide them a background check before the agency interviews the student). The student is required to pay for the background check. A background check is not a part of the application process unless you apply to for the School Social Work Certificate. However, you are required to obtain an internship as part of the MSW program. If your criminal background prevents you for obtaining an internship UW-Whitewater Social Work Program will work with you in attempting for find an internship, typically we call 2-3 agencies; however, is not under an obligation to guarantee you a placement if you have a criminal background. The Social Work Program has the right to not graduate you from the program if you are unable to secure an internship based on your history.

ADMISSION TO THE SOCIAL WORK PROGRAM

Students interested in obtaining an MSW in Social Work (both in the face-to-face and online programs) would need to apply to the graduate school. Recognizing that educational preparation and commitment to the social work profession are essential qualities for master's level students, the following are the requirements for admission into the master's program:

For Traditional (non-advanced standing) MSW applicants:

Minimum requirements:

1. Transcript demonstrating bachelor's degree from a 4-year, college or university accredited by a recognized regional accrediting association. The program will accept bachelor degrees from accredited universities in non-social work fields, for example, but not inclusive of, psychology, sociology, women's studies, business, etc. Any student with a 4-year college degree is encouraged to apply. For any student transferring in social work courses, those courses must be from a CSWE accredited program and must be approved by the Program Coordinator
2. GPA – 2.75 on 4.0 scale: can apply if lower than a 2.75, but would be placed on probation status if admitted
 - To add the School Social Work Certificate, a 3.0 GPA is required
3. Intro to statistics course: 200 level or higher, with a grade of C or better

4. Personal Statement

- Student is required to demonstrate a commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations

5. Demonstration of 24 hours of liberal studies courses, including:

- Courses in social sciences (psychology, sociology, anthropology, economics, women's studies, political science)
- Course in human biology
- Course in social work

6. Background check for field upon request

- A background check is required for those adding the school social work certificate.

7. 3 letters of reference (at least one academic instructor and only one can be personal and one professional reference (field, volunteering, and/or work)

Preferred qualifications:

- 1000 Service hours (paid or volunteer)

Notification of Admission

If the program approved the applicant, a letter is mailed (and emailed) to the applicant by the graduate school admission office informing the student of the decision and the next steps the student needs to take. If a student requires any additional coursework or contingent conditions (ex: prerequisite, probationary status), they will be informed of this at this time.

In general, all persons who hold a bachelor's or advanced degree from a regionally accredited school may register in graduate-level courses for graduate credit. Proof of a bachelor's or higher degree is required. Students may be admitted to a graduate degree program either in good standing or on probation. The admission status (e.g., "good standing" vs. "probation") of all applicants from baccalaureate-granting institutions that don't employ traditional grading systems is left to the judgment and recommendation of the graduate program to which the student is applying. Certain other special categories are established for persons not attempting to complete a degree at this institution. These special categories are "non-candidate for degree" and "guest transfer of credit."

Admission in Good Standing

Requirements for admission to a degree program in good standing are as follows:

1. A baccalaureate or higher degree from a regionally accredited institution.
2. At least a 3.00* overall grade point average in all the graduate work previously completed at UW-Whitewater, with no grades of I or P pending.
3. One of the following:
 - At least a 2.75 overall grade point average in the undergraduate degree program.
 - At least a 2.90 grade point average in the last half of the undergraduate degree program.
 - A master's degree or higher from an institution regionally accredited at the corresponding graduate level.
 - At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.
4. Any additional requirements set by individual departments or colleges for admission to specific degree programs.

*All grade point averages are on a 4.00 basis.

Admission Application

Students will apply to the master's program through a two-step process. First, students will apply through the Graduate School application process using the online University of Wisconsin program, UW e-application at <https://apply.wisconsin.edu/>. Once all materials have been received, the application will be reviewed by a panel of faculty members from the master's program. The panel of faculty members will review all minimum requirements are met. In addition, if a student's grade point average is below a 2.75, the student can apply for probationary status. The student will be allowed to enroll in the program however will need to achieve a 3.0 in the student's first 12 credits.

Contingent Admission

For traditional students a 200 level or higher statistics course are prerequisites for admission to the program. This course can be completed the semester prior to being admitted to the program. Students may be admitted contingent on passing the courses prior to their first semester.

Advanced Standing Status

Advanced standing status will only be granted to students demonstrating receipt of a baccalaureate social work degree from a social work program accredited by the Council of Social Work Education, recognized through its International Social Work Degree Recognition and Evaluation Services, or

covered a memorandum of understanding with international social work accreditors. Students must have received a grade of B or better in core social work courses (including: Introduction to Social Work, Human Behavior, Social Work Research, Social Work Policy, Social Work Practice Courses, and social work field placement) in order to receive advanced status standing. (See the section below on advanced standing admission).

Deficiencies in Background for Graduate Study. If a department finds that a student lacks the proper academic background for graduate studies, it may specify that deficiencies be made up before the student completes a degree. In some cases, deficiencies may have to be made up by registering in undergraduate courses that do not count toward completion of a master's degree (a deficiency would include not have a B or better in a social work course, not having a comparable social work course, or not having the required grade point average) or working with a professor as part of a class or independent study to demonstrate competency in the course where you obtained a grade below a B. Please note that all students are required to have a B or better in their undergraduate field experience to obtain advanced standing status. A grade lower than a B will require the student to retake the field course.

Admission on Probation. A student who does not meet the requirements for admission in good standing may be admitted to a degree program on probation after furnishing credible evidence of ability to do satisfactory graduate work. Such credibility is determined by the admitting academic department or individual Program Coordinator, and could be a creditable postgraduate employment record; a satisfactory score on the Graduate Record Examination, GMAT or Miller Analogies Test; or the successful completion of graduate work at a regionally accredited institution. Students admitted on probation must meet the criteria above for good standing status within the first 12 credits attempted, including repeated courses. Those failing to do so will be ineligible to take further graduate work in that degree program.

Applicants in the top 10 on the waiting list are also notified they are on a waiting list and their placement (1-10) on this list. If not accepted, the graduate school admission office will contact the student via letter and email to inform the student.

For Advanced Standing MSW applicants:

Minimum requirements:

1. Transcript demonstrating a social work bachelor's degree from a 4-year college or university accredited by a recognized regional accrediting association the Council of Social Work Education.
2. Demonstration of completion of bachelor of social work accredited program with a B or better in core social work courses.
3. GPA – 2.75 on 4.0 scale, can apply if lower than a 2.75, but would be placed on probation status if admitted
 - To add the School Social Work Certificate, a 3.0 GPA is required
4. Intro to statistics course: 200 level or higher, with a grade of C or better
5. Personal statement
 - Student is required to demonstrate a commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations
8. Background check for field upon request
 - A background check is required for those adding the school social work certificate.
6. 3 letters of reference (at least one academic instructor and only one can be personal and one professional reference (field, volunteering and/or work)

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Contingent Admission

For advanced standing students a 200 level or higher statistics course is a prerequisite for admission to the program. This course can be completed the semester prior to being admitted to the program. Students may be admitted contingent on passing this course prior to their first semester.

Faculty review all the applicants. Faculty use a scoring grid in which they review the applicant's personal statement, resume, letters of recommendation, and prior course history. Two faculty review each application. A number value is assigned based on the above documents. When two faculty differ significantly on points, a third reviewer reviews the application. Applicants are admitted based on having a higher number value than their peers. The department does create a waiting list of the applicants who admitted rest of the applicants.

Notification of Admission of Advanced Standing

If the program approved the applicant, a letter is mailed (and emailed) to the applicant by graduate school admission office informing the student of the decision of advanced standing status and the next steps the student needs to take. If a student requires any additional coursework or contingent conditions (ex: taking the required prerequisite statistics course or being placed on probation), they will be informed of this at this time.

In general, all persons who hold a bachelor's or advanced degree from a regionally accredited school may register in graduate-level courses for graduate credit. Proof of a bachelor's or higher degree is required. Students may be admitted to a graduate degree program either in good standing or on probation. The admission status (e.g., "good standing" vs. "probation") of all applicants from baccalaureate-granting institutions that don't employ traditional grading systems is left to the judgment and recommendation of the graduate program to which the student is applying. Certain other special categories are established for persons not attempting to complete a degree at this institution. These special categories are "non-candidate for degree" and "guest transfer of credit."

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2. At least a 3.00* overall grade point average in all the graduate work previously completed at UW-Whitewater, with no grades of I or P pending.
3. One of the following:
 - At least a 2.75 overall grade point average in the undergraduate degree program.

- At least a 2.90 grade point average in the last half of the undergraduate degree program.
 - A master's degree or higher from an institution regionally accredited at the corresponding graduate level.
 - At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.
4. Any additional requirements set by individual departments or colleges for admission to specific degree programs.

*All grade point averages are on a 4.00 basis.

Deficiencies in Background for Graduate Study. If a department finds that a student lacks the proper academic background for graduate studies, it may specify that deficiencies be made up before the student completes a degree. In some cases, deficiencies may have to be made up by registering in undergraduate courses that do not count toward completion of a master's degree (a deficiency would include not having the required grade point average) or working with a professor as part of a class or independent study to demonstrate competency in the course where you obtained a grade below a B. Please note that all students are required to have a B or better in their undergraduate field experience to obtain advanced standing status. A grade lower than a B will require the student to retake the field course.

Admission on Probation. A student who does not meet the requirements for admission in good standing may be admitted to a degree program on probation after furnishing credible evidence of ability to do satisfactory graduate work. Such credibility is determined by the admitting academic department or individual Program Coordinator, and could be a creditable postgraduate employment record; a satisfactory score on the Graduate Record Examination, GMAT or Miller Analogies Test; or the successful completion of graduate work at a regionally accredited institution. Students admitted on probation must meet the criteria above for good standing status within the first 12 credits attempted, including repeated courses. Those failing to do so will be ineligible to take further graduate work in that degree program.

Applicants in the top 10 of the waiting list are also notified they are on a waiting list and their placement (1-10) on this list. If not accepted, the graduate school admission office will contact the student via letter and email to inform the student.

College Credit for Prior Academic Work/Transfer Credits

Social work college credit transferred from another university which a social work student wishes to apply to the master's program will be subject to evaluation by the Program Coordinator. Any student wishing to be admitted to the program will be required to fully apply to the social work program. Once admitted, the program coordinator will start the review of prior academic work (both BSW and MSW prior work if applicable). This evaluation will assess the applicability, similarity, and adequacy of that course in relation to the Social Work Department requirements. If it appears that the transfer course adequately meets the requirements, it will be accepted. The student is responsible for providing substantiating materials such as syllabi, text used, and course requirements to assist in the evaluation. Faculty who teach the similar courses at UW-W will evaluate the course (for example, faculty teaching research will evaluate any research related course). If the course does not transfer, arrangements must be made to supplement that course work or complete the required UW-W course(s). ***NOTE: If a student transfers any graduate credits, the student's 7-year timeclock for completion of the MSW begins at the first semester of a completed course at the previous institution.***

Students can ask for a review prior to completing an application to the program, but will need to complete an application once the student has decided to apply to the program (this course review will not take place of the application process and does not guarantee admission).

Students will only be transferred in as advanced standing if they have a B or better in social work courses from accredited social work programs that are comparable to the first-year courses at UW-Whitewater (Human Behavior: SW 511, Practice Courses: SW 571, 572, and 573, Research; SW 602, Policy: SW 662, and field; SW 783) and a 2.75 cumulative grade point average in social work classes (similar to the program's advanced standing application criteria). If not all of these courses have been completed or the grade point average is not met, the student will not be admitted to the traditional program until the requirements have been met (granted the student has been accepted to the program) or it has been determined that the deficiency has been addressed. However, a grade of a B- or lower in SW 783 will require the student to retake that course.

It should be noted that field experience will not be accepted in as a transfer course unless the course was from a CSWE accredited program and a final field evaluation from the course and a final transcript with an official grade can be provided. For social work practice courses, courses that are approved will be required to have been obtained at a CSWE accredited social work program.

Lastly, per UW-W graduate school policy, no more than 12 credits will be allowed to be transferred from a prior graduate program to the UW-W MSW program. This does not count the MSW prerequisite courses of a 200 level or higher statistics course (both traditional and advanced students).

College Credit for Prior Experience Work

No academic credit is given for life experience in lieu of either required coursework or Social Work Experience.

Transferring from a Different MSW Program to UW-W MSW Program

Students are allowed to transfer from a different CSWE Accredited Program to the UW-W program. Applications will be examined on a case by case basis.

In order to transfer to UW-Whitewater from another program students are required to:

1. Students must apply to the School of Graduate Studies (<https://www.uww.edu/gradstudies>)
2. Students must apply to the Masters in Social Work Program
 - As part of this application, students must upload their personal statement and resume.
 - In the personal statement, the student must address why they are applying to transfer to the UWW MSW Program
 - Students must submit two letters of recommendation, including one academic and one employment reference.

THE ONLINE MSW PROGRAM

The admission for the online MSW program is the same as for traditional and advanced standing as identified above, except that with the graduate school, you would enroll in the “Online MSW” program versus the “MSW 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). Dates and times of synchronous meetings are provided in WINS each semester as the course are updated.

Students are provided the majority of the same opportunities as the 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 currently registered and taking classes are eligible to access mental health counseling and health-related services through the University Health Center. Please note that students who may live outside of WI, may not be eligible for online services at all due to licensing requirements. Referrals may be made for these students at their request.

SECTION IV: COURSE REQUIREMENTS IN SOCIAL WORK

LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES:

Demonstration of 24 hours of liberal studies courses, including:

- Courses in social sciences (psychology, sociology, anthropology, economics, women's studies, political science)
- Course in human biology
- Introduction to Social Welfare or Social Work Course
- Intro to statistics course: 200 level or higher, with a grade of C or better

MSW Program

Students will be required to complete either 32 or 58 credits, depending on their standing entering the program. Those students who are admitted as graduates of CSWE approved undergraduate programs will need to take only 32 credits of the second-year graduate level courses in order to obtain an MSW credits. Students coming in with non-CSWE social work degrees will be required to have 58 credits.

Non-Advanced standing students will take 49 credits of core courses and 9 credits of electives. Advanced standing students will take 23 credits of core courses and 9 credits of electives.

NOTE: Once students have started the MSW Program, regardless of their status as advanced standing or non-advanced standing, they have 7 years to complete the degree requirements.

PREREQUISITE COURSES (NOT INCLUDING LIBERAL ARTS REQUIREMENTS):

SOCWORK 250: Statistics for Social Work: (3 credits). This course provides introduction to basic statistics applicable to social work practice and research. Social work practitioners must be able to

conduct research and data analysis to provide effective interventions for their clients. The course also provides students with opportunities to learn a popular statistical software for social research, SPSS, to analyze the data and present results.

REQUIRED SOCIAL WORK COURSES:

Non-advanced standing students must complete the following core courses:

- a. SOCWORK 511: Human Behavior and the Social Environment (4 credits)
- b. SOCWORK 571: Social Work Practice I (3 credits)
- c. SOCWORK 572: Social Work Practice II (3 credits)
- d. SOCWORK 573: Social Work Practice III (3 credits)
- e. SOCWORK 602: Social Work Research (4 credits)
- f. SOCWORK 662: Social Welfare Policy (3 credits)
- g. SOCWORK 712: Social Work Psychopathology (3 credits)
- h. SOCWORK 720: Advanced Social Welfare Policy Analysis (3 credits)
- i. SOCWORK 733: Community Based Social Work (3 credits) **OR**
SOCWORK 778: Clinical Social Work (3 credits)
- j. SOCWORK 771: Research Program Implementation and Evaluation. (3 credits).
- k. SOCWORK 776: Advanced Practice: Intervention and Evaluation. (3 credits)
- l. SOCWORK 783: Social Work Field Experience (3-6 credits).
- m. SOCWORK 784: Social Work Field Classroom Integration Capstone (4 credits)

Advanced standing students must complete the following core courses:

- a. SOCWORK 712: Social Work Psychopathology (3 credits)
- b. SOCWORK 720: Advanced Social Welfare Policy Analysis (3 credits)
- c. SOCWORK 733: Community Based Social Work **OR**
SOCWORK 778: Clinical Social Work (3 credits)
- d. SOCWORK 771: Research Program Implementation and Evaluation. (3 credits).
- e. SOCWORK 776: Advanced Practice: Intervention and Evaluation. (3 credits)
- f. SOCWORK 783: Social Work Field Experience (3-6 credits).
- g. SOCWORK 784: Social Work Field Classroom Integration Capstone (4 credits)

REQUIRED SOCIAL WORK COURSES DESCRIPTIONS

Non-Advanced Standing Courses:

- a. **SOCWORK 511: 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.
- b. **SOCWORK 571: SOCIAL WORK PRACTICE I (3 credits).** This course presents advanced 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.
- c. **SOCWORK 572: SOCIAL WORK PRACTICE II (3 credits).** This is the second of three required social work practice courses. This course is designed to help students build upon the skills and knowledge required in Practice I, including further development of interviewing and interpersonal skills. In particular, the emphasis of this course includes studying the dynamics of groups and working with various types of groups.
- d. **SOCWORK 573: SOCIAL WORK PRACTICE III (3 credits).** This course is designed to further develop and fine tune advanced generalist social work skills at all levels of intervention (including individuals, families, organizations, and communities). Course content will focus on difficult situations in micro practice, understanding and working with families, and working in and with organizations and communities.
- e. **SOCWORK 602: 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.
- f. **SOCWORK 662: SOCIAL WELFARE POLICY (3 credits).** This course is designed to provide students with knowledge about the process of social welfare policy formulation and implementation and with policy analysis skills. The effects of social welfare policies

and organizations on both clients (especially the poor and minorities) and on social workers will be emphasized.

First Year Advanced Standing and Second Year Non-Advanced Standing Core

Courses:

- a. **SOCWORK 712: SOCIAL WORK PSYCHOPATHOLOGY (3 credits).** This course takes a closer examination of psychopathology, which affects how client's function, and explores the role of diversity. Students learn to use the DSM-5, which is implemented in social work field experiences.

- b. **SOCWORK 720: ADVANCED SOCIAL WELFARE POLICY ANALYSIS (3 credits).** Students will learn to plan for, develop, implement, and evaluate social welfare policies and programs relevant to social justice, critically examining social work policies on a global level and compare/contrast with United States policies.

- c. **SOCWORK 733: COMMUNITY SOCIAL WORK (3 credits).** This class builds on undergraduate classes by further examining the impact of the community as a major element that influences an individual and/or system. The course also includes theories and methods of working with groups and communities, including methods of change, advocacy, planning, respect for diversity, and understanding social justice.

OR

- SOCWORK 778: CLINICAL SOCIAL WORK (3 credits).** This class teaches students to use advanced clinical skills across settings. The course builds on Social Work 776, preparing students for advanced clinical work. This course focuses predominantly on Evidence Based Interventions. Utilizing examples from field placement experience in conjunction with classroom instruction, students will learn to select and implement appropriate interventions for clients.
- d. **SOCWORK 771: RESEARCH PROGRAM IMPLEMENTATION AND EVALUATION (3 credits).** Students will utilize practice experience and theory to inform research. Students will examine quantitative and qualitative research designs, applying critical thinking skills to analyze research. Students will develop an ethical plan, design, and conduct one evaluative study of an intervention/program that will be concluded in Research Integrative Capstone project.

- e. **SOCWORK 776: ADVANCED PRACTICE: INTERVENTION AND EVALUATION (3 credits).** This class teaches students to assess clients and implement culturally competent, evidence-based interventions to enhance clients' lives. This course presents advanced methods involved in completion of assessments, practice interventions, therapeutic processes, and evaluation. Pulling from examples from field placement experience, students will be required to select appropriate interventions for clients.
- f. **SOCWORK 783: SOCIAL WORK FIELD EXPERIENCE (3-6 credits).** Repeatable, depending on status. Students complete this first field education course under the supervision of an approved agency field instructor and academic guidance of a faculty field liaison.
- For students wanting a clinical license in the State of Wisconsin, students are required to complete a 2- semester, 500-hour field placement in a clinical setting (meaning the student assesses and diagnoses using the DSM under a clinical supervisor). If the student is placed in a field agency where there is not a supervisor with 2 years of MSW the student will be required to attend additional consultation.
- g. **SOCWORK 784: SOCIAL WORK FIELD CLASSROOM INTEGRATION CAPSTONE (4 credits).** This course continues an advanced practicum experience. Students will be required to implement their research project in this field experience and create a portfolio based on the coursework and the final research project

Elective Emphasis Courses:

- a. **SOCWORK 537: INTRODUCTION TO SOCIAL GERONTOLOGY (3 credits).** This course is designed to introduce the student to social and physical factors related to aging. It will include information regarding social services needed to assist the older person and an analysis of gaps in current services.
- b. **SOCWORK 561: COMMUNITY BASED LEARNING IN AGING AND HEALTH (3 credits).** The goal of course is to highlight a community need/concern in aging (locally, regionally, or wider community) and invite students to address the need/concern. This course involves students working with a community-based organization (CBO) that provides services, support, or advocacy to older adult or addresses aging related

- issues. Students will work with the CBO and undertake a project from start to finish. The project, which is established in advance by the instructor, involves students working in small groups in which students will evaluate a program, implement a new program, assist with enhancing practices, or advance organizational policies.
- c. **SOCWORK 630: SOCIAL WORK PRACTICE IN BEREAVEMENT (3 credits).** This course focuses on how to professionally engage, assess and intervene with intersectional aspects of bereavement. This course builds on theoretical knowledge of on grief, loss, death, and dying anchored in a social work practice perspective.
 - d. **SOCWORK 631: CLINICAL SOCIAL WORK PRACTICE WITH CHILDREN (3 credits).** This course builds on generalist practice and human behavior courses to address clinical social work practice with children. It will specifically focus on play-based interventions with children and working collaboratively with families and other systems. Interventions with specialized populations will also be addressed, such as children with disabilities or children who have experienced trauma.
 - e. **SOCWORK 632: SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION (3 credits).** This course will examine the complexity of suicide from multi-dimension perspectives including the historical, neurobiological, psychological, sociological, cultural, public health, and personal/subjective. Students will gain an understanding of the prominent theories that explain suicide, as well as risk and protective factors for suicide. This course will familiarize students with evidence-based practices and ethical considerations with suicidal clients.
 - f. **SOCWORK 635: SOCIAL WORK PRACTICE WITH LGBTQ POPULATION (3 credits).** This course aims to provide students with a deeper understanding of the experiences of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people, and their diverse and intersectional identities as applied to direct social work practice, intervention, and policy. This course will examine a variety of areas of relevance to social work with LGBTQ populations including history, theory, and contemporary issues.
 - g. **SOCWORK 715: SOCIAL WORK PRACTICE AND TRAUMA (3 credits).** This course will focus on working with clients who have been exposed to significant trauma and/or loss. Trauma theory, impact of trauma and loss, and assessment of trauma will be

explored. Skills will be developed to directly treat children and adults with trauma to assist with the management of their symptoms and increasing coping skills to prepare for future challenges.

- h. **SOCWORK 740: Social Work with Substance Use Disorders (3 credits).** This course provides an overview of Substance Use Disorders and their assessment in social work practice settings. The course will review the history, epidemiology and pharmacology of drugs of abuse. The importance of social systems (e.g., family, work, and community) and spirituality in addiction and recovery will be discussed.
- i. **SOCWORK 741: Treatment of Substance Use and other Addictive Disorders (3 credits).** This course examines social, legal, political, psychological, biological (including neuroscience research), spiritual, and ethical factors related to substance use disorders, eating disorders, and other behavioral addictions. Assessment and intervention models with an emphasis on harm reduction, stages of change, medication assisted treatment, and strengths perspective will be studied.
- j. **SOCWORK 750: Social Work with Military (3 credits).** This course explores military culture and stressors associated with military lifestyle. Ethical issues for working in this environment are considered. Students completing this course will have a more in-depth understanding of theory-based and research-informed strategies to work with the military, veterans and their families in a variety of settings.
- k. **SOCWORK 763: AGING POLICY (3 credits).** This course will critically examine U.S. policies in aging as they relate to the overall health, including physical, social, and behavioral health, for older adults and their unpaid family caregivers. The course will emphasize the impact of changes in aging policy on the physical, social, and behavioral professionals' roles, and the connections between U.S. and State policies in aging and delivery systems.
- l. **SOCWORK 764: COMMUNITY BASED LEARNING IN GERONTOLOGY (3 credits).** This course in aging that aims to address community, local, regional, or national needs in aging. Students will work as part of team and partner with a community-based organization (CBO), which will be identified by the instructor, and conduct an evaluation and share the findings with stakeholders. The type of evaluation to be undertaken,

which can range from a community or organizational needs assessment to client satisfaction to outcome-based program evaluation, will be contingent on the CBO's needs.

- m. **SOCWORK 777: SCHOOL SOCIAL WORK (3 credits).** The School Social Work Practice courses focusing on teaching content from the Wisconsin Pupil Service Standard PI 34 related to being a school social worker. This course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public-school setting with the unique knowledge and skills required by the school setting.
- n. **SOCWORK 798: INDEPENDENT STUDY (1-3 credits; repeatable).** Study of a selected topic or topics under the direction of a faculty member.
- o. **COUNSED 746: COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS (3 credits).** This course is a study of alcohol and other drug abuse, the process of chemical dependency, its impact on the family and its importance in the area of counseling. This course will enable the counselor to identify and assess the substance abuser and examine the counselor's role in the prevention and intervention process. Students will develop knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. It will examine the history, philosophy and trends in addiction counseling. The student will learn to identify the various symptoms of progressive stages of chemical dependency and counseling modalities for treatment.

****Please note that students are allowed to take graduate courses in other graduate program with approval from the graduate program and your social work advisor.***

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 advanced generalist practice. The social work program has adopted the following definition of generalist social work practice:

Generalist advanced practice social workers 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.

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 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 degree 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

SOCWORK 511 Human Behavior & Social Environment

SOCWORK 712 Social Work Psychopathology

Social Work Practice

SOCWORK 571 Social Work Practice One

SOCWORK 572 Social Work Practice Two

SOCWORK 573 Social Work Practice Three

- *SOCWORK 712 Social Work Psychopathology
- *SOCWORK 733 Community Social Work
- *SOCWORK 776 Advanced Practice: Intervention and Evaluation
- *SOCWORK 778 Clinical Social Work

Social Welfare Policy & Services

- SOCWORK 662 Social Welfare Policy
- *SOCWORK 720 Advanced Social Welfare Policy Analysis

Research

- SOCWORK 602 Social Work Research
- *SOCWORK 771 Research and Program Implementation and Evaluation
- *SOCWORK 784 Social Work Field Research Integration Capstone

Field Work

- *SOCWORK 783 Social Work Experience
- *SOCWORK 784 Social Work Field Classroom Integration Capstone
- * Indicates core courses in the advanced generalist program

Elective Emphasis Courses in the Program

All students must complete 3 of the following elective courses:

- a. SOCWORK 537: Introduction to Social Gerontology (3 credits).
- b. SOCWORK 561: Community Based Learning in Aging and Health (3 credits).
- c. SOCWORK 630: Social Work Practice in Bereavement (3 credits).
- d. SOCWORK 631: Clinical Social Work Practice with Children (3 credits)
- e. SOCWORK 632: Suicide Prevention, Intervention, and Postvention (3 credits).
- f. SOCWORK 635: Social Work Practice with LGBTQ+ Population (3 credits).
- g. SOCWORK 715: Social Work Practice and Trauma (3 credits).
- h. SOCWORK 740: Social Work with Substance Use Disorders (3 credits).
- i. SOCWORK 741: Treatment of Substance Use and other Addictive Disorders (3 credits).

- j. SOCWORK 750: Social Work with Military (3 credits).
- k. SOCWORK 763: Aging Policy (3 credits).
- l. SOCWORK 764: Community Based Learning in Gerontology (3 credits).
- m. SOCWORK 777: School Social Work (3 credits).
- n. SOCWORK 798: Independent Study (1-3 credits; repeatable; 4 credit maximum credits allowed per graduate degree).
- o. COUNSED 746: Counseling and the Chemical Dependency Process (3 credits).
- p. Other graduate course electives as approved by the program coordinator.

Electives in the Program

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.

SECTION V 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:

- Social Work Student Organization (SWSO)
- Student involvement in student affairs
- Save your social work syllabi
- Phi Alpha Honor Society

Each of these mechanisms will be briefly described.

SOCIAL WORK STUDENT ORGANIZATION (SWSO)

The Social Work Student Organization (SWSO) is an organization of all bachelor and master's level social work students (including online students) whose purpose includes both social and service activities, as well as providing input to the social work program. One member of the

organization may be invited to attend faculty department meeting (which meets monthly) to give their input on decisions that are made if student feedback is needed. One member may also be requested to attend 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 of presentations from the past are on field placement, hospice care, and adoption. SWSO also engages in volunteer activities, hosts the annual graduate school fair, invites past alumni to campus for a career day, has assisted in mental health/suicide awareness events, has paid for students to attend conferences, has paid for students to attend NASW Lobby Day, and supports the end of the year social work student graduation celebrations.

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 student 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) Association (through virtual meetings), participation in classroom climate evaluations, and Brown Bag Lunch sessions, all of which are administered or held 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 sessions for full-program and advanced standing students, the MSW 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:

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 MSW 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), Association of Graduate Students of Color, 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 MSW 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 MSW 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 MSW 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 for full-program and advanced standing students, the MSW 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. In addition, each college appoints a student to be a member of the Graduate Council (the executive body of the Graduate Faculty that receives, considers, and takes final action on all graduate matters including curriculum, policy, and administration) and on the Exemption (appeals) committee. 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
- Association for Graduate Students of Color
- 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
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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. Be enrolled in an MSW program.
- b. Be in the top 35% of class in the graduate program (according to GPA).
- c. Has not had a standards and support meeting that involved behavioral or educational concerns.
- d. Complete a minimum of 9 credits of required social work graduate courses or at least 37.5% of courses required for degree.
 - Since our advanced standing program is a 32-credit program, students must complete at least 12 graduate credits.
 - Since the traditional program is a 58-credit program, students must complete at least 22 graduate credits.

SAVE SOCIAL WORK COURSE SYLLABI

Each year some UW-W social work students decide to pursue licensure. Depending upon the state requirements, UWW graduates may be required to demonstrate coursework. In addition, 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.

LICENSING AND NATIONAL 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.

The information below includes all of the steps necessary for licensing in the state of Wisconsin. Licensure steps for Illinois can be found [here](#). If you are interested in obtaining your license in another state, this [interactive map](#) allows you to click on any state to get state-specific information on how to become a social worker. This [document](#) lists the names and websites of the licensing board in each state. In Wisconsin, the process for BSW graduates to obtain CSW

certification and for MSW graduates to obtain CAPSW certification are nearly identical. The only difference is which national test is taken. Steps for certification in Wisconsin are noted below.

In order to become licensed in both the state of Wisconsin and the state of Illinois, you must apply through the respective state. In Wisconsin, the office that handles licensure is the Department of Safety and Professional Studies: <https://dsps.wi.gov/pages/Home.aspx>. In Illinois, it is the Illinois Department of Financial and Professional Regulation <https://www.idfpr.com/profs/SocialWorker.asp>. You must register with those agencies prior to taking any national exams.

The Association of Social Work Boards administers the National exam (<https://www.aswb.org/>). The Social Work Department **STRONGLY** discourages you from taking the exam until you are fully completed with classes. The exam requires you to study extensively prior to taking, which is difficult to do this while you are taking classes and completing your field placement hours. We also encourage you to explore study guides on the ASWB website. Additionally, the department has placed a study guide (the ASWB Social Work Masters Exam Guide) on reserve at the library. The department will be talking more about the exam throughout your MSW program.

To become licensed in Wisconsin as a School Social Worker, students must apply through the Department of Public Instruction: <https://dpi.wi.gov/licensing>. The University of Wisconsin-Whitewater Department of Education will provide a Letter of Endorsement (on behalf of the social work program) after a student demonstrates meeting all Department of Public Instruction Competencies and graduates with their MSW and School Social Work Certificate. Student must earn a 3.0 overall combined undergraduate and graduate GPA to be eligible for DPI credentialing. **For all state licensure applications, the University of Wisconsin-Whitewater's registrar's office will not send out your final diploma until your graduation clears.** This can take 2-3 months post your official graduation date.

SECTION VI 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 electronically 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.

REASONABLE MODIFICATIONS

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

Students who need reasonable modifications in order to accomplish these skills should meet with the instructor 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 practice classes). Students who cannot demonstrate these skills will be asked to explore other academic options.

The University of Wisconsin-Whitewater has been repeatedly recognized as one of the most supportive educational institutions for students with disabilities in North America. The Center for Students with Disabilities provides this service: "Alternative media is the provision of printed materials in alternative formats for individuals with visual or information processing disabilities. The student must provide appropriate documentation to the Center for Students with Disabilities to be determined eligible to receive this service. Print materials are provided in a variety of alternative formats." The alternative formats are constantly changing and being upgraded. Some specific resources provided at this time include:

- Adjustable and networked computer stations, PC and Macintosh platforms
- Software applications such as Microsoft Office and graphics programs
- Laser and color printing
- Captioning
- Assistive microphones for faculty to wear to support hearing impaired students

- Specialized keyboards including on-screen keyboards and Intellikeys
- Keyguards
- Screen reading software - JAWS, Home Page Reader, etc.
- Voice recognition software - Dragon Naturally Speaking
- Screen enlargement software - ZoomText
- Scan and read software - Kurzweil
- PDF (.pdf)
- Large print (Alternative Media will evaluate each request for large print to determine whether it may be converted in-house or if it must be sent to another service)
- Text file (.txt)
- Rich Text Format (.rtf)
- MS Word file (.docx)
- MP3 audio
- Braille (Braille conversion is limited to short readings and exams; full books/textbooks requested in Braille will be sent to a conversion service, which requires advanced notice)
- Scanners
- Adaptive transportation
- Classroom aide
- Interpreter services

In addition, the campus recently transitioned to Canvas, a complete web-based suite of teaching and learning tools in order to assist in teaching classes fully online or hybrid (class meets one to two times a week face to face and one time a week online).

Lastly, the students have access to computer labs in the majority of the buildings on campus. Students are also allowed to print for free (cost is built into the cost of tuition) from these computers. 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 they are a qualified individual with a disability; and,
- c. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.

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

STUDENT ACADEMIC GRIEVANCE PROCEDURES

UW-Whitewater University Handbook

Student Grievance Procedures

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

I. DEFINITIONS AND BASIC PRINCIPLES:

- A. A grievance is a request for specific action to solve a problem or redress an injury done to the individual presenting it. When that individual is a student and is responding to treatment received as a student, it is a student grievance. However, if a student wishes to challenge an academic decision that impacts on their grade, the Student Grade Appeal procedures should be used.
 - i. A grievance may concern the actions taken by any UW-Whitewater employee who is a member of any college, department, office, administrative unit or committee of the University.
 - ii. A grievance may not necessarily be directed at a particular individual but rather at a policy or rule which the student believes to be unfair.
- B. The basis for a grievance is to raise a problem for the purpose of resolving it by the parties closest to it. This is true whether the issues involve an instructor, administrator, service personnel or members of any University department, college, division, administrative unit or committee.
- C. A cause of action would involve a specific injury to the student or a specific problem. A remedy should be available. If no remedy is available or if punishment of someone is sought, the procedures for complaints rather than grievances should be used (see University Handbook Sections VI-F and VI-A).

- D. Process timelines are established to enable review and resolution within a reasonable time after the problem occurred. This assists problem solving when memories and facts are still fresh.
- E. Written appeals and responses need not be lengthy but rather describe events, relevant facts and reasoning, so that parties are clear about what is at issue and why decisions are being made the way they are.

II. STEPS IN A GRIEVANCE:

- A. Informal Process: Discuss the issue of concern with the individual(s) primarily involved. This should take place within 14 calendar days after the aggrieved action occurred.
 - i. If this discussion brings no resolution, is unsatisfactory, or if the primary individual is unwilling or unable to participate, the student may then, within 7 calendar days of the discussion or the communication that there will be no discussion, schedule a conference with the chairperson of the department or the supervisor of the individual. The student should articulate the concerns and the result of, or lack of, discussion with the primary individual.
 - ii. After hearing the student's appeal, the chairperson or supervisor will attempt to mediate the problem to resolution within 14 calendar days.
 - iii. 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.
 - i. 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.
 - ii. The decision of the dean or director will be final unless discipline is requested, in which event appropriate disciplinary procedures would be followed

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

- Problem occurs.

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

Student Grade Appeals

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

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

I. INFORMAL PROCESS:

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

II. FORMAL APPEAL PROCESS:

- A. The appeal must be in writing and signed by the student.
- B. The Department Grade Appeals Committee will:
 - i. Convene to examine the appeal, the response and render its conclusion, in writing, to the chair, student and instructor, within 14 calendar days of receipt of the appeal.
 - ii. While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the dean of the college in which the course is offered.
- C. Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the dean of the college in which the course was offered, within 7 calendar days of presentation of Committee findings. The dean will review the student's appeal and the findings of the Committee, and recommend appropriate action to the department and the instructor within 14 days of receipt of the appeal.
- D. If this action is unsatisfactory to the student, a final appeal may be made to the Provost/Vice Chancellor within 7 calendar days who will determine whether a change in grade is to be made within 14 days of receipt of the appeal. The Provost/Vice Chancellor is the only individual authorized to change a student grade without the instructor's permission. However, the Provost/Vice Chancellor may change a grade only when the faculty department committee and the dean support such a change.

GRADUATION REQUIREMENTS

- A. Before the beginning of the term in which a degree is expected, students should meet with their advisers to make sure that all course requirements are being met. A student's degree program coordinator is responsible for certifying that the student has met all of the academic requirements for graduation.
- B. No student may receive a degree until all I and IP grades have been cleared and the student is in good standing with at least a 3.00 grade point average in the graduate level credits earned in the degree program and in the emphasis area.
- C. Also, all financial obligations to the University must be cleared by the Accounting Office before students may be issued diplomas and final transcripts of their academic records.

- D. **Application for Graduation** Students must file applications for graduation and a diploma with the Graduate Studies Office within the first two weeks of the semester or the first week of the summer session in which they plan to graduate. Forms are available at <https://www.uww.edu/gradstudies/currentstudent#graduation> or at the Graduate Studies Office.
- E. A graduation fee must be paid no later than one month before the date of graduation regardless of whether or not students attend the voluntary commencement ceremony. The fee is payable to UW-Whitewater and should be sent to the Cashier's Office. The fee is published in the current schedule of classes. If a student fails to graduate during the intended term, a new application form for graduation must be filed in the subsequent term, although the graduation fee does not have to be paid again. An exit survey is required of all students completing a degree program.
- F. **Minimum Degree Credit Requirements to Graduate** All graduate degree programs at UW-Whitewater require at least 30 graduate units distributed according to the requirements of the individual programs. The minimum unit requirements and unit distribution for specific degree programs are stated in this catalog under SECTION IV: COURSE REQUIREMENTS IN SOCIAL WORK.
- G. At least half of the graduate work in a degree program and at least half of the work in an emphasis within the program must be completed in courses numbered 700 or higher. In addition, a grade point average of at least 3.00 (B) overall in the graduate work taken toward the degree, as well as in all the graduate work taken in the student's emphasis, is required for graduation.
- H. **Master Degree Program Options** At the discretion of the individual degree programs, the following options are available to students completing a master's degree:
- i. **Comprehensive examination option.** A minimum of 30-unit hours of course work, including a comprehensive examination.
 - ii. **Thesis option.** A minimum of 30-unit hours of course work, including a thesis taken for one to six units.
 - iii. **Applied research project option.** A minimum of 30-unit hours of course work, including completion of an applied research project course for one to six units.
 - iv. **Course work option.** A minimum of 36 credit hours of course work.

- I. Degree programs may set additional requirements for any of these plans. Students should check with their degree Program Coordinator for the options available and for the requirements within each option.
- J. When options exist, students should consult their adviser early in their studies to determine which capstone experience best meets their needs. A thesis may be advised for those who wish to seek depth in an academic area, while those who prefer a breadth of knowledge may select comprehensive examinations.
- K. Students formally declare the thesis option by registering for the course, 799 Thesis Research, after completing a Thesis Proposal Form online at <https://www.uww.edu/gradstudies/currentstudent#studentresearchawards> and submitting it to the Graduate Studies Office.
- L. Students declare the comprehensive examination option by submitting their graduation application and checking on the form that they plan to take the comprehensive examination.
- M. After declaring an option, students are permitted to change options only once. Changing options penalizes students who have either prepared a thesis or invested time preparing for the comprehensive examination. Changes in options must occur before students have failed twice in their first option. Failure occurs when a student's comprehensive examination is judged a failure or at any time a student's thesis committee formally indicates failure.
- N. **Second Degree/Emphasis Policy**. Students may not receive a master's degree from a degree program in which they already hold a master's degree, although they may complete a second emphasis within a degree program.
- O. **Comprehensive Examination**. Students must complete a minimum of 30-unit hours of graduate course work and pass a comprehensive examination in the master's program under the comprehensive examination option. Examinations may be written and/or oral at the discretion of the degree program. Written examinations are intended to take approximately six hours to complete. Questions may cover any graduate work done in the master's degree or emphasis, including units transferred from other institutions.
 - i. Comprehensive examinations are administered once near the end of each term. In general, students may not take the examination until during or after the final term of their course work. Exceptions may be made for students who have a practicum or a semester of student teaching remaining. To be eligible to take the examination, students must have cleared all pending

incomplete (I) and progress (P) grades and must be in good standing with at least a 3.00 grade point average in the graduate level credits earned in the degree program and in the emphasis area.

- ii. Comprehensive examinations are graded either “passed” or “failed.” Students who fail the examination may retake it after completing additional work, as designated by those administering the examination, in a subsequent term. Students may retake comprehensive examinations at most twice after an initial failure and after the required additional work has been completed following each failure. Specific programs may have rules that are more stringent.

P. **Thesis**. The thesis option requires a minimum of 30 units of graduate course work including a thesis for which up to six units may be earned and applied toward the completion of course and credit requirements in the degree program. Because a thesis is a culminating experience for a degree, only students electing the thesis option within a degree program may register for 799 Thesis Research. Students wishing to pursue significant research projects outside of the thesis requirement for a degree may register for 798 Individual Studies. Students electing to write a thesis in a degree program must formally enroll and pay fees for at least one credit of 799 Thesis Research. Before being allowed to register for 799 Thesis Research, a student must submit to the Graduate Studies Office a thesis proposal form indicating the thesis topic, the proposed number of units, and the thesis adviser. This form, signed by the thesis adviser, must be on file before a student will be allowed to register for 799 Thesis Research. Enrollment and fee payment for 799 Thesis Research is done only once even though the thesis may require more than one term to complete. With the adviser's permission, in succeeding terms students may increase the number of thesis units up to the maximum of six by submitting a revised thesis proposal form, then adding and paying for the additional units. Students may download the thesis proposal form at

<https://www.uww.edu/gradstudies/currentstudent#studentresearchawards>

- i. Theses vary in type, style, length, and content. They range from research projects to art exhibits. A thesis, however, must involve enrollment in 799 Thesis Research, an oral examination on the thesis, and the filing of the thesis in the Andersen Library. A thesis, including an art show, must have abstracts and are expected to contain evidence of research on the part of the student and must be submitted in a form and

quality specified by the School of Graduate Studies. These standards and guidelines are available at the Graduate Studies Office and online at <https://www.uww.edu/gradstudies/currentstudent#studentresearchaward>. Unless a department informs the Dean of Graduate Studies in writing that it has adopted some other style manual, theses should be prepared according to the most current edition of the Publication Manual of the American Psychological Association. Two copies of the thesis and its abstract must be submitted to the School of Graduate Studies Office by the end of the term in which the student plans to graduate. One copy is the original thesis, typed or printed on rag paper. The thesis must not be hole punched. The second is an electronic copy in Portable Document Format (pdf). The Library has a copy of Adobe Acrobat accessible that students can convert their thesis from Word to pdf. Degrees are not conferred until these requirements have been met.

- ii. Students also must pass an oral examination over their thesis administered by an appointed thesis committee. The oral examination will be held in an open meeting, announced at least one week prior to the examination. A student's committee will consist of a minimum of three persons, two of whom, including the committee chairperson, must have graduate faculty status. Committee members may be brought in from outside the faculty of the degree program. The majority of the thesis committee members must sign the signature page of the thesis, signifying acceptance by the committee of the thesis.
- iii. The thesis committee chair's signature signifies successful completion of the oral examination.
- iv. In general, students may not take the oral examination until the term in which they expect to graduate. To be eligible to take the oral examination, students must have cleared all pending incomplete (I) and progress (IP) grades except for thesis research, and must be in good standing with at least a 3.00 grade point average in the graduate level units earned in the degree program and in the emphasis area.
- v. All 799 Thesis Research courses are graded on a pass/fail (S/F) basis. A grade of pass (S) for 799 Thesis Research is not awarded until the oral examination is passed and the thesis is filed in the Graduate Studies Office.

- vi. A student who switches from a thesis option must have a revised program completion plan approved by the program coordinator. The School of Graduate Studies Office will then initiate a late drop or retroactive withdrawal, dropping any existing 799 Thesis Research units that show a grade of progress (IP). A withdraw (W) grade will be recorded.

GRADING REQUIREMENT

A grade of a C or better is required for all required courses in the social work curriculum, except for your field placement in which you must receive a grade of B or better. A cumulative grade point average of at least 3.00 (B) in all Masters Level Social Work graduate courses is required for graduation.

ADVISEMENT

Advisement of social work students is a valued part of the social work program at UW-Whitewater. Faculty provide both academic and professional advising. Students are encouraged to meet with their advisor each semester. Faculty send emails each semester to encourage students to sign up for an advising appointment. Students may also schedule advising appointment outside of the “normal” advising time period. 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 and specialization of preparation for practice and student interests.
- E. Being available to discuss personal or academic concerns of students and serving as a "broker" to link students to needed services.
- F. Assisting students in their efforts to obtain employment upon graduation.
- G. Addressing professional goals the student may have and assists student with entering into the profession.

Students are assigned to an advisor, a faculty member of the MSW program, upon admission to the social work program and may request in writing a change in advisor. Advisors should maintain

in the student file/electronic file a record of student-faculty advising. Students are, under University Policy, responsible for completing all requirements of the University, Graduate Program, College of Letters and Sciences, and Department of Social Work. Advisors are assigned to assist in this effort.

STUDENT EDUCATIONAL FILES

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

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/their 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 262-472-1533
 - d. In the case of an emergency during non-business hours, the student should follow all policies of the agency. This may include calling the police at 911.
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.

TECHNOLOGY POLICY

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

A. PERSONAL CELL PHONES AND AUDIO / VIDEO EQUIPMENT USAGE

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. Photographing Clients/Agency

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.

- 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. Social Networking Sites Policy

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.

Procedure

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:

1. The student is to identify him/herself. Employees/Students are not to share opinions about UW-Whitewater or organization-related matters anonymously.
2. 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.
3. 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).
 - a. Students are not to give out confidential and/or proprietary organization or client information.
 - b. Students should refrain from discussing clients in any matter.
 - c. 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.)
 - d. Students shall not post anything related to their volunteer agency or internship agency (including selfie's, meals, etc.). Students should refrain from all social media use at their agency.
4. 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.
5. 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:
 - a. Pornographic images

- b. Sexual references
 - c. Racial slurs
 - d. Comments regarding an individual's gender, age, sexual orientation, religious beliefs, national origin, disability, or any other characteristic protected by law
 - e. Comments that intimidate or threaten another person
6. 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.
7. Students need to be aware of their role in representing outside agencies and UW-Whitewater in online social networks. If a student identifies him/herself as a UW-Whitewater social work student or as an intern/volunteer at an agency, they need to be aware of how they are presenting him/herself to colleagues and customers.
8. 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

are 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 are 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 field placement 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 field placement.

SECTION VII: STUDENT STANDARDS AND SUPPORT POLICIES AND STANDARDS

The Council on Social Work Education (our accrediting body) requires that social work programs have policies and standards to assist students in determining their appropriateness for the social work program. 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 to ensure the Social Work Program's integrity.

PURPOSE

The Social Work Department of the University of Wisconsin-Whitewater is a professional 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, the Masters in Social Work Field Program Manual, 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 (MSW Standards 3.1). What follows are the professional standards with areas of concern that 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/their 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, gender identity, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk
- Conducts him/her/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:

Appears to demonstrate a pattern of:

- 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:

Appears to demonstrate a pattern of:

- Written works are 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 demonstrate a pattern of:

- Difficulty expressing him/her/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
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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 including:

- 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 student.

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 signs 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). (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 seven working days 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/their 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 agrees 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 they 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 1 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 the MSW Social Work Program
- Student Admission Contract: Code of Conduct
- Social Work Field Placement: Code of Conduct

ORIENTATION FOR THE MSW SOCIAL WORK PROGRAM

This outline includes the requirements, structure, and a general overview of the content for orientation of new social work MSW students.

Students are required to attend an orientation before enrolling in social work courses.

- An orientation is to be held each Spring prior to starting MSW classes.
- This meeting is mandatory for all incoming MSW students.

Format of the Meeting

- The meeting is held online in the Spring for all incoming MSW students
- MSW Program Coordinator provides a recorded version of the online orientation, which is placed in the Canvas course for all Social Work Field Courses
- MSW Faculty will review the content of the MSW Orientation during the first MSW Field Class of the Fall semester

Content of the Meeting

1. Welcome
2. UWW Department of Social Work
 - MSW Faculty Introductions
3. Overview of the Program
 - Mission
 - Admission Criteria (i.e. Advanced Standing criteria, grade point, background checks)
 - Program Goals
 - Academic and Professional Advising
 - Links to Program Information
 - Location
 - Generalist MSW
 - Potential Areas of Focus
 - In-Person and Online Courses
4. CSWE Competencies
5. MSW Curriculum
 - Core Course Schedule
 - Electives
 - Summer Courses
6. Class Registration

- General
 - Registering in WINS
7. MSW Field Program
- General (i.e. 500 required hours, requirements of MSW for supervision, interning at place of employment)
 - Safety in the Field
 - Other Professionals at your Field Agency
8. Resources
- Textbooks
 - Student Organizations
 - Employment
 - Housing
 - Health Insurance
 - Other Campus Resources
9. Graduate School Policies (i.e. admission process, transfer of credit, graduation)
10. National Association of Social Workers
11. Social Work Licensing
- Types of Licensure in WI
 - Social Work Licensure Exam
12. Financial Aid
- Types
 - Cost of the Program

SOCIAL WORK PROGRAM/ FIELD CODE OF CONDUCT

The Social Work Department at the University of Wisconsin-Whitewater is a professional training program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). Social work students during the duration of the MSW Social Work Program, including during their field placement, are expected to adhere to the expectations and standards in the 1) National Association of Social Work Code of Ethics, 2) National Association of Social Work Standards and Indicators for Cultural Competence in Social Work Practice, 3) Masters in Social Work Student Handbook, and 4) Masters in Social Work Field Program Manual. Students are expected to review each of these documents and sign a Statement of Understanding at the start of the program.

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 they are 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.

Standards and Support. If the MSW social work program at the University of Wisconsin-Whitewater, deems your academic and/or professional behavior unsatisfactory, the program has the right and responsibility to complete a standards and support meeting or request re-evaluation of my suitability for the social work program.

Grade expectations: The MSW program requires a B overall grade point average in order to continue with the program. If a student does not receive a B average or receives a C in a class, it may impact my financial aid.

Statement of Understanding

I have read, understand, and agree to abide to the standards outlined in the 1) National Association of Social Work Code of Ethics, 2) National Association of Social Work Standards and Indicators for Cultural Competence in Social Work Practice, 3) Masters in Social Work Student Handbook (including grade expectations and standards and support), and 4) Masters in Social Work Field Program Manual while a student in the Masters in Social Work Program at the University of Wisconsin Whitewater.

Name of Student _____

Signature of Student _____

Date _____

SECTION VIII: NASW CODE OF ETHICS

The National Association of Social Workers (NASW) is the official organization of the profession. The Social Work Department endorses the *NASW Code of Ethics* and encourages membership of students and faculty. The *Code of Ethics* was revised in 1996, 2017, and 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 through the National Association of Social Workers (NASW), 750 First St., NE, Suite 700, Washington, D.C. 20002-4241 or at:

<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 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.
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.

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

ETHICAL PRINCIPLES

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

ETHICAL STANDARDS

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

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

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

1. Social Workers' Ethical Responsibilities to Clients

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

2. Social Workers' Ethical Responsibilities to Colleagues

- 2.01 Respect
- 2.02 Confidentiality
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Sexual Relationships
- 2.07 Sexual Harassment
- 2.08 Impairment of Colleagues
- 2.09 Incompetence of Colleagues
- 2.10 Unethical Conduct of Colleagues

3. Social Workers' Ethical Responsibilities in Practice Settings

- 3.01 Supervision and Consultation
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor-Management Disputes

4. Social Workers' Ethical Responsibilities as Professionals

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit

5. Social Workers' Ethical Responsibilities to the Social Work Profession

- 5.01 Integrity of the Profession
- 5.02 Evaluation and Research

6. Social Workers' Ethical Responsibilities to the Broader Society

- 6.01 Social Welfare
- 6.02 Public Participation
- 6.03 Public Emergencies
- 6.04 Social and Political Action

National Association of Social Work Standards and Indicators for Cultural Competence in Social Work Practice (2015)

Please review entire this document:

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 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 organizations to 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 change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

SECTION IX: FERPA RELEASE FORM

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 their education records: Right to inspect and review their educational records; Right to request an amendment to the records if they believe 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 their 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 their 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 their 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

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.



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 _____

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

SECTION X: PROGRAM EVALUATION/MSW EXIT SURVEY

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 social work department continually evaluates the overall 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 MSW Exit Survey. Below are some of the questions asked in the Exit Survey.

Social Work Student Exit Survey

Your Information:

- First Name
- Last Name
- ID Number
- Gender
- What category best represents your current age?
- Which of the following categories best reflects your race/ethnicity?
- Where do you live? (home address)
- Did you take classes primarily: (online, face-to-face, Hyflex)
- Do you identify as having a disability?
- Are you a first-generation college student? (meaning your parents and grandparents did not attend college).
- What colleges did you attend prior to enrolling in the MSW program at UW-Whitewater? (please list all colleges/technical programs attended)
- Are you a member of the military?

- If you are religious, please provide your religious affiliation: (i.e. Catholic, Jewish, Lutheran, Non-Denominational).
- Which of the following categories best reflects your political affiliation (i.e. Liberal, Democrat, Moderate, Independent, Conservative, Republican, None, Other, Prefer Not To Answer)?

Your Social Work Courses (Excluding Field Experience)

- What was your favorite course and why?
- What was your least favorite course and why?
- What courses/content could be added to the program to better prepare you for your career in the social work field?
- On a scale of 1-5, how diverse do you believe the social work course curriculum was?
- Please respond to questions about diversity:
 - Do you feel the social work course curriculum did a good job addressing different issues for diverse populations?
 - Do you feel the social work curriculum supported your personal diverse identities?
 - Do you feel the social work curriculum supported your personal diverse views and opinions?
 - Please explain why or why not.
- Please provide any additional comments, concerns, or suggestions regarding the social work curriculum.
- Considering all your core social work courses, how effectively was technology (e.g. Canvas, Web-Ex, Videos, Computer Usage) used?
- Please explain why or why not technology was used effectively:
- What is the name (and location) of the agency where you completed your field experiences (SOCWORK 783 and 784)?

Your Field Experience

- Your field supervisor:
 - Treated you with Respect Regardless of Age, Gender, Ethnicity, Political Belief, Religion, and/or sexual orientation.
 - Valued Your Opinions Regardless of Age, Gender, Ethnicity, Political Belief, Religion, and/or sexual orientation.
 - Was Respectful of Diversity
 - Created a Safe Learning Environment

- Encouraged You to Challenge Yourself
- Please add any comments, concerns, or suggestions regarding your interactions with your supervisor

Overall impression of the social work faculty.

- The overall social work faculty:
 - Treated you with Respect Regardless of Age, Gender, Ethnicity, Political Belief, Religion, and/or sexual orientation.
 - Valued Your Opinions Regardless of Age, Gender, Ethnicity, Political Belief, Religion, and/or sexual orientation.
 - Was Respectful of Diversity
 - Made an Effort to Include Everyone in Classroom Learning
 - Created an Environment That Was Conducive to Learning
 - Created a Safe Learning Environment
- Please add any comments, concerns, or suggestions regarding the social work faculty.

Overall impression of the social work MSW advising process.

- I was adequately advised about MSW social work requirements.
- My advisor was available to meet when I needed a meeting.
- My advisor was supportive of my learning.
- My advisor assisted me with any academic difficulties.
- My advisor assisted me with professional advising, providing guidance on issues such as licensing, career guidance, etc.
- My advisor supports me as a social work MSW student.
- Please add any comments, concerns, or suggestions regarding your overall MSW social work advising process.
- Please add any comments, concerns, or suggestions regarding your faculty social work adviser.

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?
- Did you use any on-campus resources (Tutoring, Health Center, CSD, Career and Leadership, etc.)?
- Overall, did campus resources meet your needs?

Thank you for taking your time to read this manual. If you have any questions, feel free to reach out to the Chair, the MSW program coordinator, or any faculty/staff in the social work program.