

UNIVERSITY OF WISCONSIN-EAU CLAIRE

DEPARTMENT OF SOCIAL WORK

SOCIAL WORK STUDENT HANDBOOK



ACCREDITED BY COUNCIL ON SOCIAL WORK EDUCATION

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EDITION

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WELCOME TO THE DEPARTMENT OF SOCIAL WORK

We are pleased you are interested in the social work program at the University of Wisconsin-Eau Claire. The baccalaureate social work program of the Department of Social Work is accredited by the Council on Social Work Education (CSWE), the national standard-setting organization for social work education. This accreditation means that the social work program you are contemplating, or in which you enroll, has met the high standards of CSWE and prepares students for entry-level positions in the social work field. As of June, 2004, about 442 undergraduate and 168 graduate social work programs in the United States were accredited only after a lengthy period of self-study, an on-site visit by a team of social work educators, and a review by the Commission on Accreditation. The CSWE has recognized the quality of the social work program at UW-Eau Claire since 1974.

We look forward to talking with you further about the social work program and your career in the premier helping profession. This handbook is designed to provide a wealth of information to prospective and current students and to answer many of your questions about social work and UW-Eau Claire. If you have additional questions or would like to discuss a career in social work with one of our faculty, please stop by the Departmental office (253 Human Sciences & Services Building) and ask to see a faculty advisor.

Suggestions for future issues of this handbook are quite welcome, so please feel free to send them to the Department of Social Work. Again, welcome to social work.

Mission, Goals, and Program Objectives

UWEC Social Work Program Mission Statement

Through its curriculum and program activities and consistent with the historic mission of professional social work, the Department of Social Work has as its mission:

- to empower students to improve the quality of life for their clients and for themselves;
- to develop habits of critical thinking and scholarship that lead to effective practice;
- to develop ethical, passionate, and practical leadership;
- to foster and develop social and economic justice in programs and services in rural, urban, and reservation communities of Western and Northwestern Wisconsin.

UWEC Social Work Program Goals

The goals of the Social Work Program are:

1. to prepare entry-level generalist social workers for practice, within the context of professional values and ethics, in public and private social services agencies, especially in those services which meet the needs of oppressed and at-risk individuals, families, groups, organizations, and communities;
2. to prepare students to integrate scholarship into practice through an evidence-based process;
3. to prepare students for and instill in them a commitment to continuing education and lifelong learning;
4. to prepare students for practice with diverse populations and for effective participation in community affairs in a diverse society through promotion of social and economic justice.

Program Objectives

Graduates of the Social Work Program will be able to:

1. Critical thinking:
Think critically as demonstrated by recognition of the complexity of issues, procedures, decisions and processes within the person-in-environment perspective.
2. Social work values and ethics:
Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Diversity:
Understand and apply principles of cultural competence and commitment to the positive value of human diversity and knowledge of special population groups including those represented by age, class, culture, disability/differing ability, ethnicity, race, family structure, gender, marital status, national origin, religion, sexual orientation, and others who have consistently been affected by oppression and discrimination.
4. Professional use of self:
Demonstrate professional use of self, including the ability to attend to and use nonverbal and verbal communication, to write clearly, and to use consultation, evaluation, and other mechanisms to enhance self-awareness and self-assessment skills.
5. Social justice; dynamics of oppression and discrimination:
Understand the forms and mechanisms of oppression and discrimination and the strategies of change that promote social and economic justice.
6. History and structure of the social work profession:
Understand and think critically about the history of the social work profession and its current structures and issues.
7. Generalist practice skills:
 - a. Knowledge – Employing a strengths perspective, demonstrate knowledge of effective social work theories, techniques and strategies.
 - b. Skills – Demonstrate the ability to select and apply theories, techniques and strategies which are most likely to enhance problem solving, coping and developmental capacities in systems of all sizes.
8. Person-in-environment:
Use theoretical frameworks supported by best evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, cultures, organizations, and communities.
9. Policy-assessment:
Understand the policy making process as political decision making, develop the skill to know how and when to enter into this process to affect policy formulation, and engage in critical thinking through analysis of policy as process, product, or performance.
10. Evaluation of practice:

Learn to pose specific well-built questions regarding practice, locate and critically appraise the evidence, apply it to decision making in practice, and evaluate practice interventions.

11. Differential use of communication:

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

12. Use of supervision:

Use supervision, consultation, teamwork, and resource referrals appropriate to generalist practice.

13. Functioning within large systems:

Function within the structure of organizations and service delivery systems, and, under supervision, advocate for necessary organizational changes of policy, procedures, and structure.

Generalist

Generalist practice:

“...the application of an eclectic knowledge base, professional values, and a wide range of skills to target any size system for change within the context of three primary processes. First, generalist practice involves working within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of professional roles. Third, generalist practice involves the application of critical thinking skills to the problem solving process.”

Kirst-Ashman, K., & Hull, G. (2001). *Generalist practice with organizations and communities* (2nd ed.). Chicago: Nelson-Hall Publishers, p. 7.

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

Nine key concepts:

1. Drawing on an eclectic knowledge base from the liberal arts:
 - sociology
 - psychology
 - biology
 - political science
 - economics
 - mathematics
 - humanities – especially diversity

2. Integrating social work knowledge, skills, and values:
 - theoretical foundation: systems theory
 - HBSE
 - social welfare policy and services
 - social work practice
 - social work research
 - human diversity
 - promotion of social and economic justice:
 - populations-at-risk and oppressed populations
 - understanding of oppression and discrimination
 - understanding of and appreciation for diversity
3. Operating within a context of professional values:
 - social work values
 - Code of Ethics
 - awareness of personal values
4. Employing a wide range of skills:
 - micro
 - mezzo
 - macro
5. Differentially targeting any size system, on the basis of assessment:
 - micro
 - mezzo
 - macro
6. Operating within an organizational structure and under supervision.
7. Employing a wide variety of professional roles.
8. Employing critical thinking skills.
9. Employing the problem-solving process.

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DIVERSITY

The Department of Social Work is committed to assisting all students in the development of an understanding and appreciation for human diversity, especially as this value and knowledge translate into skills applied in social work with oppressed and at-risk individuals, families, groups, organizations, and communities. The objective of our program is to understand and apply principles of cultural competence and a commitment to embracing human diversity and applying knowledge of special population groups including those represented by age, class, culture, disability/differing ability, ethnicity, race, family structure, gender, marital status, national origin, religion, and sexual orientation, and others who have consistently been affected by oppression and discrimination.

Components of sensitivity to diversity:

Self evaluation

- The students engage in ongoing self-analysis to assess their own beliefs, values, and actions in an explicitly comparative way so these do not keep the student from perceiving why others may have different beliefs and values and related actions.

Knowledge

- Knowledge of histories and cultural descriptions of ethnic and racial groups, especially those with whom the professional social worker is most likely to interact within this region including African American, Hmong, Latino, Native American, and Somalian.
- Knowledge of cultural assumptions and models underlying practice skills/methods.
- Knowledge of culturally sensitive methods of working with persons/client systems in need of empowerment, support, advocacy and rehabilitation.

Values

- Through self-analysis, values clarification, classroom dialogue, and personal writing the students are asked to assess their own belief systems in comparison to the National Association of Social Workers (NASW) Standards of Cultural Competence.
- Develop a positive value of diversity.
- Practice within the values and ethics of social work as guided by the NASW Standards for Cultural Competence.

Skills

- Social work techniques and assessment skills (micro, mezzo, macro) that may be effective in providing services to ethnic minority populations such as:
 - Skills in overcoming language and cultural barriers: use of translators, interpreters, and indigenous workers;
 - Techniques in learning about a cross-cultural community through ethnographic process;
 - Techniques in gaining access to a cross-cultural community.

As a program accredited by the Council on Social Work Education (CSWE), the University of Wisconsin – Eau Claire Social Work Program promotes and adheres to the standards established for professional social work education. In regard to diversity:

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. (CSWE, 2003, *Handbook of Accreditation Standards and Procedures*, pg.34)

The social work program is further guided by the Code of Ethics of the National Association of Social Workers which states:

1.05 Cultural Competence and Social Diversity:

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability. (NASW, 1999, *Code of Ethics*, pg. 9)

The National Association of Social Workers provides further guidance for social work education and social work practice through the Standards of Cultural Competence in Social Work Practice. These Standards are most notably integrated into Ethnic-Sensitive Social Work Practice (SW 405) but also serve to inform other course content.

Standards for Cultural Competence in Social Work Practice:

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

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

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

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

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

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

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

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

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

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals. (Prepared by the NASW National Committee on Racial and Ethnic Diversity - *Approved by the NASW Board of Directors June 23, 2001*)

SOCIAL WORK FACULTY

The women and men who comprise the faculty of the Department of Social Work bring a rich mixture of professional and teaching experience to their tasks. A sample of their experience and interests is noted below.

Patricia M. Christopherson, Interim Chairperson

Diane Brandt, Associate Lecturer

David Chollar, Clinical Assistant Professor and Director of Internship

La Vonne Cornell-Swanson, Associate Professor of Social Work

Dr. Cornell-Swanson joined the faculty in the fall of 2001. She completed her Bachelors degree from the University of Wisconsin-Whitewater in 1980, and her Masters degree from the University of Oklahoma in 1985, both in Social Work. She earned a Ph.D. in Cultural and Linguistic Anthropology from the University of Wisconsin-Milwaukee in 2001.

Dr. Cornell-Swanson brings over 13 years of social work practice and administration experience in the fields of child and family services, including family preservation, medical social work, youth outreach, domestic violence, sexual assault, and alcohol and drug abuse treatment. She has been certified by the Academy of Certified Social Workers, as a Qualified Clinical Social Worker, and maintains her state social work credentials as a Licensed Certified Independent Clinical Social Worker.

Gloria Fennell, Associate Professor of Social Work

Dr. Fennell joined the social work faculty in August of 1998. She served as Department Chairperson from 2004-2006. Dr. Fennell has practice experience in the field of mental health, family-based work with children and adolescents, administration, and health care. She also taught at the University of Wisconsin-La Crosse. Dr. Fennell holds a diploma in nursing from Naeve Hospital School of Nursing in Albert Lea, Minnesota, a Bachelor of Arts in Social Welfare from Aurora University in Aurora, Illinois, and an MSW from George Williams College in Downers Grove, Illinois. She earned a Ph.D. in Social Work at Loyola University of Chicago. Her areas of interest include children and families, the elderly, death and bereavement, mental health, and narrative theory.

Kriss Kevorkian, Assistant Professor

Tom Petta, Lecturer

Richard Ryberg, Lecturer

Dr. Ryberg earned a Ph.D. in social welfare from the University of Wisconsin-Madison in 1985. He earned his M.S.W. degree in 1978 from the University of Illinois-Chicago. He has 23 years of clinical social work practice and administration in the U.S. Air Force and in private practice.

His areas of interest include practice with families and groups, social policy, social welfare research, and substance abuse assessment and intervention. In his free time, he enjoys Nordic skiing, canoeing, hiking, music, and travel.

Nicholas Smiar, Professor of Social Work

Dr. Smiar has fifteen years of post-MSW practice in child and family welfare, child and youth care work, administration, and consultation/training. He has taught social work part-time and full-time since 1976. He joined this faculty in June, 1989. Dr. Smiar is active in international child and youth care work and international social work, specializing in Switzerland, Germany, the Czech Republic, the Slovak Republic, and the Republic of South Africa. His areas of interest are social welfare history, community organization, social welfare policy, child and youth care work, and international social work. He holds a master's degree and ABD from the Divinity School of The University of Chicago, and an MSW and PhD from the Jane Addams College of Social Work, University of Illinois at Chicago. His hobbies include languages, folk music and instruments, and American history, especially religious history.

Jack Wagenknecht, Associate Lecturer

Jeff Wright, Instructional Academic Staff

SOCIAL WORK CAREER OPPORTUNITIES

A variety of career opportunities are available to students holding the BSW degree. These include:

- | | |
|------------------------|----------------------------|
| Schools | Child Welfare |
| Public Welfare | Juvenile Justice |
| Human Services | Aging |
| Health Care | Developmental Disabilities |
| Family Services | Corrections |
| Policy | Management/Administration |
| Mental Health | Employment/Occupational |
| Community Organization | Research Politics |

As a profession, social work's primary concern is people and their relationships within society. The ultimate value of the profession is its ability to help people realize their own potential. As a profession, social work is based on belief in the worth and dignity of all persons and on the positive value of cultural, gender, and experiential differences. These values and the needs of the professional social worker shape the mission and outcome objectives of the Department of Social Work which are explicated below.

Social work is a difficult, challenging, and rewarding profession for those willing to give of themselves. It requires a high level of emotional and intellectual resources as well as an acceptance of the values and ethics of the profession. Many students find themselves initially attracted to social work for a number of reasons. Later, they may come to realize that they are

unsuited because of their own values, academic ability, or emotional strength to undertake such a demanding career. Such a decision demonstrates wisdom and a real caring for potential clients, and the Social Work faculty is always ready to assist students to consider their best academic alternatives in such situations.

SOCIAL WORK EMPLOYMENT AFTER GRADUATION

UW-Eau Claire graduates approximately 40 B.S.W. students per year. Each year, BSW graduates accept positions in a variety of social service agencies and organizations. For 2003-2004 (the latest figures available from Career Services) 97% of those reporting either found employment or entered graduate school. By way of comparison, the average for the entire university is 97% (Source: Career Services Employment Survey 2003-2004).

Among the titles of positions accepted are social worker, caseworker, counselor, admissions coordinator, medical social worker, resident assistant, foster care coordinator, substance abuse counselor, and family services social worker. The average salary of starting positions was about \$30,000.

Areas of employment included nursing homes, juvenile court, foster care, hospital social work, alcohol and other drug abuse, mental retardation, and youth and family services. Graduates from 2001-2002 have taken positions in Menomonie, Rice Lake, Ladysmith, Chippewa Falls, Dodgeville, Ashland, Black River Falls, Milwaukee, Eau Claire, Wausau, Durand, and West Allis, to name a few; as well as in Illinois, Minnesota, Pennsylvania, and Wyoming.

In May of 1995, certification of social workers became effective in the State of Wisconsin. Graduates of the BSW program at UWEC are eligible to apply for certification at the first level. Further information can be obtained by contacting The Department of Licensing and Regulation, P.O. Box 8935, 1400 E. Washington Avenue, Madison, WI 53708 (1-608-266-0145).

SOCIAL WORK CURRICULUM REQUIREMENTS REQUIRED LIBERAL ARTS COURSES

Because social work is a profession which draws wisdom and knowledge from a variety of disciplines, social work majors are required to complete courses in a number of behavioral and physical science and humanities areas. This course has been selected because it provides a sound background for content which will be covered in required social work courses.

Biology 151 (Biology of Humans)

These courses were selected because social workers must work with clients having physical illnesses, disabilities, and psycho-physical difficulties as well as with other professionals including physicians, nurses, vocational counselors, physical therapists, and other health practitioners. Moreover, the utilization of medications for a wide variety of physical and

emotional difficulties makes it essential that social workers have a firm background in human biology.

Psychology 100 (General Psychology)
Psychology 330 (Human Development)
Sociology 101 (Introduction to Sociology)

These three social/behavioral science courses are important background courses for understanding the perspectives of the disciplines of psychology and sociology relative to human behavior. Each of these disciplines has a unique way of explaining human behavior and different methods of gathering information. These courses constitute, along with the biology sequence described above, the liberal arts underpinnings for Social Work 335 (Human Behavior in the Social Environment). Social work students taking Social Work 335 will benefit from exposure to psychology's emphasis on the individual and sociology's interest in the impact of environment, society, and social institutions on the individual.

Economics 201 (Introduction to Political Economy)
Political Science 110 (American National Politics)
Political Science 301 (State and Local Politics)

These courses were chosen because social work is a profession which operates within the political arena and is greatly affected by political and policy decisions made at all levels of government. Governmental policies determine whether and which social programs will be funded, who will receive care, and the qualifications of those who will provide social services. These courses comprise the liberal arts background for Social Work 383 (Social Welfare Policies and Programs).

Mathematics 104 (or higher, excluding Math 203 and Math 204)

This course prepares the student for Psychology 265 (Statistics) and assures graduation requirements in compliance with the Baccalaureate degree (1995). Math 104 also meets Category I-B requirements for General Education.

-and-

Psychology 265 (Statistics)

This course provides the student with a sound grasp of basic statistical techniques and concepts which are utilized in various kinds of social science research. Students will find this content helpful within Social Work 323 (Methods of Social Work Research). Graduates will benefit by being able to understand the ideas which are presented in the social work literature and to utilize simple statistical tools in practice and research.

-or-

Math 246 (Statistics)

This course may be taken instead of Math 104 and Psych 265. Math 246 meets the University Math requirement and Category I-B for General Education and also the Department of Social Work statistics requirement.

Category IV Humanities (Diversity Courses)

A variety of courses are available in this category, and students may select those in which they have the greatest interest. Each course listed below provides a perspective on the experiences of women and/or minority groups in the United States. Each course focuses on a specific topic and helps the student understand and become more sensitive to the life experiences of others. Social workers work with a wide diversity of clientele, co-workers, and other professionals from various cultural and experiential backgrounds. The faculty believes that each student will benefit from the greater exposure to cultural differences offered by these courses. Each course will prove supplemental to the content on human diversity provided in every required social work class and will broaden a student's understanding of humanity.

English 142, 242, 268, 332, 345, 346; History 142, 205, 210, 240, 394, 444, 468, 473, 474, 482; Humanities 110, 120, 210, 301; Music 306; Philosophy 377; Religious Studies 307, 309, 312, 314, 323, 326, 330, 353, 355; Art History 324, 335; Women's Studies 100, 205, 210, 215, 260, 265, 301, 305, 306, 310, 332, 337, 353, 355, 377, 385, 394, 434, 440, 473, 474; Spanish 352, and American Indian Studies 101, 102, 142, 240, 242, 324, 330, 335, 345, 346, 468, 482.

Other courses may be eligible, and the student is advised to consult with his/her advisor.

CORE COURSES IN SOCIAL WORK

All students will complete a total of 43 credits in required social work courses including the internship. As with the liberal arts requirements listed above, each social work course was designed and selected to meet identified needs for entry level practitioners. Courses MUST be taken in a proper sequence to assure compliance with accreditation standards and the necessary background to complete the next course. A brief explanation of each course follows:

IDIS 100 -- Introduction to Social Work

An introduction to the profession of social work emphasizing its unique focus, methods, knowledge, values, ethics, populations, and settings.

Social Work 188 -- Volunteer Services

Opportunity to obtain experience in a human service agency. Completion of course also meets University service learning requirement.

Social Work 220 -- Interpersonal Skills

Knowledge about self and interaction with others. Integration of concepts, attitudes, and values with a broad range of helping skills.

Social Work 285 -- Social Welfare and Criminal Justice in the U.S.

Development of social welfare and criminal justice programs in the United States from the colonial period to present.

Social Work 335 -- Human Behavior and the Social Environment

Study of human development in the social environment from conception to death including values, diversity, and practice implications within a social work context.

Social Work 320 – Generalist Practice Social Work with Individuals

Introduction to basic theories and methods of social work practice. Applied laboratory dimension focuses on professional communication skills with individuals (interviewing and writing). Linkages made to practice with families, groups, and communities.

Social Work 323 -- Methods of Social Work Research

Critical reading, evaluation of practice, and conducting basic social work research.

Social Work 383 -- Social Welfare Policies and Programs

Models of social problem analysis. Emphasis on policy development and implementation, new approaches, plans, and solutions.

Social Work 405 – Ethnic-Sensitive Social Work Practice

Understanding different minority groups of color with special focus on social services, programs, and ethnic-sensitive practice issues.

Social Work 471 -- Generalist Social Work Practice with Families/Groups

Presentation of knowledge and skills needed for social work practice with families and treatment groups. Linkage is made to practice with individuals and communities.

Social Work 472 -- Generalist Social Work Practice with Communities/Organizations

Knowledge and skills needed for effective social work practice with task groups, organizations, and communities. Linkage is made to practice with individuals, groups, and families.

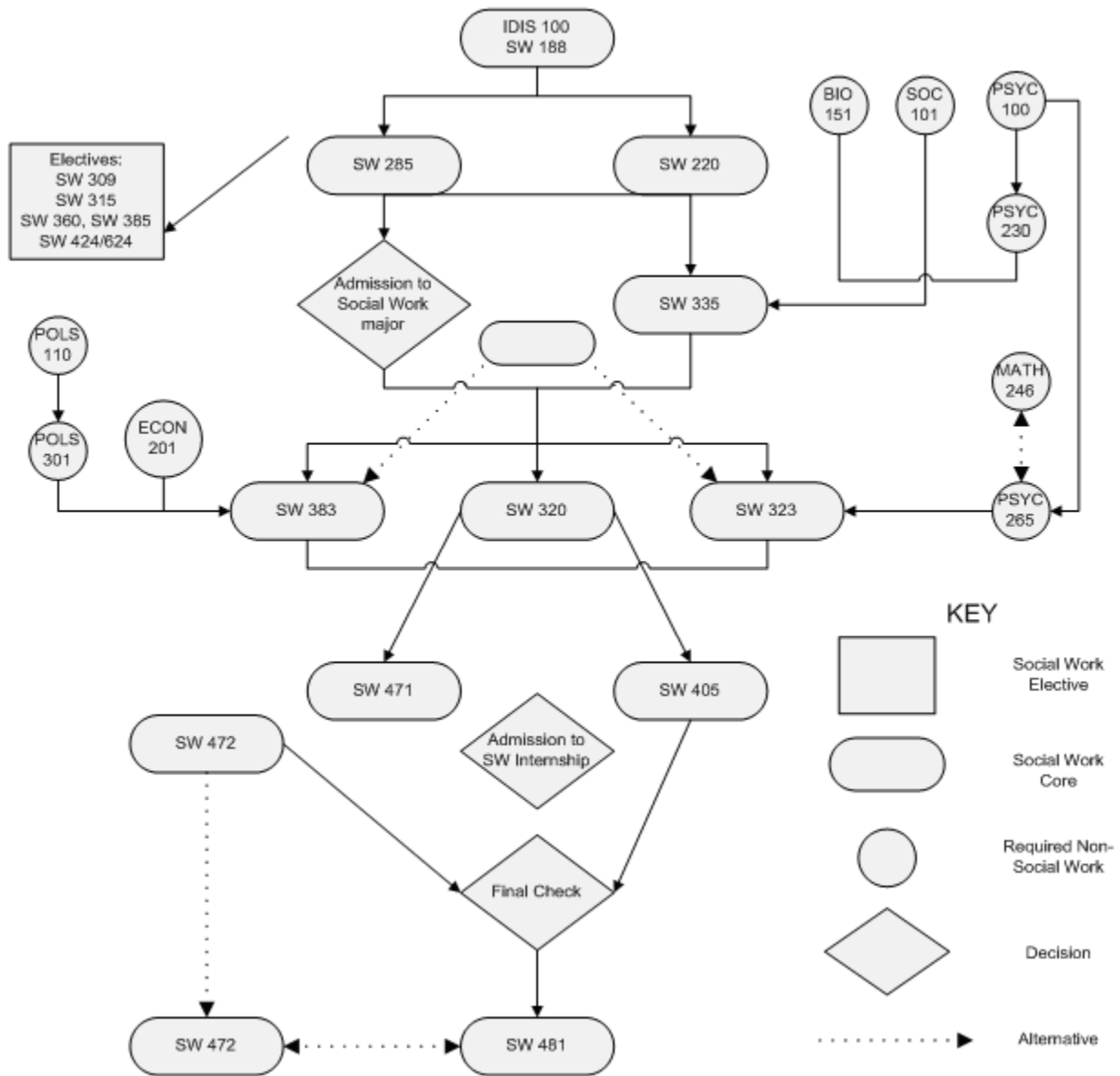
Social Work 481 -- Social Work Internship

Placement in social welfare agency for professional social work practice experience for one or two semesters.

EXCESS CREDITS SURCHARGE

The UW-System has implemented a policy, effective fall semester 2004, wherein a student who earns 165 credits or 30 credits above and beyond those specified by the degree program (whichever comes first) will be required to pay a surcharge equal to instate per credit fees for all attempted credits thereafter (doubling the cost). This applies to Wisconsin residents who are earning a baccalaureate degree and who have accumulated credits from any UW-System campus or any WTCS (technical college). It does not cover non-degree seeking, post-baccalaureate, nor out-of-state students. Credits earned through testing, such as the CLEP exam, are also not included. There is an appeal process for students in some situations above. Please see your advisor.

SOCIAL WORK DEPARTMENT CURRICULUM FLOW CHART



PROCEDURES AND POLICIES

FOR ADMISSION INTO THE SOCIAL WORK MAJOR

The social work program operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, and to assure availability of quality internship placements. The Department of Social Work reserves the right to admit a limited number of students each semester. **Meeting the minimum standards does not guarantee a student will be admitted to the major.**

Social Work is a professional discipline on the baccalaureate level, and, thus, admissions and retention processes are implemented and strictly followed. Students are evaluated on a regular basis. Students interested in earning a Bachelor of Social Work Degree must first be admitted to the Social Work major. Enrollment in selected upper division social work courses is restricted to students who have been formally admitted to the major. This formal application to the major is the first step in meeting requirements for graduation with a B.S.W. degree. A second application process and meeting additional eligibility requirements are necessary for admission to internship (SW 481). Students with any concerns regarding eligibility are urged to consult with their academic advisor. Students will be asked to sign a statement that they have read and agreed to abide by the National Association of Social Workers' *Code of Ethics*. Students may appeal a denial of admission to the major or internship by following procedures outlined in the Social Work Student Handbook or the Social Work Internship Manual, as applicable.

Application Process and Procedures:

1. Students seeking admission are required to complete an application form available from the department office and must have completed the following courses prior to applying: IDIS 100, SW 220, SW 285, and SW 188.
2. Students must have earned: (1) a minimum GPA of 2.50 in IDIS 100, SW 220, and SW 285; (2) a minimum grade of C in IDIS 100, SW 220 and 285; and (3) an S in SW 188. (Please note a minimum grade of "C" in all these courses will not average to 2.5.)
3. Students must be in good academic standing in the semester in which they apply and must have a total GPA of 2.50 or higher. This includes courses taken at UW-Eau Claire and courses transferred from other colleges.
4. Students admitted under the catalogue year 2003-2004 and subsequent catalogues are required to have a total (resident and transfer) GPA of 2.5
5. Any student who withdraws from the social work major at UW-Eau Claire or who does not take classes at UW-Eau Claire for two or more sequential semesters must reapply for admission into the program.

6. Return of all completed application materials must be by 4:30 p.m. on the Friday of the second week of classes.
7. At the time of admission, students must have on file a recently completed Criminal Background Check, one which is no more than two years old.
8. A completed application will contain: (1) Social Work Admissions Application; (2) one copy of the most recent UW-Eau Claire degree audit. If a Criminal Background Check is not on file, it must then be obtained by the student and attached to the application.
9. Students may repeat IDIS 100 and/or SW 220 and/or SW 285 according to university guidelines. Repeat of course(s) must be completed (not current) for any such courses before application for admission will be processed.

Policy:

A maximum of 30 students will be admitted each semester (Fall and Spring) of any regular academic year. Meeting the minimum qualifications does not guarantee admission. No more than 30 students will be accepted in the fall or spring semester, even if minimum qualifications are met.

Conviction of past criminal activity or conduct will not be used as a criterion for admission into the Social Work Program. However, students are advised that past or future criminal activity or conduct may limit or inhibit the student from securing a Social Work Internship which is required for completion of the B.S.W degree, as outlined in *University of Wisconsin-Eau Claire Department of Social Work: Social Work Student Handbook* (Section: “**Social Work Internship**”). In addition, the student may be ineligible to receive state certification or licensure to practice social work. It is important that you understand that serious past criminal convictions will impact the likelihood of obtaining a certificate to practice social work in Wisconsin. Discuss any questions with your advisor.

The Admissions Committee is composed of three social work faculty members. Members of this committee will include one instructor from each of the following: IDIS 100, SW 220, and SW 285. The program assistant will process all applications and prepare a table listing students who have applied to the major along with the following information: Social Work GPA (to include IDIS 100, SW 220 and SW 285) rank ordered, total GPA, completion of SW 188, and if the criminal background check is on file. The Admissions Committee will meet to review applications. The Admissions Committee will then present the applications to the faculty as a whole at a closed session meeting. The faculty as a whole will vote to admit to the major the students with the 30 highest Social Work GPA's.

In the event that several students have the same social work GPA, those students will be ranked according to their total GPA. In the case of second degree students, only GPA related to the current social work degree in progress will be considered.

Please note the following important information:

1. Students will not be admitted if SW 188 is not complete at the time the application is received.
2. Application materials will not be accepted if there is not a criminal background check on file, which is no more than two years old. Please check **early** with the Academic Department Associate for the Department of Social Work. If there is not one on file, it is the responsibility of the student to proceed to the Associate Dean of the College of Education and Human Sciences office to complete the necessary forms which will be available from the Associate Dean's Program Assistant. Please allow enough turn-around time if you are from Minnesota, as it takes considerably longer to obtain the results. When the results are in, it is the responsibility of the student to obtain and submit it with her/his other two documents for admission (application and degree audit). **An incomplete application will not be accepted.** The Chair of the Admissions Committee will notify all applicants in writing regarding the results of their application to the

Social Work Program. Each applicant will be notified by mail. Approved by Department of Social Work 10/20/04.

PROCEDURE FOR APPEALS OF DENIAL OF ADMISSION TO THE SOCIAL WORK PROGRAM

1. The student must respond in writing within 10 working days of receipt of her or his letter acknowledging denial of admission to the program. The letters are to be addressed to the Chairperson of the Department, with a copy to the student's advisor.
2. The written appeal must cite **specific reasons** why the criteria should not apply to the student's admissions application.
3. An Appeals Board comprised of *two Social Work faculty members appointed by the Chairperson of the Department of Social Work* will be formed to hear all appeal applications. Faculty members on such an appeals committee will not include any members of the original Admissions Committee or the student's advisor.
4. If the Appeals Board denies admission, the student may appeal that decision in writing, within 10 working days of notification of the decision, to the Chairperson of the Department of Social Work.
5. If denial continues at the Chairperson level, the student is referred to the **"Procedures for Student Academic Grievances"** outlined in the **Student Services and Standards Handbook**.

Approved by Department of Social Work 5/99

Criminal Background Check

Effective October 1, 1998, Wisconsin Act 27 (regulatory changes in Wisconsin State Statutes Chapter 48 and Chapter 50), called The Caregiver Law, requires that a Criminal Background Check be completed by all employed caregivers or any person who “has access to clients within caregiving organizations, including students” as well as administrative, clerical, contracted, and maintenance employees. The law does not apply to volunteers. *However, students who receive credit for their work are not considered volunteers.*

Students participating in SW 188 or any experiential learning involving work in a caregiving situation as defined by the law and connected with a social work course as part of the credit for the course, such as SW 315 Aging and the Aged, SW 395 Building Bridges, or SW 481 Internship, will be required to complete a Criminal Background Check, if one has not already been completed within the previous year.

A student will complete necessary forms, including a waiver allowing the Department of Social Work to share the results with any appropriate agency, when he/she is entering SW 188 or any other experiential learning for which she/he is earning credit. The student should be aware that there are different procedures for different states, including, but not limited to, fingerprinting, notarized signature, and varied fee schedules. A student should have criminal background checks completed in every state in which he or she has resided during the past three years. Students should be aware that the University is advised to look "beyond" some convictions because they may "mask" a more serious offense; for example, a disorderly conviction charge may be the lesser charge or conviction from what originally was a domestic violence arrest. It is Department of Social Work Policy to have a criminal background check completed on all students enrolled in SW 188 or any experiential learning for which credit is to be earned, regardless of the type of placement.

If the student had a criminal background check completed **WITHIN ONE YEAR** prior to beginning SW 188 or the experiential learning for credit, the student may get a copy and submit it to the Academic Department Associate to meet the requirement. A student can expect to have multiple criminal background checks.

It is the student's responsibility to submit all paperwork pertaining to the criminal background check, within the first week of the semester in which the student is enrolled in SW 188 or the experiential learning for credit.

Results of the returned, completed background check for social work majors will be stored in the student's academic file in the Department of Social Work. When an authorized agent of the social service agency in which the student will be volunteering notifies the Department of Social Work Program Assistant regarding a student's acceptance for the volunteer experience, the Program Assistant will send a copy of the completed criminal background check forms to that person immediately. Early receipt of the completed forms by the Program Assistant allows her to confirm acceptance of that person; many supervisors and agencies have confirmed that they will not accept a student unless his or her forms have been received from the appropriate state[s].

Approved by the Department of Social Work 5/99.

CRITERIA FOR POSSIBLE DISMISSAL OR TERMINATION FROM THE SOCIAL WORK PROGRAM

Departmental Policy Regarding Academic and Non-Academic Misconduct and Dismissal from the Social Work Program

The University, its administrators, faculty, academic staff, and students believe that personal integrity and academic honesty are fundamental requirements for people engaged in the practice of Social Work and for students enrolled in the Social Work Program. The Department of Social Work has a responsibility to promote the highest levels of personal integrity and academic honesty and to develop procedures to deal effectively with instances of dishonesty. Under provisions of UWS 14 Student Academic Disciplinary Procedures, students who participate in the Social Work Program may be removed from that Program (including internship assignments) where her or his participation in such a program or experience is judged to adversely affect the University, University students, the student herself or himself, the clientele served, or the participating agency or organization. In addition, under provisions of UWS 18 Conduct on University Lands, students can expect remedial or disciplinary responses, including removal from the Program, for practices or behaviors which include activities in Social Work practice while under the influence of alcohol or other controlled substances, misuse of client and other records, misuse of information relating to client confidentiality, sexual harassment, discrimination where prohibited, possession of weapons, or involvement in other prohibited conduct, including criminal activity, which would have an effect on practice.

Student misconduct, for which the student is subject to disciplinary action, includes, but is not limited to, that conduct which is described in Chapter 14 of the University of Wisconsin Administrative Code, Student Academic Disciplinary Procedures, and Chapter 17 of the University of Wisconsin Administrative Code, University of Wisconsin-Eau Claire Disciplinary Procedures.

Chapter 14 of the University of Wisconsin Administrative Code, Student Academic Disciplinary Procedures, defines “academic misconduct” as “an act which a student:

- a) Seeks to claim credit for the works of efforts of another without authorization or citation;
 - b) Uses unauthorized material or fabricated data in any academic exercise;
 - c) Forges or falsifies academic documents or records;
 - d) Intentionally impedes or damages the academic work of others;
 - e) Engages in conduct aimed at making false representation of a student’s academic performance;
- or
- f) Assists other students in any of these acts.” (UWS 14.03).

Chapter 14 also provides examples of academic misconduct, including but not limited to: “...cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examination or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting a student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed” (UWS 14.04).

UWS Chapter 14 describes the procedure to be followed in academic procedures, and UWS Chapter 17 describes the procedure to be followed in non-academic disciplinary procedures. The student is referred to those Chapters for specific detail regarding the procedures. It is the intent of the Department of Social Work to safeguard the due process rights of the student as well as the rights of the clients served, the University, and the Department itself. In regard to academic misconduct, the student’s notice is directed to those sections of the procedure which provide for notice to the student and a conference with the instructor as the first step (UWS 14.06 [1]), which describe the right to a hearing and the process to secure such a hearing (UWS 14.08), and which describe the process for appeal to the Chancellor and the discretionary appeal to the Board of Regents (UWS 14.09 and UWS 14.10). In regard to non-academic disciplinary procedures, the student’s notice is directed to UWS Chapter 17, which describes the procedure for investigation of allegations, adjudication, and settlement as well as the student’s rights and privileges (UWS 17.07).

The Department of Social Work considers non-academic misconduct to include violations of the *NASW Code of Ethics*. In the application for admission to the Social Work program, each applicant signs a statement which asserts that she or he agrees to abide by the *NASW Code of Ethics*.

SOCIAL WORK INTERNSHIP (SW 481)

Following completion of most required classes, an admitted social work student may request permission to enroll in the social work internship. The internship is a requirement for graduation with the BSW degree. Since the main purpose of social work education is to prepare students to assume the responsibilities of entry-level social work positions, a quality field placement experience is essential. Field placement is designed to provide students with an opportunity to learn within an agency setting and to use in practice, the knowledge, skills, and values acquired through on-campus course work.

Undergraduate social work education is considered a professional program, and field placement is a key component of this process. Agency representatives submit an application to be a field placement site, and the Director of Internship visits each agency and interviews each supervisor before acceptance as a site.

INTERNSHIP ADMISSION REQUIREMENTS:

To be eligible for a social work internship, students must have completed the application process outlined in the University Catalogue. The Social Work Department determines eligibility for Internships based upon the following criteria: A student must have (1) obtained an advisor from the Department of Social Work; (2) completed IDIS 100, SW 188, 220, 285, 320, 323, 335, 383, 405, and 471 with a grade of “C” or above; (3) earned a minimum gradepoint average of 2.5 in all courses with the SW prefix; and (4) students must be in good academic standing in the semester in which they apply and must have a total GPA of 2.50 or higher. This includes courses taken at UW-Eau Claire and courses transferred from other colleges. Prior to registration, the student must have (1) participated in the Internship Orientation sessions (typically taking place during March and April of the spring semester); (2) been accepted by a social agency approved for field instruction by the Department of Social Work; and (3) provided for transportation.

At the time of admission, students must have on file a recently completed Criminal Background Check, i.e., one which is no more than two years old.

Students applying for internship should be aware that some placements will not accept a student with a pending or conviction record if there is a substantial relationship between the offense and the job.

The University shall notify the agency of the initial and continued eligibility of students in the program. This notification occurs (1) during the orientation process and (2) subsequently at the end of each term for Internship students (if a student is no longer eligible).

Applying for Admission into the Internship: Applications for admission to the Social Work Internship are available in the Departmental Office after December 1st of each year.

Applications are due February 1st. Notification of Internship orientation meetings will be posted in the Social Work Office and announced in social work classes.

Transfer Students: Applications from transfer students will be considered on an individual basis, but those who are considering matriculation later than the first semester of their junior year are discouraged from applying. Normally, completion of the social work course work will require a minimum of five semesters, and students are encouraged to transfer during or prior to the sophomore year or to plan to stay beyond the original expected date of graduation.

The Department of Social Work has a variety of placements available for internship. Students are not to find or make their own field placements. Any exceptions to any SW 481 policy requires department faculty approval.

OPTIONS FOR FIELD PLACEMENT

There are two options for field placement:

- 1) A block placement of 12 credits in which a student spends 480 hours at an agency during one semester.
- 2) A placement of six credits per semester for two semesters in which the student spends 240 hours each semester in the agency per semester and earns six credits/semester.
- 3) Summer internships are limited to six credits.

NOTE: Both interns and agencies have the opportunity to choose which of these options they desire.

APPEALS

A student whose grade point average in Social Work courses is less than 2.5 is ineligible to register for SW 481 but may enroll in other Social Work classes while attempting to improve the grade point average. A student who does not meet requirements for enrollment in SW 481 may appeal for permission to participate in the Internship orientation sessions and/or placement in a social agency. This appeal must be discussed with the student's Social Work advisor prior to submission.

Students who initiate appeals must submit written statements outlining the reasons they believe an exception to published requirements should be made. Further information is available from the student's advisor. Students who have been removed from an internship assignment may also appeal that decision; he/she should contact the Director of Internship.

Appendix D contains a list of the agencies which are currently serving as internship (field placement) sites.

CULTURAL DIVERSITY EXPERIENCE IN INTERNSHIP (SW 481)

The United States is becoming a more culturally diverse nation, and social workers need to familiarize themselves with the human diversity that will be part of their caseloads. The intent of this experience is to give interns the knowledge, skills, and values necessary to interact with culturally diverse populations.

To complete this assignment, interns will need to arrange to have a minimum of 35 hours involved in activities or contacts from an approved list. Other activities of similar nature may qualify for the experience if approved in advance by the appropriate SW 481 faculty liaison or Director of Internship. The 35 hours are a part of the 480 total hours of SW481 - not an addition to that number. At least 20 of the 35 hours must be obtained in an activity that involves direct contact in a social work or social work-related setting.

SOCIAL WORK WRITING POLICY

The UW-EC Department of Social Work is strongly committed to ensuring that graduates receiving the BSW degree possess competent writing skills. To that end, it is Department policy that:

1. All students who receive a grade below B- in English 110 (or its equivalent) will be required to earn three credits in English 201 (Advanced College Writing) prior to enrolling in Social Work 471.
2. All social work courses will contain assignments requiring students to engage in writing. This may include research papers, term papers, article reviews, essay test questions, or any other assignment which allows the student to demonstrate the appropriate level of writing skill.
3. Correct grammar, punctuation, syntax, organization, and clarity of content, etc., will be criteria used for grading all writing assignments, including essay exams, within social work courses.
4. All faculty in the department have adopted the fourth edition of The Bedford Handbook for Writers (Hacker, 2003) as a standard evaluation resource. Social Work majors are strongly encouraged to obtain a copy of this reference source from the UWEC Bookstore. A smaller handbook/manual citing answers to exercises in The Bedford Handbook for Writers is also available.
5. The official manual of style for the Department of Social Work is The Publication Manual of the American Psychological Association (fifth edition, 2001). Unless noted otherwise in a course syllabus, all research papers in all courses in the Department of Social Work must conform to this manual of style. Copies of the manual may be purchased in the UWEC Bookstore.

GRADUATION REQUIREMENTS

To graduate with the Bachelor of Social Work degree (BSW), students must (1) have a grade point average of 2.5 in all courses with the social work prefix; (2) achieved completion of IDIS 100 and all SW prefix courses, including transfers courses, with a grade of C or above; (3) demonstrated practice competencies suitable for the profession of social work as demonstrated in SW 481 - Social Work Internship; (4) adhere to the NASW *Code of Ethics* and the CSWE Policy Statement (See copies in Appendix A and C); and (4) completed all program requirements.

A suggested schedule of classes as well as a sample checklist of courses is included in Appendix B.

ADVISING

Each student interested in social work (including pre-majors and those already admitted) is assigned a social work advisor. As potential majors and as developing practitioners, students require and benefit from the assistance and counsel of the departmental faculty. Some faculty may choose to do group advising. The goals of advisors include but are not necessarily limited to:

1. providing role modeling in the areas of social work values and professionalism;
2. assisting students in assessing their aptitude and motivation for a career in social work;
3. providing academic guidance in the areas of course choice consistent with the objective of preparation for practice and related to student interests;
4. providing for regular review of the student's educational performance in all facets of the social work program;
5. being available to discuss personal/academic concerns of students and serving as a broker to link students to needed services;
6. advising students in their efforts to obtain employment upon graduation;
7. providing information about graduate school opportunities and advising students interested in pursuing this option.

Students may request, in writing, a change in advisor. Whenever possible, this request will be honored. Advisors will assist students in meeting all University and departmental requirements, but the student is ultimately responsible for completing all requirements and for knowledge regarding any and all requirements in the major.

The role of the social work advisor is not a therapeutic one. Social Work faculty does not provide personal counseling to social work majors, since this could easily place faculty in conflict with their role as faculty members. Consequently, it is Department of Social Work policy to refer students needing personal counseling to other resources inside the University or in the community.

Students are also advised of their individual responsibility in determining compliance with published standards as spelled out in the appropriate Catalogue. In other words, each student should carefully monitor his/her progress according to the degree audit (a Catalogue-specific set of curriculum requirements available to each student during registration) and plan subsequent courses to assure steady progress towards graduation.

POLICIES OF UWEC AND THE DEPARTMENT OF SOCIAL WORK

Equal Opportunity and Affirmative Action

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, marital or parental status, race, color, age, religion, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or this state, sexual orientation, national origin, arrest or conviction record or handicap, in compliance with the Title VI, Title VII, Title IX, ADA, and Section 504. Refer questions to the Affirmative Action Officer, Schofield 217.

Credit for Life or Work Experience

The Department does not grant credit for either life or work experience in lieu of any required social work course or the internship. At times, transfers or non-traditional aged students may receive credit or a course waiver for SW 188 Volunteer Services activity; each case is assessed on an individual basis. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with UWEC social work requirements.

Student Educational Files

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Students' folders are available in the Departmental office for review by the student, his/her advisor, and faculty.

Faculty in the Department of Social Work serves in multiple roles as classroom instructor, advisor, and decision-maker regarding (1) student admission to the major and to the internship and (2) student retention in the program.

Information about students which is learned in the course of classroom instruction, advising, feedback from community members and other professionals or through other means, sometimes has a bearing on the decisions mentioned above. This information may be discussed by faculty and shared with other members of the Department as needed to arrive at decisions regarding admission or retention. The information may also be shared with agency field instructors if it appears to bear on the student's potential or actual performance in the internship. Americans with Disabilities Act is kept in a separate file in the Chairperson's office. Alumni files are kept for ten years (Department Action 2/95).

STUDENT RIGHTS AND OPPORTUNITIES

Student Academic Grievance Procedures

The University of Wisconsin-Eau Claire has established an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. This information is contained in the UW-EC Student Services and Standards handbook provided to each student in the University. Students may acquire a copy by contacting the Office of Student Affairs in Schofield Hall. Other information of interest in Student Services and Standards includes the University policies on affirmative action and sexual harassment, and students are encouraged to familiarize themselves with this document which serves as a guide to many of the Department standards. The Department of Social Work operates in conformity with these University procedures and policies.

When initiating an informal or formal grievance, a student should observe the recognized Department and University decision-making structure. First, the student would talk directly with the professor or liaison if the matter is course-related. (The student may consult with his or her advisor at any point as well.) If there is a governing Committee (e.g., Admissions) or appointed director (e.g., Director of Internship), the Chairperson of the Committee or the Director of Internship would be seen next if the issue remains unresolved. If the issue continues unresolved beyond meetings with the above two levels, the Department Chairperson would be consulted followed by the Associate Dean of the College of Education and Human Sciences. Again, the student should consult with the Student Services and Standards Handbook for particular information on process and content of grievance procedures.

Other Student Rights

Students have the right and the opportunity to participate in the evaluation of their educational experience. The Department of Social Work operationalizes this opportunity through a variety of mechanisms. Each semester students will have a chance to provide feedback to the Department on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided and the field liaison roles performed by faculty. Normally, all of these opportunities occur at the end of the semester and within the classroom setting. To ensure greater candor, the results of student evaluations of faculty are not shared with faculty until after grades have been turned in for that semester.

Student Rights to Organize

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

Association of Student Social Workers (ASSW)

The Association of Student Social Workers is an organization dedicated to meeting the social and professional interests of social work students. ASSW holds meetings regularly, and topics range from inviting guest social workers to discuss their areas of practice to purely social activities such as the beginning and end-of-year picnics. In addition, the organization selects representatives who attend and participate in the Department faculty meetings. In the past, ASSW has provided volunteer service to area agencies, planned an "Urban Plunge" weekend at a homeless shelter in a metropolitan area, decorated the social work suite for Christmas, and provided a linkage between students and the social work program. A social work faculty member serves as advisor to ASSW. Students are encouraged to join ASSW as soon as they know they are interested in the social work major.

Phi Alpha (PA)

Phi Alpha (PA) is the national honor society for social workers. Each year eligible students are issued a written invitation to join PA and to participate in the annual Honor's Day ceremonies. Eligibility is based on acceptance into the social work program, junior or senior status, a minimum of six credits in social work, and an overall GPA of 3.0 or higher, and a social work GPA of 3.25 or higher. Induction of new members occurs each semester and meetings are held throughout the year.

National Association of Social Workers

The National Association of Social Workers (NASW) is the professional organization for practicing social workers in the United States. It provides leadership on social issues at the national level, supports a wide variety of social legislation beneficial to social workers and their clients, publishes a monthly journal entitled Social Work, and is dedicated to encouraging high standards of social work practice. The Wisconsin Chapter of NASW has several divisions, including one which covers the Eau Claire area. Students are strongly encouraged to join NASW and to attend local meetings.

Social Work Scholarships and Awards

Four scholarship awards are offered each year to recognize outstanding achievement and potential in the field of social work. The Julie Guite, Hanke Family, Jean Klein, Elwood and Virgelee LeDue, Madeleine Lieftring, Lloyd and Jeanette Piper and the Scientific Reasoning Inference Decision-Making awards recognize social work students who have given evidence of high scholastic achievement, participated in social work organizations, and contributed to the social work program. The selection of the award recipients is the responsibility of the faculty of the Department of Social Work. Award recipients are notified in the fall and are expected to participate in the Spring Honor's Day recognition ceremonies.

Americans with Disability Act of 1990

The Americans with Disability Act of 1990 is basically a civil rights act for anyone with a physical or mental impairment that substantially limits one or more of life's activities. There can be no exclusion on the basis of the disability or no discrimination through contact.

The Department of Social Work makes every effort to provide reasonable accommodation to disabled students.

Sexual Harassment Policy Statement and Mechanism for Implementation

It is the policy of the Board of Regents of the University of Wisconsin System, consistent with its efforts to foster an environment of respect for the dignity and worth of all members of the University community, that sexual harassment of students and employees in the University of Wisconsin System is unacceptable.

Wisconsin Act 427, effective May 7, 1994, clarifies the definition of sexual harassment and adds a "reasonable person" test as a method to determine if the harassment substantially interferes with work performance or creates a hostile work environment.

Sexual harassment of students is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of a student's grades, recommendations, or other factors related to the student's academic career.

Affirmative Action Student Grievance Procedure

The University of Wisconsin-Eau Claire and the Board of Regents recognize the importance of providing a prompt and efficient procedure for fair and equitable resolution of grievances alleging discrimination on the basis of race, creed, color, religion, national origin, disability, sex, sexual orientation, age, membership in the National Guard, state defense force, or any other reserve component of the military forces of the United States or this State.

A grievance is defined as an allegation that the grievant has been improperly discriminated against in the interpretation or application of a University policy, regulation, or procedure relating to the educational experience in terms of employment, program, service, or activity. This includes issues of sexual harassment.

Any aggrieved student may obtain advice and assistance from the Affirmative Action Office (836-2624). An allegation should be brought to the Affirmative Action Office for investigation.

Grievances may also be brought to the Student Senate Office (Davies Center) for referral to the Affirmative Action Officer.

SOCIAL WORK ADVISORY BOARD

The Department has established a Social Work Advisory Board to provide consultation and serve as a resource for the social work program and faculty. The Board is composed of social work practitioners, supervisors, and field instructors from the Eau Claire area and meets once or twice per year.

APPENDIX A

Code of Ethics

*of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

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.

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social

work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

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

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or

other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

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

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

*All information retrieved from
<http://dwd.wisconsin.gov/dvr/knowledgebase/wisconsinadministrativecode52.htm>

Chapter MPSW 20 CONDUCT

MPSW 20.01 Definition.

Note: Chapter SFC 20 was created as an emergency rule effective April 26, 1993.

Note: Chapter SFC 20 was renumbered ch. MPSW 20 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., Register October 2002 No. 562.

MPSW 20.01 Definition. “Gross negligence” in the practice of social work, or marriage and family therapy, or professional counseling means the performance of professional services that does not comply with an accepted standard of practice that has a significant relationship to the protection of the health, safety or welfare of a patient, client, or the public, and that is performed in a manner indicating that the person performing the services knew or should have known, but acted with indifference to or disregard of, the accepted standard of practice.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93.

MPSW 20.02 Unprofessional conduct.

Unprofessional conduct related to the practice under a credential issued under ch. 457, Stats., includes, but is not limited to, engaging in, attempting to engage in, or aiding or abetting the following conduct:

- (1) Performing or offering to perform services for which the credential holder is not qualified by education, training or experience.
- (2) Violating a law of any jurisdiction, the circumstances of which substantially relate to the practice under the credential.
- (3) Undertaking or continuing performance of professional services after having been adjudged incompetent by any court of law.
- (4) Using fraud or deception in the application for a credential.
- (5) Using false, fraudulent, misleading or deceptive advertising, or maintaining a

MPSW 20.02 Unprofessional conduct.

professional relationship with one engaging in such advertising.

(6) Engaging in false, fraudulent, deceptive or misleading billing practices.

(7) Reporting distorted, false, or misleading information or making false statements in practice.

(8) Discriminating on the basis of age, race, color, sex, religion, creed, national origin, ancestry, disability or sexual orientation by means of service provided or denied.

(9) Practicing or attempting to practice while the credential holder is impaired due to the utilization of alcohol or other drugs, or as a result of an illness which impairs the credential holder’s ability to appropriately carry out the functions delineated under the credential in a manner consistent with the safety of a client, patient, or the public.

(10) Revealing facts, data, information, records or communication received from a client in a professional capacity, except in the following circumstances:

(a) With the informed consent of the client or the client’s authorized representative;

(b) With notification to the client prior to the time the information was elicited of the use and distribution of the information; or

(c) If necessary to prevent injury to the client or another person;

(d) Pursuant to a lawful order of a court of law;

(e) Use of case history material for teaching, therapeutic or research purposes, or in textbooks or other literature, provided that proper precautions are taken to conceal the identity of the client; or

(f) When required pursuant to federal or state statute.

(11) Engaging in sexual contact, sexual conduct, or any other behavior with a client

which could reasonably be construed as seductive. For purposes of this rule, a person shall continue to be a client for 2 years after the termination of professional services.

(12) Failing to provide the client or client's authorized representative a description of what may be expected in the way of tests, consultation, reports, fees, billing, therapeutic regimen or schedule.

(13) Failing to avoid dual relationships or relationships that may impair the credentialed person's objectivity or create a conflict of interest. Dual relationships prohibited to credentialed persons include the credentialed person treating the credentialed person's employers, employees, supervisors, supervisees, close friends or relatives, and any other person with whom the credentialed person shares any important continuing relationship.

(14) Failing to conduct an assessment, evaluation, or diagnosis as a basis for treatment consultation.

(15) Employing or claiming to have available secret techniques or procedures that the credential holder refuses to divulge.

(16) In the conduct of research, failing to inform study participants of all features of the research that might reasonably be expected to influence willingness to participate; failure to ensure as soon as possible participants' understanding of the reasons and justification for methodological requirements of concealment or deception in the study; failure to protect participants from physical or mental discomfort, harm or danger, or to notify the participant of such danger; and failure to detect and remove any undesirable consequences to the participants resulting from research procedures.

(17) Failing to inform the client of financial interests which are not obvious and which might accrue to the credential holder for referral to or for any use of service, product or publication.

(18) Failing to maintain adequate records relating to services provided a client in the course of a professional relationship. A credential holder providing clinical services to a client shall maintain records documenting an

assessment, a diagnosis, a treatment plan, progress notes, and a discharge summary. All clinical records shall be prepared in a timely fashion. Absent exceptional circumstances, clinical records shall be prepared not more than one week following client contact, and a discharge summary shall be prepared promptly following closure of the client's case. Clinical records shall be maintained for at least 7 years after the last service provided, unless otherwise provided by federal law.

(19) Violating any of the provisions of ch. 457, Stats.

(20) Failing to notify the board that a license, certificate or registration for the practice of any profession previously issued to the credential holder has been revoked, suspended, limited or denied, or subject to any other disciplinary action by the authorities of any jurisdiction.

(21) Failing to make reasonable efforts to notify a client or a client's authorized representative when professional services will be interrupted or terminated by the credential holder.

(22) Gross negligence in practice in a single instance, or negligence in practice in more than one instance.

(23) Having a license, registration, or certificate permitting the practice of marriage and family therapy, professional counseling, or social work, or authorizing the use of the title "marriage and family therapist," "professional counselor," "social worker", or similar terms revoked, suspended, limited, or subjected to any other discipline, by any other jurisdiction.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 01-026: am. (13), Register December 2001 No. 552, eff. 1-1-02; CR 02-105: am. (intro.) (1), (4), (9), (15), (17), (20), (21) and (23), Register October 2002 No. 562, eff. 11-1-02; CR 05-043: am. (18) Register December 2005 No. 600, eff. 1-1-06.

APPENDIX B

Student Name _____ ID# _____

CATALOGUE YEAR 2008-2009
UNIVERSITY OF WISCONSIN-EAU CLAIRE
COMPREHENSIVE MAJOR IN SOCIAL WORK
CURRICULUM PLAN

		<u>Credits</u>
___ IDIS 100 Introduction to Social Work	3	
___ Service-Learning Requirement	1	
___ SW 220 Interpersonal Skills (Sophomore standing)	3	
___ SW 285 Social Welfare & Criminal Justice in the U.S.	3	
PSYCH 100 – General Psychology	___ 3	
PSYCH 230 – Human Development	___ 3	
SOC 101 – Introduction to Sociology	___ 3	
BIOL 151 – Biology of Humans	___ 4	

ADMISSION TO SOCIAL WORK MAJOR

___ SW 335 Human Behavior & the Social Environment	3	
SW 320 Generalist Social Work Practice with Individuals	3	___
MATH 246 OR	___ 4	
Math 104 or higher, or competency to enter MATH 111 OR as demonstrated by the mathematics placement test AND	___ 0-4	
PSYCH 265 Statistics	___ 3	
___ SW 323 Methods of Social Work Research	3	
ECON 201 – Intro to Political Economy (offered in fall only) OR both ECON 103 and 104	___ 3	
POLS 110 – American National Politics	___ 3	
POLS 301 – State & Local Politics	___ 3	

ADMISSION TO INTERNSHIP

___ SW 383 Social Welfare Policies & Programs	3	
___ SW 405 Ethnic-Sensitive Social Work Practice	3	
___ SW 471 Generalist Social Work Practice with Families/Groups	3	
___ SW 472 Generalist Social Work Practice with Communities/ Organizations	3	
___ SW 481 Social Work Internship (6 or 12 credits)	12	
___ Humanities (Women or Minorities) _____	3	
___ Humanities (Women or Minorities) _____	3	

English 142, 242, 268, 332, 345, 346; History 142, 205, 210, 240, 394, 444, 468, 473, 474, 482; Humanities 110, 120, 210, 301; Music 306; Philosophy 377; Religious Studies 307, 309, 312, 314, 323, 326, 330, 353, 355; Art History 324, 335; Women’s Studies 100, 205, 210, 215, 260, 265, 301, 305, 306, 310, 332, 337, 353, 355, 377, 385, 394, 434, 440, 473, 474; Spanish 352, and American Indian Studies 101, 102, 142, 240, 242, 324, 330, 335, 345, 346, 468, 482.
Other courses may be eligible, and the student is advised to consult with his/her advisor.

___ English 201* (if ENG. 110 or equivalent course grade is below a B-)

3

Total required for major

79-84

*Additional requirement: English 201, Advance College Writing, is recommended for all students for inclusion in General Education Category IA and is required for all students who receive a grade below B- in English 110 or its equivalent.

Catalogue Year 2008-2009

Student Name _____ email name _____

UNIVERSITY & GENERAL EDUCATION REQUIREMENTS FOR SOCIAL WORK MAJORS

Miscellaneous Requirements

1. ENGL 110 _____
2. Wellness/Physical Education requirement _____
(2 credits total: 1 credit Wellness; 1 activity credit)
(SW 424 and SW 360 meet the Wellness requirement)
3. Foreign Language Competency (1997) _____
4. Math Competency (1996) _____
5. 120 credits total _____
6. Service Learning Requirement _____ (SW 188 meets the Service Learning requirement.)

DIVERSITY COURSES (University Requirement: two courses; content in one course must focus on one or more of the following groups: African-American; American Indian; Hispanics; Asian Americans (Southeast Asian). Social Work requirements meet this University diversity requirement.

List course: _____ List course: _____

GENERAL EDUCATION

I. COMMUNICATIONS (one course from each of the two groups)

a. LANGUAGE SKILLS (3 credits)

English (language and composition) (**Excluding 110 and HNRS 101**)

Foreign Language (language and composition), Journalism, Communication (public address and radio-TV courses)

List course: _____

b. ANALYTICAL SKILLS (3 credits)

Computer Science, Math, Philosophy 102 (Logic)

List course: _____

II. NATURAL SCIENCES 9-12 credits from two of the following disciplines:

Biology, Chemistry, Geography (physical), Geology, Physics, Interdisciplinary (completion of a least one laboratory course: Bio 151 meets the lab requirement).

List course: _____ List course: _____

List course: _____ List course: _____

III. SOCIAL SCIENCES 9-12 credits from two of the seven subcategories. Social work major requirements meet this General Education Category.

IV. HUMANITIES 9-12 credits from two of the five subcategories:

- A. Fine Arts (Art, Art History, Music, Music Therapy, Theatre Arts)
- B. Philosophy or Religious Studies (excluding logic courses)
- C. History
- D. Literature (English Literature, Foreign Languages Literature and Civilization courses)
- E. Interdisciplinary Studies – Humanities (including Humanities, Interdisciplinary Studies, International Studies, Women’s Studies)

List course: _____ List course: _____

List course: _____ List course: _____

*0 UNIVERSITY-WIDE GE: 0-6 credits to include courses from the Colleges of Business and Professional Studies; interdisciplinary courses that cross two or more of the GE categories I, II, III, IV).

List course _____ List course _____

APPENDIX C

CSWE Curriculum Policy Statement

Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

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

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

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

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

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

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

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

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional

social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

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

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

1.1 Purposes of Social Work Education

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

1.2 Achievement of Purposes

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

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.

- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

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

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated pro-

fessional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze,

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

intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

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

4. Foundation Curriculum Content

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

4.0 Values and Ethics

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

4.1 Diversity

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

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to

advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

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

5. Advanced Curriculum Content

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

APPENDIX D

INTERNSHIP SITES
(current as of 4/12/06)

Aids Resource Center of Wisconsin (ARCW)	Human Development Center at UWEC
Big Brothers/Big Sisters of the Chippewa Valley	Jackson Cty. Correctional
Bolton Refuge House, Inc.	Lac du Flambeau Family Resource Center
Catholic Charities of the Diocese of La Crosse	Luther Hospital-Social Services Dept.
Children's Service Society of Wisconsin	Luther Hospital-Med./Surgical Unit
Children's Service Society of Wisconsin-Marshfield	Luther/Midelfort Hospital Healthworks
Chippewa Cty. Dept. of Human Resources	Employee Assistance Program
Chippewa Valley High School	Luther Hospital –Neurosciences Unit
Chippewa Valley Hospital and Oakview Care Center	Lutheran Social Services
Community Health Partnership, Inc.	Lutheran Social Services of Wisconsin and Upper Michigan
Division of Community Corrections	Marriage and Family Health Service
Dove Healthcare, Nursing and Rehabilitation	National Association of Social Workers-Wisconsin Chapter
Dunn Cty. Dept. of Human Services	Northwest Passage Child and Adolescent Center
Dunn Cty. Office of Aging	Northwest Wisconsin Home Care
Durban Children's Home – South Africa	PATH Wisconsin, Inc.
Eau Claire Area School District	Sacred Heart Hospital Social Services Dept.
Eau Claire Cty. Dept. of Human Services	School District of the Menomonie Area
-Community Support Unit	St. Paul Public Schools (Minnesota)
-Intensive Case Mgmt. Unit	State of Wisconsin-Division of Community Corrections
-Family Intake Services Unit	State of Wisconsin-Division of Probation and Parole
-Family Services Unit	Supported Employment Services-REACH
Eau Claire Cty. Dept. of Aging	Work Force Resource
Eau Claire Cty. Intensive Supervision Program	Wylie House Child & Youth Care Centre – South Africa
Family Support Center	Wisconsin Nursing & Rehabilitation
Grace Lutheran Foundation, Inc.	