

**University of Wisconsin-Green Bay
Social Work Professional Programs**



BSW Student Handbook

**Bachelor of Social Work Program, BSW
2008-2010 Edition**

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Please note that periodically the information found in this handbook will be subject to revision. A policy will not exist to explain all that might be needed or to cover all dimensions of a situation. Information in this handbook exists to provide general structure to Program activities, promote and enhance student performance, and provide a framework for fairness and justice to learners. Students are encouraged to discuss items in this handbook with faculty, as they are available to interpret these policies in situations where they appear ambiguous. Additionally, students are encouraged to develop close alliances with faculty as they go about developing their professional identity.

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The Bachelor of Social Work Program

A. Introduction to the Social Work Professional Program

Welcome to the dynamic and challenging Profession of Social Work! This BSW Student Handbook is a guide for students admitted to the Social Work Major at the University of Wisconsin-Green Bay. Successful completion of the Program is your gateway to the Social Work Profession.

You probably have many questions related to Program expectations and your performance while you are a student in the social work major. Therefore, a general orientation to the Program, as well as many of the policies and procedures that guide academic and non-academic action, are available in this handbook. This material will assist you in learning about the Social Work Professional Program and will provide some guidance as you move through the professional major.

As authors DuBois and Miley (2008) state:

Social work emerged as a profession early in the twentieth century and today is the profession charged with fulfilling the social welfare mandate to promote well-being and quality of life. Thus, social work encompasses activities directed at improving human and social conditions and alleviating human distress and social problems. Social workers, as caring professionals, work with people to enhance their competence and functioning, to access social supports and resources, to create humane and responsive social services, and to expand the structures of society that provide opportunities for all citizens. (p.1)

Hopefully, the information found in this handbook will assist in “creating order” to the complexities associated with being a student in the Program and will enhance your efforts toward obtaining the BSW degree. It will become important from time to time to be aware of the information contained within these pages. Just as effective social work practitioners are cognizant of the policies, practices, and procedures of the agency and community in which they work, social work students must be cognizant of the policies, priorities and procedures of the Social Work Program in the context in which they learn.

B. Social Work as a Professional Major

The major in social work, leading to the Bachelor of Social Work degree (BSW), offers a significant opportunity for students who seek careers in the human services. The program prepares students for entry level professional practice in social work and provides educational preparation applicable to a wide range of positions in the human services. It also prepares students for graduate social work education and informed citizenship. As an accredited Program, students become eligible upon graduation to begin the social work certification process for the State of Wisconsin.

Graduates of the UW-Green Bay Social Work Professional Program secure positions in programs serving a variety of populations most vulnerable and discriminated against in our

society. Graduates of the Program carry out the following purposes of the profession in their work:

The National Association of Social Workers' "Working Statement on Purpose" (1981) defines the unifying purpose or mission of social work as "promot[ing] or restor[ing] a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone (p.6). Social work is known for its integrated view, which focuses on persons in the context of their physical and social environments. In response to the mission of the profession, social workers strengthen human functioning and enhance the effectiveness of structures in society that provide resources and opportunities for citizens. (Dubois and Miley, 2008, p. 10)

At UW-Green Bay, social work majors may elect to specialize in child welfare by taking child welfare emphasis courses and participating in the Title IV-E child welfare stipend program. The stipend program, made possible by a Child Welfare Training grant funded by the U.S. Department of Health and Human Services, prepares students for careers in public child welfare practice. Practicum placements in public and tribal child welfare agencies are available selectively to qualifying students. For more information on the child welfare emphasis and Title IV-E program requirements please refer to the respective policies within this handbook.

Note: Since social work is a professional major, students do not need to declare a minor. However, faculty in the Social Work Professional Program encourage a complementary minor. It may enhance the students' ability to pursue a social work position of choice. Minors in First Nations studies, sociology, psychology, human development, women's studies, social change and development, political science, among others, are encouraged. Some students also choose to complete two majors.

C. Mission and Goals of the Social Work Professional Program

The Social Work Professional Program at the University of Wisconsin –Green Bay provides a learner-centered, competency-based, interdisciplinary program, which (1) prepares Baccalaureate-level social workers for generalist practice with vulnerable and diverse individuals, families, groups and communities and (2) enhances the development of social work education and practice.

To this end, we achieve our mission through curriculum, scholarship, and community service activities by being:

1. Practice-focused

The Program advances the application of theory to practice by:

- maintaining a curriculum that engages learners in classroom, field, and community experiences that connect to real-life challenges
- allows faculty and students to utilize their knowledge and skills to improve the provision of services within the community
- encourages faculty and students to develop and disseminate practice knowledge
- benefiting human service organizations by virtue of their involvement with the Social Work Professional Program.

Measurable outcome objectives related to the Program's practice focus:

- 1.1. The Program develops and continues to refine student learning outcomes (competencies) that reflect the Program's goal of advancing the application of theory to practice.
- 1.2. Students demonstrate mastery of the competencies.

2. Social Justice/Change Oriented

The Program advocates for improved social conditions by:

- maintaining a curriculum that engages students in classroom and field activities and community experiences that are designed to increase their knowledge and ability to improve social conditions on multiple levels by addressing the region's social challenges and conditions
- promoting an inclusive model of social work practice that values all persons, groups and communities in society
- faculty and students' engagement in learning activities that promote advocacy for the establishment of basic human rights, opportunities and benefits
- faculty and students' promotion of the equitable distribution of social and economic resources based on the principles of distributive justice.

Measurable outcome objectives related to the Program's focus on social justice with an emphasis on change:

- 2.1. The curriculum includes the teaching of social work practice as it relates specifically to social justice, with a focus on macro systems and social action.
- 2.2. Students engage in awareness-raising activities focused on rectifying social and economic inequalities.

3. Quality-driven:

The Program ensures high standards for social work education and practice by:

- maintaining ongoing Council on Social Work Education accreditation
- graduating students that are prepared for entry-level social work positions
- graduating students that are prepared for entry into advanced MSW level programs
- graduating students that are prepared to be certified as social workers
- ensuring that faculty and student activities represent the values and ethics of the social work profession.

Measurable outcome objectives related to the Program's quality-driven focus:

- 3.1 Graduates obtain and maintain entry-level social work positions.
 - 3.1. Half of all graduates obtain MSW degrees within seven years of completing the Program.
 - 3.2. Graduates obtain certification as social workers.

4. Regionally-responsive

The program responds to the particular needs of residents, agencies, organizations and communities of Northeastern Wisconsin by:

- engaging in activities that advance the UWGB mission of “connecting learning to life;” maintaining a student body that includes representatives of diverse ethnic and cultural communities of NE Wisconsin
- graduating students that are prepared to meet the needs of the region's diverse populations
- faculty members' utilization of input from community practitioners to inform program activities.

Measurable outcome objectives related to the Program's regionally responsive focus:

- 4.1. The Program increases the diversity of the student body.
- 4.2. Faculty engage in professional contributions to the community.
- 4.3. The Program offers continuing education for social workers in the region that enhances professional effectiveness.

Adopted May 11, 2006

D. The 14 Practice Competencies (abbreviated version)

The Social Work Professional Program bases its curriculum on the following 14 practice competencies. Faculty, field advisory committee members, and field instructors/supervisors have worked diligently over a number of years to refine these outcomes so they accurately represent the abilities necessary for high quality beginning level BSW practice. Each student in the Program works toward mastery of the practice competencies.

Competency 1: Knowledge of Other Disciplines

The ability to understand and apply content from a range of relevant disciplines to social work practice.

Competency 2: Relationship and Empowerment Skills

The ability to initiate and utilize relationships to effect change.

Competency 3: Assessment

The ability to identify and assess situations where relationships between people and social situations need to be initiated, improved, restored, protected or terminated.

Competency 4: Planning and Implementation

The ability to develop and implement a plan for improving the well being of people, organizations and communities.

Competency 5: Evaluation of Practice

The ability to evaluate, at intervals throughout the intervention/change process, the degree to which intervention and program goals are being realized.

Competency 6: Linkage

The ability to link people with systems that provide needed resources, services, and opportunities.

Competency 7: Practice with Diverse Populations

The ability to intervene effectively on behalf of populations most vulnerable and discriminated against.

Competency 8: Organizational Development

The ability to promote the effective and humane operation of organizations.

Competency 9: Teamwork

The ability to participate actively with others to create new, modified, or improved services, resources, and opportunities.

Competency 10: Social Policy

The ability to promote, implement, and contribute to the development of social policies.

Competency 11: Self-Assessment

The ability to evaluate one's own professional growth, development, and performance through assessment of practice knowledge, behaviors, skills, and personal values.

Competency 12: Standards and Ethics

The ability to actively interpret, support, evaluate, and uphold the standards and ethics of the profession.

Competency 13: Professional Contributions

The ability to use knowledge from various sources to improve one's own professional practice and contribute to the professional growth of others.

Competency 14: Professional Behaviors and Identity

The ability to maintain and apply professional qualities of maturity and to be self-directed throughout the social work process.

BSW Child Welfare Sub-Competencies

Sub-competencies specific to child welfare were approved by the faculty in 2007 to ensure that BSW students in the child welfare emphasis have sufficient knowledge and skills for entry-level public child welfare practice. Child welfare sub-competencies are linked with 12 of the 14 BSW Practice Competencies. The two child welfare courses SOC WORK 351: Child Welfare Programs and Services and SOC WORK 451: Child Welfare Practice provide the basis for student achievement of the child welfare sub-competencies.

Competency 1 – Knowledge from other Disciplines: The ability to understand and apply content from a range of relevant disciplines to social work practice.

CW Sub-competency 1.1: Understand the dynamics of child maltreatment in the context of vulnerable families. (351 & 451)

CW Sub-competency 1.2: Identify the indicators of child maltreatment. (351 & 451)

CW Sub-competency 1.3: Identify the role of major co-morbidity factors in child maltreatment cases: mental health, poverty, domestic violence and AODA. (451)

CW Sub-competency 1.4: Apply interdisciplinary knowledge and social work practice content, including the framework for generalist practice. (451)

Competency 2 – Relationship and Empowerment Skills: The ability to initiate and utilize relationships to effect change.

CW Sub-competency 2.1: Understand the balance of helper and authority roles. (351)

CW Sub-competency 2.2: Identify ways that social work practice strategies need to be adapted to meet the needs of child welfare clients who are involuntarily or legally mandated service consumers. (451)

Competency 3 – Assessment: The ability to identify and assess situations where relationships between people and social situations need to be initiated, improved, restored, protected, or terminated.

CW Sub-competency 3.1: Understand the impact of risk, safety, permanency and well-being on vulnerable children and families. (351 & 451)

Competency 4 – Planning and Implementation: The ability to develop and implement a plan for improving the well-being of people, organizations and communities.

CW Sub-competency 4.1: Understand that interventions must be consistent with assessment data. (351 & 451)

CW Sub-competency 4.2: Understand the importance of family strengths and capacity building in plans. (451)

Competency 5 – Evaluation of Practice: The ability to evaluate, at intervals throughout the intervention / change process, the degree to which intervention and program goals are being realized.

CW Sub-competency 5.1: Assess the extent to which current child welfare services effectively need the needs of families and children. (351)

Competency 6 – Linkage: The ability to link people with systems that provide needed resources, services and opportunities.

CW Sub-competency 6.1: Identify and engage formal and informal community resources to strengthen family functioning and reduce the risk of child maltreatment and / or out-of-home placement.

Competency 7 - Practice with Diverse Populations: The ability to intervene effectively on behalf of populations most vulnerable and discriminated against.

CW Sub-competency 7.1: Understand the impact of the over representation of racially and ethnically oppressed families in the child welfare system. (351)

CW Sub-competency 7.2: Understand the ways social work practice needs to be adapted to meet the needs of different cultural groups with regard to child welfare services. (451)

Competency 8 – Organizational Development: The ability to promote the effective and humane operation of organizations.

CW Sub-competency 8.1: Identify the goals of public and tribal child welfare practice and ways in which they are similar and/or divergent. (451)

CW Sub-competency 8.2: Understand how cases traverse through the child welfare system. (351)

Competency 9 – Teamwork: The ability to actively participate with others in creating new, modified, or improved services, resources and opportunities.

CW Sub-competency 9.1: Understand the special skills required of child welfare practitioners so that they can function effectively within the legal system. (451)

CW Sub-competency 9.2: Understand the benefits of a team approach to child welfare practice in which parents and helping professionals engage in shared problem-solving, planning, decision-making and evaluation.

Competency 10 – Social Policy: The ability to promote, implement and contribute to the development of social policies.

CW Sub-competency 10.1: Understand the impact of federal and state policies on the child welfare system. (351)

Competency 11 - Self-Assessment: The ability to evaluate one’s own professional growth, development, and performance through assessment or practice knowledge, behaviors, skills and personal values.

CW Sub-competency 11.1: Demonstrate awareness of personal values and reaction to child maltreatment. (451)

Competency 12 – Standards and Ethics: The ability to actively interpret, support, evaluate and uphold the standards and ethics of the profession.

CW Sub-competency 12.1: Understand how social work values intersect with child welfare programs and services. (351)

CW Sub-competency 12.2: Identify major ethical issues in social work practice with children and families. (451)

E. Strengths of the Social Work Professional Program

Students and faculty in the Social Work Professional Program know that deciding on a major and choosing a career can be an exciting and challenging process. To assist you in your consideration, Program strengths are outlined below:

- **Fully Accredited by the Council on Social Work Education (CSWE)**

The Social Work Program at UW-Green Bay is accredited by the national social work accrediting body, CSWE. UW-Green Bay BSW graduates qualify to apply for social

work certification in Wisconsin as well as other states. In addition, many human and social services employers seek graduates from CSWE-accredited programs.

- **Competent and Supportive Faculty**

Regular full-time faculty and part-time adjunct faculty are well-trained and practice oriented. They are respected in the field of social work and are helpful and supportive of student needs within the framework of University and Program policies/procedures.

- **Field Education at the Junior and Senior Levels**

Social work field internships are provided during the second semester of the junior year and during both semesters of the senior year. These internships are targeted to the learning needs of the student and allow for “real world” application of the knowledge, value, and skill base provided in the academic environment.

- **Rigorous Curriculum/Training**

The academic curriculum and related field education challenges students to grow and to build competency for entry-level practice. This competency is built upon a set of 14 practice competencies that are highly relevant to the practice of social work and provide a framework for the academic experience. Past student and faculty evaluations of the Program, as well as periodic Council on Social Work Education reviews, indicate that Program content is strong, well thought out, and just plain “makes sense.”

- **Close Connection with the Social Work Practice Community**

The Program has an active advisory committee comprised of community practitioners who have been, or are, field instructors/supervisors for students. This committee reviews and advises the faculty on curricular and policy matters. This relationship is considered most important for program development and relevance to changing practice/community needs. This keeps the Social Work Professional Program reality based, current, and on the cutting edge.

- **Full Time and Part Time Study Options***

Full and part time study options are available for students balancing other important demands while pursuing their education. It is important to note that the undertaking of a professional program of study requires a good deal of time, energy, and learner commitment. For those interested in part time study, please see the related policy contained within this handbook.

- **High Degree of Student Involvement in the Program**

Students are viewed as an integral and dynamic part of the educational process. To this end, a variety of opportunities are provided throughout each academic year for active

student involvement in learning and Program activities.

- **Active Social Work Club**

The Social Work Club, whose membership is composed of social work students and interested others, engages in a variety of educational, service, and advocacy activities. The club has a strong presence on campus and in the community facilitating activities that promote the purposes of the social work profession. A faculty member provides consultation to club officers and the general membership throughout the academic year.

- **Scholarships**

Eligible Social Work students may apply for three different scholarships that are offered for BSW Seniors: the Anne C. Kok, the Jean B. Weidner and the Rolfe E. White Scholarships. Information and application materials are provided in Junior courses for these three scholarships. These scholarships are awarded each s at the Social Work Recognition Banquet.

- **Advanced Standing in Graduate School**

Graduates of our Program have consistently received “advanced standing” at social work graduate programs throughout Wisconsin and beyond. This allows for completion of the MSW degree in less than the standard two years.

- **Social Work Certification Information and Support**

Prior to graduating from the Program, students are given an overview of the social work certification process and necessary contact information in order to seek certification.

- **Northeast Wisconsin Alliance for Social Work Continuing Education**

The Social Work Professional Program is an active member of this alliance planning conferences and workshops that meet continuing education requirements for Certified Social Workers. Many of these conferences and workshops are also available to social work students.

- **Child Welfare Emphasis and Stipend Program**

Students may elect to take the four Child Welfare Emphasis courses and apply for the Title IV-E child welfare stipend program. Students who take the emphasis courses complete their senior field placement in a community agency serving children and families. Students receiving IV-E stipends complete their senior field placement in a public child welfare agency and must agree to seek employment in a Wisconsin public child welfare agency upon graduation.

**Social Work
As a Major**

A. MAJOR REQUIREMENTS – CORE COURSES (38 CREDITS)

SOC WORK 300	Field Experience in a Social Service Agency, 1 credit
SOC WORK 305	The Social Work Profession, 3 credits (Writing Emphasis Course-Jr.)
SOC WORK 313	Social Work Skills Lab I, 1 credit
SOC WORK 370	Social Work Methods I, 3 credits
SOC WORK 300	Field Experience in a Social Service Agency, 1 credit
SOC WORK 323	Social Work Skills Lab II, 1 credit
SOC WORK 371	Human Behavior and the Social Environment, 3 credits
SOC WORK 411	Social Work Methods II, 3 credits (Writing Emphasis Course-Sr.)
SOC WORK 402	Field Practicum I, 5 credits
SOC WORK 413	Social Work Skills Lab III, 1 credit
SOC WORK 431	Social Policy Analysis I, 2 credits
SOC WORK 433	Social Policy Analysis II, 2 credits
SOC WORK 420	Social Work Methods III, 3 credits
SOC WORK 403	Field Practicum II, 5 credits
SOC WORK 423	Social Work Skills Lab IV, 1 credit
SOC WORK 461	Program Evaluation I, 2 credits
SOC WORK 463	Program Evaluation II, 2 credits

Child Welfare Emphasis (Elective), 12 credits

HUM DEV 331	Infancy and Early Childhood, 3 credits
HUM DEV 332	Middle Childhood and Adolescence, 3 credits
SOC WORK 351	Child Welfare Services and Programs, 3 credits
SOC WORK 451	Child Welfare Practice, 3 credits

Electives, Minor, Double Minor or Double Major Courses (Elective)

Credits to be awarded the BSW:

40+ gen. ed. and electives + 36-40 support + 38 core = 120 minimum

Descriptions of supporting courses are available in the current issue of the University of Wisconsin-Green Bay undergraduate catalog which can be found at:

<http://www.uwgb.edu/registrar>

B. Major Requirements – Field

BSW Field Education

BSW students complete two field experiences; one during spring semester of the junior year and one during fall and spring semesters of the senior year. All field courses are integrated with corresponding social work methods courses.

In junior field (SOC WORK 300) students have an introductory exposure to work in a social service agency and learn about the organizational and community context for social work practice. Students spend 4 hours per week for 13 weeks in junior field. Agency field supervisors provide guidance and evaluation of BSW junior interns.

In Senior field (SOC WORK 402 and 403) students perform actual work in a social service agency under the supervision of an agency field instructor. Students spend 16 hours per week for 15 weeks each semester (for a total of 480 hours over both semesters) in senior field.

Policies related to field education are contained in the BSW Field Handbook.

C. Typical Course Sequence for the Social Work Major

First Semester

Second Semester

FRESHMAN

GOVERNMENT COURSE (3 cr)
 HUM BIOL 102 Intro. Human Biology (3 cr)

ENG COMP 105 Expository Writing (3 cr)
 HUM DEV 210 Intro. Human Development (3 cr)

SOPHOMORE

SOC WORK 275 American Social Welfare (3 cr)
 STATISTICS COURSE (3 cr)
 ETHNIC STUDIES COURSE (3 cr)

HUM DEV 331* Infancy & Early Childhood (3 cr)
 A. HUMAN BEHAVIOR COURSE (3 cr)
 C. SOCIAL ENVIRONMENTAL
 PERSPECTIVES COURSE (3 cr)
 WOMEN'S STUDIES COURSE (3 cr)

SUMMER

JUNIOR

SOC WORK 305 Social Work Profession (3 cr)
 SOC WORK 313 Social Work Skills Lab I (1 cr)
 HUM DEV 332* Middle Childhood and Adolescence (3 cr)
 COMM SCI 301 Foundations of Social Research (3 cr)
 SOCIOL 308 Sociology of the Family (3 cr)

SOC WORK 370 Social Work Methods I (3 cr)
 SOC WORK 323 Social Work Skills Lab II (1 cr)
 SOC WORK 371 Human Beh. & Soc. Env. (3 cr)
 SOC WORK 300 Intro. Field Experience (1 cr)
 B. SOCIAL ENVIRONMENTAL CHALLENGES
 COURSE
 SOC WORK 351* Child Welfare Services and Programs (3 cr)

SUMMER

SENIOR

SOC WORK 411 Social Work Methods II (3 cr)
 SOC WORK 413 Social Work Skills Lab III (1 cr)
 SOC WORK 402 Field Practicum I (5 cr)
 SOC WORK 431 Social Policy Analysis I (2 cr)
 SOC WORK 461 Program Evaluation I (2 cr)
 SOC WORK 451* Child Welfare Practice (3 cr)

SOC WORK 420 Social Work Methods III (3 cr)
 SOC WORK 423 Social Work Skills Lab IV (1 cr)
 SOC WORK 403 Field Practicum II (5 cr)
 SOC WORK 433 Social Policy Analysis II (2 cr)
 SOC WORK 463 Program Evaluation II (2 cr)

SUMMER

*Child Welfare Emphasis

Revised 3/8/05

D. Supporting Course Requirements for the Social Work Major

Faculty advisors in the Program can advise students on the supporting courses and core courses required for the major (see Advising under Policies and Procedures section.) University general education requirements and related advising is done through the Academic Advising Center.

In some cases, the supporting course requirements for the major will also meet some general education requirements as noted below. Therefore students are asked to seek advising whenever needed, are strongly encouraged to meet with their faculty advisor at least once a semester, and should plan carefully to avoid costly errors in academic planning or the taking of additional credits that sound planning could have prevented.

General Education Requirements – (37 – 48 credits)

All general education requirements can be found in the current issue of the UW-Green Bay undergraduate student catalog at:

<http://www.uwgb.edu/registrar>

Prerequisite Courses – Minimum of 39 credits

SUPPORTING COURSES – all 5 courses:

HUM BIOL 102	Introduction to Human Biology
ENG COMP 105	Expository Writing
HUM DEV 102	Introduction to Human Development
SOC WORK 275	American Social Welfare
COMM SCI 301	Foundations of Social Research

FAMILY – 1 course:

HUM DEV 353	Family Development
SOCIOL 308	Sociology of the Family

STATISTICS – 1 course:

COMM SCI 205	Social Science Statistics
BUS ADM 215	Introduction to Business Statistics
MATH 260	Introductory Statistics

GOVERNMENT – 1 course:

POL SCI 202	Introduction to Public Policy
POL SCI 101	American Government and Politics

HUMAN BEHAVIOR – 1 course:

*HUM BIOL 206	Fertility, Reproduction, Family Planning (NS-2)
*HUM BIOL 324	The Biology of Women
*HUM DEV 336	Gender Development Across the Lifespan
HUM DEV 342	Cross-Cultural Human Development
HUM DEV 343	Adulthood and Aging
HUM DEV 346	Culture, Development and Health
*PSYCH 401	Psychology of Women
PSYCH 417	Psychology of Cognitive Processes
PSYCH 435	Abnormal Psychology

SOCIAL DEVELOPMENT – 1 course:

PSYCH 390	Environmental Psychology
SOC CD 310	Urban Sociology
*SOC CD 345	Women, Race and Culture
*SOC CD 378	Gender and the Law
SOC WORK 499	International Social Work in Guatemala
UR RE ST 205	Urban Social Problems (SS-2)
UR RE ST 312	Community Politics
UR RE ST 305	Urban Politics and Policy
UR RE ST 341	The City and its Regional Context

SOCIAL THEORY – 1 course:

SOCIOL 202	Introduction to Sociology (SS-1)
PSYCH 330	Social Psychology
SOC CD 204	Freedom and Social Control (SS-2)
*SOC CD 241	Introduction to Women's Studies (SS-1)
SOC CD 325	Law and Society
*SOC CD 340	Women, Work and Family (SS-2)
SOC CD 360	Models and Social Change
SOC CD 362	Power and Change in America
*SOC CD 437	Feminist Theory

WOMEN'S STUDIES COURSE

Minimum of 1 course – may include only 1 of * courses above

ETHNIC STUDIES COURSE

Minimum of 1 course

ADDITIONAL 38 CREDITS IN THE MAJOR

E. Social Work Course Descriptions

Note: The courses described below comprise the sequenced core of social work courses. Students who are planning their academic careers and preparing for registration should consider taking courses during the academic level and semester in which they are suggested (Courses are only offered once an academic year.). Therefore, a student who becomes “out of sequence” will not have an opportunity to take a missed course until the following academic year. Since courses also build on each other, this would also prevent the taking of certain subsequent social work courses.

While a student may have enough credits to be at a junior or senior standing within the University, the Social Work Program considers a student to be at a junior level when they have been admitted to the major and begin the junior level sequence and at a senior level when the junior sequence is successfully completed.

Course summaries as they appear here are taken from information in the Undergraduate Catalog.

Introductory Courses

SOC WORK 202 Introduction to Human Services (3 credits) – Overview of career opportunities in the human services; explores such fields of practice as aging, corrections, alcohol and substance abuse, child welfare, mental health and the developmentally disabled. P: none.

SOC WORK 320 Exploration of Fields of Practice (3 credits) – Overview of social work practice and services offered in a variety of agency settings. Presentations by practitioner experts from each service setting. P: major in Soc Work and jr.st.

Core Courses

SOC WORK 275 American Social Welfare (3 credits) – Overview of the institution of American social welfare; how the U.S. has developed social policies and services to meet social problems and institutional arrangements that provide people with resources and services to meet their needs. P: none; REC: POL SCI 101. (F)

SOC WORK 300 Field Experience in a Human Services Agency (1 credit) – Introductory exposure to working in a social services agency; professionally supervised program of observation and assistance in the agency. P: Repeatable to 3 cr. conc enr in SOC WORK 370 (S)

SOC WORK 305 The Social Work Profession (3 credits) – Orientation to the knowledge, skills and values of professional social work practice. Definition of professional competencies expected of a Bachelor of Social work graduate and their relationship to field training experience. P: major in Soc Work; ENG COMP 105. (F)

SOC WORK 313 Social Work Skills Lab I (1 credit) – Instruction and practice in basic interviewing skills for the beginning social work professional. P: conc enr in SOC WORK 305. (F)

SOC WORK 323 Social Work Skills Lab II (1 credit) – Instruction and practice in interpersonal skills required for working with other professionals, including use of supervision, teamwork, mediation, negotiation, referral and conflict management. P: conc enr in SOC WORK 370. (S)

SOC WORK 351 Child Welfare Services and Programs (3 credits) – Analysis of the place of child welfare policies and services among society's general provisions for family welfare and support. Overview of child welfare programs and services and the broad principles underlying delivery of services. P: SW 305 (S)

SOC WORK 370 Social Work Methods I (3 credits) – Application of social work methods to planned changes with organizations and communities; explores how agency and community contexts shape social work practice. P: SOC WORK 305. (S)

SOC WORK 371 Human Behavior and the Social Environment (3 credits) – Examines the biological, psychological, social-structural and cultural sources of the behavior of individuals and organizations from the perspective of systems analysis, human diversity and goal-oriented behavior; applications to social work practice. P: SOC WORK 305 and HUM BIOL 102. (S)

SOC WORK 402 Field Practicum I (5 credits) – Actual social service work through placement in a social service agency. P: conc enr in SOC WORK 411. (F)

SOC WORK 403 Field Practicum II (5 credits) – Actual social service work through placement in a social service agency. P: SOC WORK 402 and conc enr in 420. (S)

SOC WORK 411 Social Work Methods II (3 credits) – Application of social work methods with individuals, families and groups; focus on assessment, planning and intervention strategies with an introduction to evaluation and termination processes. P: SOC WORK 370. (F)

SOC WORK 413 Social Work Skills Lab III (1 credit) – Instruction and practice in advanced interviewing skills needed by the beginning social work professional. P: conc enr in SOC WORK 411. (F)

SOC WORK 420 Social Work Methods III (3 credits) – Theory and methods of planned change interventions with specific populations at risk; integration of micro and macro level practice, with an emphasis on community organizing; evaluation of practice; and termination. P: SOC WORK 411. (S)

SOC WORK 423 Social Work Skills LAB IV (1 credit) – Instruction and practice in professional interactional skills focusing on small and large groups, and specialized intervention skills. P: conc enr in SOC WORK 420. (S)

SOC WORK 431 Social Policy Analysis I (2 credits) – Instruction and practice in analyzing social problems and related policies: observation with local government policy making; application of skills to specific policy and its implementation in the community. P: SOC WORK 370 and conc enr in 461. (F)

SOC WORK 433 Social Policy Analysis II (2 credits) – Theory and methods for planned social policy change; development and implementation of a planned change project as a follow up to the social problem and policy analyzed in Social Policy Analysis I. P: SOC WORK 431 and conc enr in SOC WORK 463. (S)

SOC WORK 451 Child Welfare Practice (3 credits) – Overview of social work practice in child welfare. Examinations of nature and causes of child maltreatment and the role of child welfare. Exploration of the ways practice principles in child welfare are applied in the assessment and intervention phases of helping in the delivery of services. P: SOC WORK 351 and 370. (F)

SOC WORK 461 Program Evaluation I (2 credits) – Introduction to the principles of program evaluation and community research. Design and implement an evaluation research project. P: COMM SCI 301; SOC WORK 370; conc enr in SOC WORK 431. (F)

SOC WORK 463 Program Evaluation II (2 credits) – Introduction to program evaluation designs; analyze and interpret data from community research project; make recommendations for new or changed programs or policies. P: SOC WORK 461; conc enr in SOC WORK 433. (S)

Additional Elective Social Work Courses

SOC WORK 330 Understanding Diversity, Challenging Oppression: A Service Learning Course for Helping Professionals (3 credits) – Service learning course on working with diverse groups and communities for persons considering a career in the helping professions. P: so st. (S) ETS

SOC WORK 360 Social Service Delivery Systems and Cultural Differences (3 credits) – Social service programs of culturally and technologically different societies; nature of the differences between the care-giving institutions are related to the cultures from which they have emerged. P: prior written cons of inst.

SOC WORK 380 Cross Cultural Diversity and the Helping Professions (3 credits) – Students who will work with diverse individuals and groups seeking professional services will learn to do so in a culturally relevant manner. Course content specifically focuses on the application of culturally relevant work in the helping professions.

SOC WORK 499 Travel Course (1 units min / 4 units max, Field Experience)

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations. P: cons of instr & prior trip arr & financial deposit.

F. Child Welfare Emphasis and Title IV-E Stipend Program

Child Welfare Emphasis

The Child Welfare Training Grant funded by the US Department of Health and Human Services, Administration of Children, Youth and Families since 1991, provides the funding necessary to offer a 12-credit Child Welfare Emphasis to the UW-Green Bay Social Work Program. The emphasis addresses the need to increase the professionalization of child welfare practice and to encourage more graduates with BSW degrees to seek employment in public and tribal child welfare. The emphasis is elective for all social work majors, and does not interfere with other aspects of the basic social work curriculum. The emphasis builds upon, and is integrated with, the existing generalist social work curriculum. Emphasis courses are open to all social work majors.

Requirements for the Child Welfare emphasis: (12 credits)

HUM DEV 331	Infancy and Early Childhood, 3 credits
HUM DEV 332	Middle Childhood and Adolescence, 3 credits
SOC WORK 351	Child Welfare Services and Programs, 3 credits
SOC WORK 451	Child Welfare Practice, 3 credits

Additionally, students pursuing the child welfare emphasis will have a senior level practicum experience (SOC WORK 402 and SOC WORK 403) that serves children and families. Students who wish to pursue the child welfare emphasis need to discuss such with their faculty advisor immediately after their admission to the social work major.

Note: The first social work course in the Child Welfare emphasis is SOC WORK 351 Child Welfare Services and Programs, designed to be taken during the Spring semester of the Junior year. Consequently, students must decide whether to enroll in the emphasis prior to second semester Junior year.

Title IV-E Child Welfare Stipend Program

The Child Welfare Education Program (CWEP) is a partnership between the Wisconsin Division of Children and Family Services and the Social Work Professional Program at UW – Green Bay. CWEP operates with federal funds made available through Title IV-E of the Social Security Act, which provides training stipends for BSW students who are committed to a career in public child welfare. The stipend is a monetary award, paid at the beginning of each semester, which is equivalent to the cost of in-state tuition and fees.

The Child Welfare Education Program's primary goal is to prepare graduate social work students for employment in regional public, tribal and community partner agencies that provide child welfare services

Toward this end, the Program combines specialized child welfare coursework with a supervised field practicum in a public or tribal child welfare agency in NE Wisconsin. Students accepted into the Program are awarded a stipend equivalent to the cost of in-state tuition and fees for the Senior year. Program participation requires a commitment by the student to work in a public or tribal child welfare agency upon graduation.

Eligibility

Students in their Junior year of the BSW Program who envision a career in public or tribal child welfare in the State of Wisconsin are eligible to participate.

Program requirements

Applicants must meet and / or agree to these general requirements:

- BSW student in good standing
- Enrollment in Child Welfare Emphasis courses
- Willingness to complete Senior field practicum in public child welfare agency
- Attend meetings scheduled by the Child Welfare Coordinator
- Commitment to work full-time for one calendar year in a Wisconsin public, tribal or community partner child welfare agency upon graduation

Application

A packet will be distributed to each student who expresses an interest in working in the field of child welfare. The packet consists of an Application form, Field Placement Screening Tool, Contract and Program Guidelines

G. SOCIAL WORK HONORS IN THE MAJOR PROJECT

The purpose of the honors in the major project in the Social Work Professional Program is to provide social work majors with the opportunity to demonstrate excellence in the application of knowledge and skills to a practice area.

According to the University of Wisconsin-Green Bay Undergraduate Catalog 2008-2010:

Honors in the major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

Eligibility for honors in the major are:

- Minimum grade point average of 3.50 for all courses required for the major, as indicated on the degree audit;

- Minimum grade point average of 3.75 for all upper level courses required for the major, as indicated on the degree audit;
- Successful completion of an honors in the major project (478 course number).

The honors in the major project should be planned during the junior year. Students should enroll for honors study during the first semester of registration with senior standing (84 or more degree credits) to ensure adequate time to complete it by graduation. Students should consult with sponsoring faculty during the junior year to determine possible special needs for library resources, equipment, supplies, or field research (p. 153).

The Social Work Honors in the Major Project involves designing, completing and defending original work. Projects may take many forms. For example, students may complete a written research project, slide/tape presentation, program evaluation, manual, grant proposal, computer program or application, workshop, etc.

Registration Procedure:

During spring semester junior year:

1. With assistance from the student's advisor or the Program chair, the eligible student identifies a faculty member to serve as the project advisor.
2. The student submits a written honors in the major project proposal for faculty review and approval.
3. The student registers for SOC WORK 478 (Independent Study Form in the Social Work office) for fall semester of the senior year.

Project Proposal Format:

The written project proposal (approximately 3 typed pages) must include the following items:

1. The type of project.
2. The purpose of the project including student learning objectives and benefit to the community.
3. The methodology identifying detailed steps for completion of the project.
4. Discussion on how the project will build upon or apply learning rather than duplicate learning gained from prior course work.

Role of the Project Honors Committee:

1. Prior to the completion of the project and final evaluation, the student and the project advisor will identify and request participation of other faculty and community members who have knowledge in the project area.
2. Each committee member will receive a copy of the project proposal and written completion of the project if appropriate.
3. The student and project advisor will develop criteria for the committee to use to evaluate the final project. The criteria will reflect:

- a. How well the project demonstrates that the student has applied or built upon (rather than duplicated) knowledge and experiences gained from prior coursework.
 - b. How well the project demonstrates sound principles of scholarship including the appropriate qualifications and documentation of resources used for the project.
 - c. How well the project reflects the social work competencies and generalist social work practice.
4. The student will arrange a time and place for the honors committee to meet and evaluate the project.
5. The project advisor will determine the project grade in consultation with committee member

Committees and Clubs

A. Program Advisory Committee

Role of the BSW Program Advisory Committee

The committee exists to enhance and strengthen the mission of the BSW in the Social Work Professional Programs . The committee provides a forum for the exchange of ideas, information and advice among community practitioners and faculty members.

Functions of the committee include:

1. Provide input and consultation regarding the manner in which the curriculum maintains an ongoing practice relevance.
2. Review the policies and procedures for the BSW field education Program.
3. Inform and discuss eminent social service issues in the community.
4. Assist faculty in identifying and developing new BSW field education sites.
5. Meet with candidates for faculty positions to inform candidates of the community social service network and provide feedback to the faculty regarding the candidates.

Review the annual evaluation of the program.

Membership:

The BSW Program Advisory Committee has between 7 – 12 community members. The community membership is reflective of the geographic and practice diversity of the area served. Members have considerable knowledge of the social work community and an understanding of the objectives and curricular design of the BSW program. The committee chair is elected by the committee bi-annually.

Membership composition will strive to reflect the following:

At least one senior level field instructor and one junior level field supervisor.

1. Equal representation between private and public social service agencies.
2. Representatives from among the practice areas of child welfare, elderly services, mental health, corrections, medical social work, rehabilitation services, and AODA.
3. A minimum of two graduates of the UWGB BSW program.
4. Representation from tribal and other diverse social service agencies.
5. A minimum of three faculty members including the Program Chair and the BSW field education Coordinator.

Selection of Members:

1. The committee and faculty determine membership.
2. The Program Chair and/or the Committee chair contact potential members.

Term of Service:

1. Members serve for a three-year term that is renewable.
2. A member who is unable to attend a minimum of half of the scheduled meetings in the course of the year may be asked to relinquish his/her membership.

Meetings:

1. The committee will meet quarterly in September, December, March, and June.
2. The day, time, and place to meet will be confirmed at the September meeting.
3. Depending on the needs of the Program and availability of the members, additional meetings may be scheduled and regularly scheduled meetings may be cancelled.
4. The Social Work Program Chair constructs the agenda in consultation with the Committee Chair and the Field Coordinator.
5. The BSW Field Coordinator records and distributes the minutes of each meeting.

Community Members:

Greg Benesh Deputy Director and Family Services Division Manager	Oconto County Department of Health and Human Services	2005-2011
Diana Brown Vice President for Program Services	Curative Rehabilitation Center	2006-2009
Ursula Bunnell* Director of Client Services	Golden House	2005-2011
Deborah Cudworth Client Services Specialist	State of Wisconsin-Office of the Public Defender	2007-2010
Sue Cohen Vice President	Family Services of Northeast Wisconsin	2007-2010
Jim Hermans Children and Family Services Coordinator	Brown County Department of Human Services	2006-2009
Bill LaBine* Executive Director	Jackie Nitschke Center	2005-2011
Jeff Marks Director of Support Services	Brewster Village	2005-2011

Cheryl Skenandore Volunteer Coordinator	Brown County Department of Human Services	2006-2009
Rhonda Tousey* Coordinator of Indian Child Welfare	Oneida Tribal Social Services	2007-2010

B. Social Work Club

The Social Work Club is open to all undergraduates, graduates, alumni, faculty and staff at UW-Green Bay. Generally, the membership consists of social work majors and pre-majors. The club focuses on promoting social work values in the university and wider community and professionalism among students in the Social Work Professional Program. The mission statement of the club is:

“To promote social work values within the university and surrounding community.”

The Social Work Club has bylaws that govern its operation and a designated faculty advisor. Every spring they elect officers from the junior class for the following year, and in the fall they recruit membership from the new junior class and elect juniors to fill the remaining elected positions.

The club meets on dates determined by the officers of the club. On a yearly basis, club members engage in a variety of activities that support the general mission of the club. Past events have included the organization of a treaty rights educational forum attended by about 500 people; fundraising activities for non-profit organizations like the Camp Heartland Project – a national camp based in Wisconsin and Minnesota for children and families living with HIV/AIDS, Golden House/Family Violence Shelter and the NEW Community Shelter; coordinating voter registration with homeless persons; a community forum and panel on issues related to Juvenile Justice; attendance at national conferences; participation in a march in Washington, D.C.; and sponsoring the Social Work Banquet.

Social Work Club projects vary year by year and are determined by a vote of club members. For more information about the club or when the next meeting is, visit the website – www.uwgb.edu/socwork/CLUB/ - or call the Social Work Professional Program Office.

Admissions

A. Criteria

Members of the social work faculty encourage individuals to consider the field of social work and welcome applications for consideration of admission to the Bachelor of Social Work Program. Declaring social work as a major at the University of Wisconsin-Green Bay begins with this formal process. Between 35 and 40 new students are admitted each year.

A. Conditions which applicants must meet to apply for admission:

- A. Admission to UW-Green Bay
- B. Completion of 27 credits or the equivalent (taken at or transferred into UW-Green Bay)
- C. A minimum cumulative GPA of 2.50 in all post high school academic work taken in the last five years
- D. Completion or in process of completing at least four BSW support courses with a “C” average for completed courses.

B. Procedures

A. Considerations for Admittance:

The application process is competitive and an admissions cap limits the number of students that can be admitted to the Program. The social work faculty will consider the following factors when making decisions on admission:

- A. Cumulative GPA
- B. Evidence of prior work and volunteer experiences relevant to social work practice
- C. Relevant letters of reference reflecting on your abilities, qualities, and/or previous experiences that are related to social work
- D. Assessment of the content (in terms of suitability for the profession) and quality (writing skills) of the personal statement

B. Caregiver Background Check:

In 1998 the Wisconsin Legislature passed a law requiring a check on the background of persons who provide care for others or who receive care in a number of Wisconsin health care and human service agencies. In addition, the law identifies specific crimes and offenses that will limit individuals from employment in various areas of practice. Because the law also applies to students who have field placements in certain settings, the Social Work Professional Program requires that all persons who make application to the Program complete a Caregiver Background Check. The University facilitates the background check for a student fee of \$25.00 payable to the University of Wisconsin-Green Bay. While the implications of your background check are sometimes unknown, an advisor will discuss how your results might possibly impact or limit your ability to: (1) be placed for field experiences in certain areas of the human services, or (2) become certified or licensed to practice social work in the State of Wisconsin. Implications for

your education and subsequent practice goals may also be explored. Any student wishing to discuss his or her situation prior to, during, or after completion of the Caregiver Background Check, may do so by meeting with an advisor or the Chairperson of the Social Work Professional Program.

C. Academic Plan:

Students accepted in the Program must complete an academic plan with an adviser prior to registering for courses in the major.

D. Nondiscriminatory and Affirmative Action Policies:

The Social Work Professional Program at the University of Wisconsin-Green Bay, in conformance with applicable federal and state regulations, is committed to nondiscrimination, equal opportunity, and affirmative action in its educational program.

E. Notification of Admission:

A formal letter with regard to acceptance will be sent to the applicant. The letter will contain one of four types of responses: 1) the student is admitted; 2) the student is conditionally admitted and an explanation of the conditions; 3) the student is not admitted or; 4) the Program recommends the student's name be placed on a waiting list, or recommends the student revises the application for later review.

After receiving a notification of admittance, students must finalize their admission by meeting with their faculty advisor and completing the necessary paperwork.

All students admitted are required to attend a group orientation to the Social Work Program prior to the beginning of the fall semester.

F. Recourse for those not accepted into the Program:

Any applicant who is not admitted to the Program is encouraged to meet with an adviser to discuss possible options, which might include:

1. Submission of an application for the next scheduled review;
2. Selection of an alternative course of study consistent with a student's career goals;
3. Development of strategies for improving a cumulative GPA or other criteria considered for admission to the major.

G. Advising (while waiting for admission):

- Individuals who have questions about their decision to pursue a career in social work, the application process, or those who need advising while they await consideration of admission to the major, are encouraged to contact the **Academic Department Associate, Theresa Staeven, at 920/465-2049 or email: staevent@uwgb.edu.**

**Policies
and
Procedures**

Please note that these are general policies for the program. Any policies that are specifically for field, please refer to the Field Handbook.

A. Academic Honesty

“Academic honesty” refers to behaviors and attitudes that honor the spirit as well as the letter—the implied as well as the specific—purposes and conditions of academic assignments and exercises. Academic honesty requires that work submitted in response to a course assignment represents the **original** work of the student or group who has taken responsibility for it. It also requires that work submitted is **new** work produced for the particular course and assignment to which it corresponds. Finally, it requires that where the words, ideas, or findings of others are used in the assignment, **proper credit is given** to the original source of the material.

Additionally there are strong relationships between academic honesty and the NASW Code of Ethics. It is important that students understand academic honesty and incorporate it into academic and professional practice. In the Social Work Professional Program, academic dishonesty and plagiarism are viewed as a violation of University policy and the Code of Ethics and prescribed measures will be subsequently taken up to and including expulsion.

Specifically, demonstrations of plagiarism include the following:

- copying text directly from a source without giving credit to the source
- copying text directly from one source while crediting it to another source
- copying text directly from a source yet citing the information as a paraphrase
- presenting a unique idea from an outside source as your own

Available in the appendix of the Student Handbook is material on understanding academic honesty and plagiarism. Students who have further questions or concerns about academic honesty are asked to seek out their advisor or another member of the faculty.

B. Advising Policies and Procedures

Advising Purposes:

1. To help students with ongoing review and assessment of their aptitude and motivation for a career in social work;
2. To periodically assess students’ progress and performance;
3. To assist students in dealing with challenges and/or obstacles that may interfere with their professional development;
4. To assist students in making long-term career plans;
5. To assist those students with alternative career choices when social work is not an appropriate option;

6. To assist students with academic planning that takes into account degree requirements as well as students' distinctive career interests, particular strengths, and other needs that can be fulfilled through the careful development of each individual student's academic plan; and
7. To assure that students have acquired a liberal arts perspective appropriate as a foundation for Social Work.
8. To consult with other faculty about student progress.

Faculty Advisors:

Several fulltime faculty members provide advising to assigned students in the major. All faculty members understand the curriculum, course requirements, and the advising policies and procedures, however, and may meet with current majors or students interested in the social work major for advising. The Program's faculty has an "open door" policy with regard to seeing students. Students may "drop in" to see a faculty member if the faculty member is free, or schedule an appointment if the faculty member is not available. Faculty e-mail addresses and office phone numbers are available to students and assure that students have easy access to advising and academic assistance.

Policies and Procedures:

1. Prior to formal acceptance into the program, students who plan to major in social work are strongly encouraged to secure advising from a member of the social work faculty. Such advising can be secured at any time merely by signing up for an appointment with a faculty advisor.
2. Once admitted into the major, all students are assigned a faculty advisor who will usually serve in that capacity for the duration of the student's tenure in the program. It is important to keep in mind that the assignment of an advisor does not mean that students cannot consult with any other member of the faculty. Indeed, students are encouraged to consult with all members of the faculty. The assignment of a specific advisor does assure that there will be planned and periodic faculty-student contact. Academic planning and changes in the academic plan must be handled by the assigned advisor.
3. The student is required to arrange a meeting with their advisor to complete an academic plan. At this first advising meeting, the advisor discusses with the student his or her academic and professional goals and informs him or her of the child welfare sequence and its requirements. The advisor then entertains questions and concerns the student may have. Finally, the advisor documents the meeting in the student's file.
4. At least once each semester, students must make an appointment with their faculty advisor. While this meeting may include advising on courses for the following semester, it is also an opportunity for review of each student's progress, for students to raise any issues of concern, discuss career goals and interests, etc.

5. The progress of students will be reviewed by faculty periodically during and at the conclusion of each semester. Students who appear to be having academic difficulties will be asked to meet with their advisor. Students are also urged to initiate a meeting with their advisor when they encounter academic or other concerns/issues.

Revised 5/12/1987
Revised 3/10/1998
Revised 7/28/2000
Revised August 2005

C. Class Participation Policy

Faculty expect students as adult learners to contribute through active participation to the quality of the learning environment in social work classes. According to theories of adult education and the systems model, in the ideal, each student's contribution to the class enhances the overall learning of the entire system (or group). We also recognize that individual learning and interactional styles result in different patterns, levels, and forms of satisfactory participation (for example, the amount of talking in class that you do is only one measure of the quality of your contribution). A student who at first does not participate but over time demonstrates considerable growth will be evaluated with this 'demonstration of growth' in mind. Class participation is assessed according to what the instructor observes, and its quality will be reflected in a grade according to the following criteria:

Expected participation:

- Attend class and other meetings or gatherings assigned in conjunction with a course on time with minimal absences;
- Notify the instructor **prior** to class when unable to attend;
- Be an engaged, attentive, and courteous participant in class;
- Keep current with reading assignments;
- Actively participate in group activities and class discussions;
- Take responsibility for one's own learning by seeking clarification of materials or concepts not fully understood;
- Contribute in class with topical questions and comments to enhance the learning of self and others;
- Seek out the instructor and classmates when appropriate and necessary to address concerns, clarify misunderstandings, give and receive feedback, or to access learning resources.

Outstanding participation is evidenced by one or more of the following behaviors:

- Noteworthy level of engagement, attentiveness, and consideration of others in class;
- Take leadership in the large or small group and/or contribute to class activities in a way that suggests a high level of commitment to the group and the learning process;

- Enact the role of adult learner by meeting one's own learning needs above and beyond course requirements;
- Consistent high quality questions, responses and comments that enhance the learning environment;
- Build and use constructive relationships with instructor and classmates to enhance learning and problem solving;
- Attend all classes.

Revised 5/12/2000
Revised 7/28/2002

D. Confidentiality Policy

Below are the guidelines pertaining to confidentiality with consideration given to the NASW Code of Ethics.

Regarding Clients:

Under no circumstances are students to use clients' actual names or other identifying information in assignments, in class discussions, or in contracting and evaluation meetings with faculty or faculty field liaisons. In addition, students are to follow ethical standards and agency policies on confidentiality.

In some cases, students placed in different agencies will have a client system "in common" and should understand that if a signed release of information has not been given by the client for the purpose of information sharing, a student is responsible for guarding such information and not disclosing identifying characteristics that might allow another student to identify their "mutual" client.

Regarding the Agency:

Agency practices will be discussed for the purpose of learning. When discussing questionable practices of an agency colleague, a student will protect the identity of that individual. Regarding discussions of any problematic agency politics, practices, or policies, all students will maintain confidentiality and will not divulge the topics or substance of these discussions outside the classroom, including in the field practicum agency and in conversations with colleagues or field instructors. When observing practices that may constitute unethical or unprofessional behavior, students should discuss their observations and analysis with their field instructor/supervisor.

Regarding Colleagues:

Students will not discuss in their agency or in the community, information about classmates that relates to their professional roles or their contributions to class discussions.

E. Course Expectations and Grading Criteria

In an effort to better serve students in the Program, faculty will utilize the following grading criteria for courses taught in the Program. Criteria will be noted on all syllabi and will be applied consistently throughout all social work courses.

As developing professionals students will incorporate the policies and procedures of the Student Handbook (Understanding Academic Honesty, Class Participation Policy, Confidentiality Requirements, etc.), the Undergraduate Catalog (University Policy on Academic Dishonesty), and the Code of Ethics of the National Association of Social Workers (framework of actions, values, and ethics), into their respective roles. Students are, in part, evaluated against such 'practices and standards' to determine their degree of success in the course and to assess their readiness for entry-level practice.

Students will receive a numerical grade on each assignment. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade.

Numerical grades correspond to letter grades as follows:

<u>Letter Grade</u>	<u>Numerical</u>	<u>Category</u>
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good
BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

To ensure academic equity, students who hand in their assignments past their due date will be given a grade that reflects the grade earned on that assignment minus 2 points for each class session the assignment is tardy. Students who earn below a "B," or an "83," on an assignment or exam may request to re-do that assignment one time, provided the assignment was initially handed in on time. Out of fairness to others, a student will only be able to earn 83% of the full grade her/his re-done assignment has earned. This means that a perfectly re-done assignment (one that would have originally received a grade of 100%) will not be able to earn a grade higher than a "B" or "83." Students who are re-doing an assignment have one week from the date of receiving the earlier graded assignment to complete the revised assignment.

F. Disability Policy

The University of Wisconsin-Green Bay has services available to students with disabilities. This information is available in the Undergraduate Catalog which can be found at:

UW System Policies and Procedures Regarding Students With Disabilities

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Services for Students with Disabilities at 920-465-2849 as soon as possible to discuss your needs and to arrange for the provision of services.

Additionally, students with disabilities are sometimes concerned about how their specific disability might impact their work in the field. For further exploration of this issue, students should seek out the Field Education Coordinator of the Social Work Professional Program or their advisor.

G. Grievance Procedures

General Grievances:

If a social work student is dissatisfied with a decision of a member of the social work faculty with regard to academic matters, the student has a right to initiate an appeal, or in other words, file a grievance.

1. First, the student brings the verbal grievance directly to the professor(s) involved for consideration;
2. If the grievance is not resolved to the satisfaction of the student, s/he may present a written grievance to the Program Chair, who will then confer with the student and the faculty member(s). If the grievance is with the Program Chair, the Chair may designate another faculty or group of faculty to confer with the student and Chair on the matter.
3. If dissatisfaction remains after exhausting the prior procedures, the student brings the matter to the Dean of the Professional Programs. (It is the expectation that the Dean will advise the student of the University procedures for appeal, which may include referral to legal counsel.)

Admission or Retention (Continuance) Grievances:

An appeal regarding non-admission or (non) retention in the Program is to be initiated with the Program Chair. If the grievance is not resolved to the satisfaction of the student, the student may

request a hearing with the social work faculty. The request for a hearing is to be made in writing to the Program Chair. Upon consideration of all written data and verbal testimony, the faculty will prepare a written statement of its findings and its decision which will be submitted to the student, and a copy kept by the Social Work Professional Program.

The current issue of The University of Wisconsin-Green Bay undergraduate catalog provides additional information on university Academic Rules and Regulations. Available at:

<http://www.uwgb.edu/registrar>

H. Part-Time Study Policy

The UW-Green Bay BSW curriculum is intended to constitute a full-time program of study. Core courses correspond with the activities of the field education courses, and assignments in a particular core course are often designed to correspond with the assignments in other core courses for that semester. In addition, the faculty design team assignments on the assumption that students in a given class are taking courses as a cohort. This integration of the core courses with the field experience and the emphasis on teamwork are considered strengths of the Social Work Professional Program. For the curriculum to have maximum benefit in relationship to student development and documentation of mastery in the competencies, a student is required to take social work courses concurrently.

Students entering the Social Work Professional Program should plan to take the social work core courses, including the field courses, in the intended sequence and to complete them within four semesters. Faculty realize that students deal with a variety of challenges; therefore,

1. A student who can demonstrate that being full-time in the Program is of hardship and who wishes to move to part-time should discuss this request with his/her advisor, who will explain what part-time options are available;
2. When the advisor has supported the student's need to go to part-time and finds the student has developed a viable plan, the advisor forwards this written request to the program chair.
3. After consulting with relevant program faculty, the program chair will make the final determination in granting permission for the student to complete the program on a part-time basis.

Developed 3/1/1998

I. Policy on Credit for Life and Work Experience

The BSW Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of any courses including field practicum.

J. Retention Policies and Procedures

The Social Work Professional Program provides socialization and credentials for a career in the Profession of Social Work as well as providing an academic degree. Professional social workers by the nature of their work have the capacity to significantly influence the lives of vulnerable people who rely on social workers for aid and access to resources. The influence social workers yield can have both negative and positive results for vulnerable clients.

Because of the risk that social workers will do harm while attempting to do good, the social work profession makes every effort to minimize this risk by assuring that social work professionals have mastered the knowledge and skills necessary for competent professional practice and possess the appropriate attributes. Social workers should be able and disposed

- to advocate for vulnerable individuals and populations
- to recognize the dignity and worth of all persons
- to foster self-determination
- to value diversity
- to promote the right of all persons to a basic standard of living
- to work collaboratively with individuals and groups for the well-being of service recipients
- to uphold the values, ethics, and standards of the profession, and to effectively manage their own biases, emotions, and personal needs so as not to interfere with their professional relationships

Because of the sensitive nature of social work practice, the granting of a Bachelor of Social Work degree implies that faculty of the Social Work Professional Programs have certified that the graduate is competent to effectively deliver social work services in accordance with professional social work standards. Thus, social work faculty are obliged to serve as gatekeepers for the profession as well as facilitators in the acquisition of its knowledge base and culture. They must assess each student in the social work major on their ability to practice social work according to the standards, ethics, and values of the social work profession as well as on their academic abilities.

Retention in the BSW program requires that the student meet the following criteria:

- at least a “C” grade in each upper level required social work course;
- at least a “D” grade in each required social work major supporting course;
- a minimum cumulative 3.00 grade point average in all upper level required social work courses;
- a minimum 2.50 overall cumulative grade point average maintained each semester;
- professional and academic behavior consistent with ethical and professional standards.

Students should monitor their grades and speak with their faculty advisor if concerns arise. In addition, the faculty will notify students when it becomes apparent that retention policies are not being met. When a student earns an incomplete in a course, the student must resolve the incomplete grade within the following semester, or sooner, as arranged with the course instructor.

The NASW Code of Ethics is viewed as policy by the BSW Program and as such, should serve as a guide to the student with regard to their everyday conduct in the classroom and in field. Behaviors that violate professional values and ethical standards addressed by the Code and which have been fully documented by instructor(s) may be addressed through recommendations for remedial action or a termination from the Program.

Examples of performance concerns or personal problems that interfere with performance expectations and that may be grounds for dismissal from the Program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of minimum competence in the field practicum.
- Behaviors that violate the NASW Code of Ethics in the classroom, field agency or seminar setting (see below).
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional (see below).
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped.

The list below offers specific examples of behaviors which might violate the NASW Code of Ethics or be deemed as conflicting with professional values and role sets. These examples have been drawn from a content analysis of the professional literature underscoring the responsibility social work educational programs have in order to ensure that graduates meet the standards set forth by the Code of Ethics. The list is intended to be illustrative, not all-inclusive.

1. Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role.
4. Challenges in one's ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished.

5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment.
6. Practicing beyond the scope of one's competence.
7. Repeatedly misrepresenting competence or credentials to clients, agencies, others, etc.
8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.

Throughout the social work curriculum each student will assess her or his own fit with the social work profession as well. Because of this high degree of self-assessment in the Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work as a career choice is not the most appropriate. Faculty will consult with students and with one another when questions arise about the student's 'fit' with social work. Students are also urged to seek consultations from faculty when questioning their choice of social work as a career.

When concerns about impaired performance arise in the field agency, classroom, or otherwise, the concerns must be fully documented. Documentation should include statements addressing the student's skill assets and deficits, a description of the concerning behaviors or attitudes, instructional or supervisory interventions provided, the student's responses to those interventions and the student's current level of functioning.

If the concerns about impaired performance arise in the classroom or outside of the field placement, the documentation and related recommendations should be submitted to the Program Chair. The Program Chair will call and conduct a meeting with the student, the reporting faculty member, the student's advisor and any other faculty member relevant to the situation.

In deciding on options regarding continuance, the faculty in collaboration with the student must take into consideration: (1) the likelihood that realistically the student will meet the standard in question in a reasonable time period if a proposed solution is implemented; (2) the consequences for the student's graduation trajectory if a decision on removal from the Program is delayed; and (3) the seriousness and urgency of the problem in terms of its impact on the student, on his or her present and future social work clients, on the profession, on the practicum agency, and on the Social Work Professional Program and its students and staff. While the faculty is committed to helping students succeed in the Program, the Program's ultimate responsibility is to the student's future clients and to the professional and local communities within which the student might practice.

If a student falls below retention standards for GPA or grades in the major, or if the student has fallen below non-academic retention standards, the faculty in connection with the student will implement one of the following:

1. The student and faculty member may develop a time limited plan to meet retention standard(s);
2. The student may be advised to step out of the major temporarily or pursue the degree on a part-time basis while an underlying challenge or barrier to success is alleviated;
3. The student may not be continued in the Program for an indefinite period with the option of reapplying to the Program at a later date; or
4. The student may be guided to another major.

Any student who feels that they have been wrongly discontinued in the Program or have been guided to another major in violation of Program or University policies may initiate the grievance procedure which is described in the grievance policy document outlined in this Student Handbook.

Students are asked to sign the following statement to indicate understanding and agreement with the policies:

Student Code of Conduct

The Social Work Professional Program at the University of Wisconsin-Green Bay is a professional education and training program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional behavior expectations are based on the NASW *Code of Ethics*, CSWE's accreditation standards and the Student Handbooks of UW-Green Bay and the Social Work Professional Program.

1. Social work students are expected to uphold the policies and procedures of the institution and the Social Work Professional Program. In the course: *The Profession of Social Work*, students are asked to read the Student Handbook of the Social Work Professional Program. Additionally, time is spent specifically on reviewing, questioning, and understanding the following policies: Academic Honesty; Class Participation; Confidentiality; Discontinuance; Grievance; Academic and Professional Retention Standards; Student Rights and Responsibilities. Beyond this, an opportunity to review and questions the Student Conduct Policy of the University of Wisconsin – Green Bay was completed.
2. Social work students are expected to uphold and advance the values, ethics, and mission of the profession (5.01, *Code of Ethics*).
3. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness (2.01A), and should avoid unwarranted criticism (2.01B).

4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability (4.02), creed, ancestry, pregnancy, and parental status (Wisconsin Statutes, and Board of Regents).
5. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism (4.04).
6. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action (4.05).
7. Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations (4.03).
8. Social work students engaged in research are expected to follow guidelines developed for the protection of the participants (5.02).
9. Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to the Dean of Students, the Academic Writing Center, or other important persons/places, it is expected that the student will follow through on such referrals or suggestions.

Statement of Understanding

I understand that although I am admitted to the Social Work Professional Program at the University of Wisconsin - Green Bay, if my professional development is not deemed satisfactory by the social work faculty, the Program has the right and responsibility to request re-evaluation of my suitability for the continuance in and subsequent recommendation of the granting of the BSW degree by the University.

I have read and reviewed standards, policies and procedures important to my success as a student and future social worker and I hereby agree to abide by the standards, policies and procedures outlined in this document.

I further understand that I must maintain a 3.0 in required social work courses and an overall grade point average of 2.50 in order to continue in all practice courses and subsequent field placements.

Signature of Student

Date

Source: The Social Work Program at the University of Wisconsin – Whitewater is credited for this document. It has been adapted by the Social Work Professional Program at the University of Wisconsin – Green Bay.

Developed 2/15/1998
Revised 8/17/1998
Revised 8/28/2002
Revised August 2005

K. Student File Policy

The assigned faculty advisor is responsible for overseeing his or her advisee's file. The file will include the following:

1. Academic records and academic plan;
2. Record of advisement contacts;
3. Admissions application;
4. Paper on values from the Social Work Profession course;
5. End of the Junior year evaluation;
6. Field evaluations;
7. A resume. The resume will provide an overview of the student's activities by the time she or he leaves the program, and will be useful to faculty in providing future references for the student.
8. Reference letters;
9. Any correspondence between the Program and the Student

The contents of students' files are open to students under the supervision of faculty or the program's administrative assistant. The file may not be removed from the office. At the conclusion of the Senior year graduating students may remove course materials from their advising files.

Note: Immediately prior to graduation, students are advised to submit a written release of information for material in their file. This would include faculty references for future positions. These release of information forms are available from the Program's Administrative Assistant.

Revised 5/12/1987
Revised 3/10/1998
Revised May 2005

L. Student Responsibilities in the BSW Program

Students in the BSW Program at UW-Green Bay have the following responsibilities:

1. To deal responsibly with controversial issues related to course content drawing on sound research and documented sources;
2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
4. To responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with program and course policies, handouts, and syllabi;
6. To meet the requirements of the major and of each course;
7. To come to class and team meetings prepared, to attend regularly, and to contribute positively to the class climate and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of practicum assignments;
9. To follow through on commitments to the Program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identifying their own learning needs and taking steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitoring one's own progress seeking remediation when necessary;
11. To scrupulously follow the NASW Code of Ethics, classroom and field confidentiality policies and to observe academic honesty;
12. To make responsible efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, answering machines, and messages;

13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback; and
14. To give appropriate advance notice when special accommodations are requested for any reason.

M. Student Rights in the BSW Program

Students in the BSW Program at UW-Green Bay have the right to:

1. Academic freedom which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
6. Timely feedback on assignments and exams;
7. Reasonable access to advisors and instructors outside of class;
8. Confidentiality as detailed in course syllabi and the Family Privacy Act;
9. Advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. Freedom to organize when following the policies established by the University;
11. Input into Program design, policies, and procedures;
12. Reasonable accommodation of documented disabilities; and
13. Input into the evaluation of courses and instructors.

N. Transfer of Credits Policy

All decisions about transfer courses are made by the Registrar and not by the social work faculty. Once a transfer course is accepted for credit at UW-Green Bay, courses that may meet Social Work Professional Program requirements are evaluated by social work faculty. Any transfer courses accepted by the Program to satisfy requirements for the major must first have been accepted for credit by the University.

Required Support Courses:

In the case of required support courses, the Program will routinely accept a course as having satisfied requirements for a required support course if the course is offered at the same level, or higher, than the corresponding UW-Green Bay course and the course has a title that corresponds to the UW-Green Bay course title. The Program will also routinely accept course sequences which clearly encompass the subject matter covered in a single UW-Green Bay supporting course (e.g. an Anatomy and Physiology sequence will be accepted in lieu of Human Biology).

If a student believes that a transfer course is comparable to a UW-Green Bay course although the title of the transfer course or level of the course is not comparable, the student's faculty advisor may require that the student provide a course syllabus and supporting materials. He or she then may, based on a review of the materials and approval of the Program chair, have the course approved as having satisfied the requirement. If it is not patently clear to the faculty advisor that the course is comparable, the student will submit a syllabus and other materials from the transfer institution to a faculty member at UW-Green Bay who teaches the UW-Green Bay required course. The Program chair will seek the advice of this faculty member prior to deciding whether or not to approve acceptance of the transfer course.

Social Work Core Courses:

Following are general rules for the acceptance or non-acceptance of transferred social work core courses:

1. In accordance with CSWE standards, the Program does not accept for transfer credits from non-accredited social work programs;
2. The Program will routinely accept for transfer from CSWE accredited social work programs courses in Research Methods, Evaluation of Practice or Program Evaluation, American Social Welfare, Foundations of Social Work Practice (same as the Social Work Professions course), and Social Policy if they are offered at the same level or higher level than the corresponding UW-Green Bay courses and have comparable content, course objectives, course titles, and number of credits.
3. A course or course sequence in human behavior and the social environment will be accepted as having satisfied the requirement for our HBSE course provided it includes an emphasis on the general systems model.

4. Since the UW-Green Bay BSW Program requirements in Human Behavior and the Social Environment are satisfied through courses from Human Development, Political Science, and other disciplines as well as through the course, "Human Behavior and the Social Environment," it will be necessary for faculty to examine syllabi, bibliographies, and other course materials to determine how to transfer courses in human behavior from another accredited program meet both Program and CSWE standards for knowledge of human behavior at both micro and macro levels. Students may be asked to take independent studies courses when gaps exist between transfer courses and UW-Green Bay requirements in HBSE.
5. The Program makes every effort to avoid redundancy in transferring credits for Methods and Practicum courses. Because the UW-Green Bay Methods/Practicum sequence is comprised of three classroom courses in Methods, three accompanying labs, and three accompanying field experiences, students who have not completed the Methods sequence at the transferring institution may have to tolerate some redundancy in order to assure that all required Methods content is covered at UW-Green Bay. Faculty will determine course comparability by evaluating transfer course materials in comparison with Program and CSWE requirements and will work with the student to arrange a program of study that assures completion of the requirements;
6. In accepting transfer courses other than Practicum courses from unaccredited programs, faculty will assure through a thorough examination of transfer course syllabi, bibliographies, and other materials that both UW-Green Bay and CSWE standards have been met.
7. When, in spite of examination of course materials, faculty and the student cannot agree as to which program requirements have been met and comparability is not clear, a proficiency exam may be arranged to cover areas where there are gaps in documentation of subject matter the student claims to have mastered.

Revised 8/27/1996
Revised 7/15/1998

Progression through the BSW Program

A. Key Steps Toward Becoming a Professional Social Worker

High School Graduate or Transfer Student



Apply and Be Admitted to UW-Green Bay



- discuss academic plan with an academic advisor of the University
- discuss BSW requirements with a Social Work Faculty Advisor
- work toward completion of general education and support courses

Apply and Be Admitted to Social Work



- purchase or download Student Handbook for review of Program
- formally meet with your assigned Social Work Faculty Advisor
- develop BSW academic plan with Social Work Faculty Advisor
- continue to complete general education and support courses

Junior Year Sequence



- end of year self and faculty assessment of performance

Senior Year Sequence



- end of year self-assessment

Social Work Banquet



UW-Green Bay Graduation Ceremony



Apply for and Receive Certification



Professional Social Worker

B. Student Self-Assessment

Upon graduation, BSW students should have the knowledge and skills necessary for entry-level social work practice. Student preparation for practice is measured by achievement of competence in each of the 14 Practice Competencies. Students become competent in each of these areas by gaining knowledge and experience from four main areas:

- volunteer, work and life experiences gained before and during the BSW program
- social work and supporting courses
- field experiences, and
- professional socialization experiences (such as participation in NASW Lobby Day, the Social Work Club, other university and community groups, etc.)

Students and faculty have a shared responsibility to ensure that each BSW graduate is fully competent in all 14 areas upon graduation. Faculty measure student competence through course and field grades. Students measure their progress toward becoming a competent BSW social worker by demonstrating understanding of his / her own professional growth and learning needs in relation to the 14 Practice Competencies. Student self-assessment of their competence occurs at three designated time-points:

- during the first semester of enrollment in the social work program
- at the end of the first year, and
- before graduation

The BSW Competency Self-Assessment is an assignment in three required social work courses: Professions, Methods I and Methods III. Although it is integrated into these three specific courses, the Self-Assessment is a requirement of the Social Work Professional Program. As such, students should consider the knowledge and skills acquired from all four areas listed above in summarizing their progress in becoming a fully competent professional BSW social worker.

. The BSW Competency Self-Assessment is comprised of three specific activities:

- Professions course: Competency Paper assignment
- Junior-Year Competency Self-Assessment and Meeting (Methods I assignment)
- Senior-year Competency Self-Assessment (Methods III assignment)

These three assignments engage students to examine what they know and can do in relation to each of the 14 Practice Competencies.

In the **Professions course Competency Paper Assignment** in the Profession of Social Work course, students complete their initial Competency Self-Assessment. This assignment acts as a baseline measurement against which students will assess their development of competence in the 14 practice competency areas throughout their time in the Social Work Professional Programs. The assignment requires students to study each competency and interpret them with regards to one's individual experiences. Then, for each competency students write a self-assessment, evaluating their skill levels and identifying their learning needs in each practice area.

In the **Junior-year self-assessment**, students use the information contained in the Competency Paper as a baseline from which they assess their growth during their second semester in the program. Students identify the knowledge and skills gained from course work, Junior field and other experiences and describe how these have contributed to their current level of competence

in each of the 14 areas. Students complete a grid (attached) identifying their strengths and areas for growth for each competency and present this to their methods instructor and advisor in a 30-minute meeting scheduled at the end of Spring Semester.

Areas identified as “areas for growth” at the end of the Junior year should be appear in the student’s senior field learning contract if they can be achieved in field.

In the **Senior-year competency self-assessment** in the Methods III course students review their overall progress with regard to the competencies and discuss the challenges they faced and the strengths they found to grow in this competency area over the last two years. Students also discuss the areas of challenge and growth they face in the future in this competency area.

References

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Appendix

A. Understanding Academic Honesty

WHAT ARE THE PURPOSES OF ACADEMIC ASSIGNMENTS?

Most academic assignments are designed to serve several purposes:

- To give the student an opportunity for new learning;
- To provide the student with an opportunity to practice and improve on one or more practical skills, such as writing a scholarly paper or giving an oral presentation;
- To provide the student with an opportunity to practice and improve on one or more cognitive skills, such as application, synthesis, analysis, or criticism;
- To result in a product of some type (paper, poem, case study, drawing, etc.) that is a unique representation of the student's abilities and ideas;
- To enable the instructor to evaluate the process by which the assignment was completed, including the sources that were used by the student;
- To provide the student with feedback regarding the instructor's and fellow students' evaluation of and comments on his or her work.

While some examinations are designed to accomplish more than one of the above purposes, the primary purpose of most examinations is to assess a student's mastery of knowledge and/or skills under more or less controlled conditions (closed book, open book, time limited, take home, etc.).

WHAT CAUSES ACADEMIC DISHONESTY?

When a student has violated the principles of academic honesty, it is usually for one of the following reasons:

- The student either did not "think through" or misunderstood the purposes of the assignment or exercise.
- The student was careless in taking notes or transcribing materials from one source to another.
- The student was naïve about the extent to which a sentence or a whole paper may be constructed of words or quotations from original authors.
- The student was unclear about or ignored the conditions under which the instructor expected the work to be produced.
- The student found the documentation of sources too difficult or time consuming.
- The student lacked confidence in writing or cognitive skills.
- The student had fallen into bad habits.
- The student got into a time crunch and did a hurried job.
- The student did not think it would be possible to get caught.

Knowing about the pitfalls listed above is the first step in assuring academic honesty. Listed below are some suggestions for avoiding the pitfalls.

WHAT ARE SOME OF THE PITFALLS IN ASSURING ACADEMIC HONESTY?

Misunderstanding the purposes of assignments:

"I didn't see the point of doing a whole new paper when I already had a paper I wrote last semester that met the requirements."

Response: An instructor should be able to assume that the work you turn in is done specifically for the particular class. Otherwise, the principle that an assignment gives a student a chance to

learn something new has been violated. It is often legitimate, in consultation with the instructors, to produce overlapping assignments for two classes or to build on work done in other classes. However, if a professor finds out that without consultation you have turned in a paper to him or her that is substantially the same as one turned in for another class, she has the right to cry “foul.” When in doubt, discuss the assignment with all the instructors involved.

“When you asked us to write a description of a social problem, I thought it would be OK to use this handout on AIDS that I found at my practicum agency.”

Response: An instructor should generally be able to assume if the work has your name on it, that it is your original work. Again, the solution is to be sure you understand the purpose of the assignment.

Look and listen for verbs. For example, “write a book review,” implies something much different from “find a book review.”

Misunderstanding the required conditions of assignments:

“I didn’t know we weren’t supposed to work together.”

“My wife (secretary, boyfriend) always edits and proofreads my work.”

Response: Teamwork and collaboration is valued in the social work program. However, there are instances and reasons that justify an expectation of independent work. If the assignment does not specifically discuss whether the assignment may reflect collaborative work, assume that it may not, or ask.

Editing is a somewhat complicated issue. In general, using an editor is a good way to improve your writing and assure a high quality product. However, if someone is editing, rewriting, or cleaning up your work while you are being graded on writing and mechanics, there may be an academic honesty issue involved. The Writing Center is a good place to get help and at the same time assure academic honesty. If you are asking someone else for help in editing, he or she should point out where you need to correct punctuation or rewrite; the editor should not be doing this cleanup work for you.

Although producing a term paper should, with care, result in a polished product, instructors may be concerned when there are gross discrepancies in terms of writing and mechanics between out-of-class assignments and assignments produced spontaneously in class. This is because these discrepancies may indicate that your out-of-class assignments do not accurately reflect your academic abilities.

Remember that in using help, you should be improving the overall quality of your writing rather than just letting someone else correct your errors.

Naïve plagiarism and other misuses of outside sources:

“I intended to paraphrase. If I used too many of the author’s words, it’s a coincidence.”

“This isn’t plagiarism, is it? I changed several of the words in each sentence.”

“This is how I learned to do research papers—by putting together a lot of quotes from different sources connected by my own comments.”

“I tried not to use the author’s words, but there really was no other way to express the idea.”

Why should I try to paraphrase when the author said it best?”

Response: In terms of the use of the original author’s language, principles of good writing will assure academic honesty. The goal of good writing is to make it easy, interesting, and pleasurable for the reader to get through the paper. One way to work toward that goal is to make the work flow smoothly and in a logical order. This is rarely possible if you attempt to produce a paper by combining sequentially the ideas and/or words of other authors, even when you have used proper citation style.

Such a method of completing an assignment forces the reader to shift frequently from one author’s style of writing to another and to try to follow an organization based on where the material came from rather than how the separate ideas are related to each other.

In contrast to a paper that strings together the ideas and words of other authors, the best term or research paper is a product not only of your own words, but also of the synthesis of the various ideas you came upon in researching the paper. It is difficult for many students to understand this concept. To explain another way, most instructors would like a research paper to reflect what has happened to published ideas and findings once they have been processed by your unique intellect and style, and ideally would like it to reflect some new ideas or combinations as a result of that process.

To promote academic honesty and good writing, avoid using direct quotations in almost all cases.

There are limited exceptions. First, if the words themselves are not particularly significant except that they were said by a distinguished person and/or in significant circumstances, a quote may be appropriate. Example: “I cannot tell a lie,” declared young George Washington,” versus, “Young George Washington said he couldn’t misrepresent the truth.”

Second, if the manner of expression itself is as important as the idea, then a quote may be used. For example, in a great speech, a great work of fiction, or a poem, the style itself is usually as important as the ideas it expresses. However, this is rarely, if ever, true of social work professional writing.

Third, when accuracy is vital because, for example, the words have more than one interpretation (for instance, when a letter of recommendation states, “I cannot recommend this applicant highly enough.”), or you are recording testimony, again a quote may be used. Quotations are also

appropriate in process recording or situations where you are trying to capture a conversation or statement verbatim.

The above guidelines on the use of direct quotations are considerations rather than imperatives. These guidelines are largely ignored in much scholarly writing. Using quotations in circumstances other than the ones described above is not illegal as long as the quotation is properly cited. However, it is often overdone in student, academic, and professional writing.

A common violation of academic honesty in student papers is to use too many of the author's words without identifying the words as a quotation. None of the following is acceptable:

- using the author's words and citing the source, but not identifying the item as a direct quotation;
- using a significant number of the author's words while rearranging the order of the words;
- using a significant number of the author's words while changing a few words here and there.
- copying text directly from one source, while crediting it to another source; presenting a unique idea from an outside source as your own.

A safeguard against these practices is to be careful during the note-taking stage. Make sure you have cited sources and pages for all materials you use, and make sure as you take notes that you paraphrase the entire entry unless you intend to use it as a direct quote. If you use any of the author's words in note taking, put them in quotation marks at the note-taking-stage for your own information.

A second safeguard is to make sure when transcribing the paper that you have scrupulously followed APA style for citing a direct quotation. Even if you have cited the original source, if you haven't also made it clear that you are using a direct quotation you are violating principles of academic honesty.

Citation problems:

“I don't know what information I have to cite.”

“I used APA style, but you took points off anyway.”

“I found a quotation in one of my sources that was taken from another article. Do I have to go back to the original source in order to use it?”

“I found some interesting information in an abstract. May I cite the original article?”

Response: There are several reasons to formally cite information. The first is to give proper credit to the person or persons who did the work, created the language, or had the idea. To take the credit either by commission or omission for someone else's work is inauthentic, dishonest, and a violation of the social work code of ethics. It is also illegal.

The second reason to cite sources is to allow the reader to go back to the original source to verify or expand on the information, or to determine its context. A third reason is to direct the reader to authors who write about certain topics. A fourth reason to cite information is to give the reader an idea of the range, currency, and type of literature that was used to produce the work.

When in doubt, cite everything that you have actually used in writing the paper. (Do not cite sources that you read in preparation for writing the paper but from which you decided not to use ideas or information.) Sources that must be cited include not only books and journal articles, but also TV shows, course lectures, information found on the Internet, and conversations with acquaintances. Only information that is clearly common knowledge does not have to be cited, provided that you did not use someone else's words in conveying the information. Make sure you use the Publication Manual of the American Psychological Association (4th or later edition) to determine the correct format.

APA style is a very precise model for citing all kinds of sources. To a large extent, the form of citations, including details of punctuation, underlining, and capitalization comprises a code that communicates the kind of publication from which the information came (journal vs. book, etc.).

Students who lose points on APA style usually have failed to take note of important details such as capitalization that have significant communication functions.

With regard to the third question, if you are using material from a secondary source that was quoted in the book or article you read, you do not have to read the original source, but you do have to use proper APA style for citing secondary sources (briefly, the proper format for citing in the text would be, "x, cited in y," with the secondary source, only, cited in the reference list). It is not academically honest to imply (by including a citation in your text or reference list) that you have read a source that you did not actually read. For the same reason, it is dishonest to cite an article in your paper if you have only read the abstract of the article. (The APA manual shows how to cite the abstract of an article.)

Include in a reference list only sources that were used in producing the paper. (Be sure to title your reference list appropriately ("References"). A bibliography (which you should not include unless so instructed) refers to all the sources you referred to in writing the paper, not just those from which you used information or ideas.

Do not ask your instructor how to cite a particular source or how to punctuate a citation. This is not information that most people carry in their heads. Almost everyone who regularly writes scholarly papers does so with a style manual handy.

Incidentally, if your paper is made up of paragraphs each of which ends with a citation, you are doing something wrong. Your paper should integrate the ideas from your sources. Therefore, it could be expected that several different sources might be cited in the same paragraph. The citation should be done in a way that clearly differentiates between your own ideas and those from outside sources.

Pitfalls resulting from carelessness, rationalization, or “rush jobs”:

“I was careless...rushed...unaware...trying to raise my grade...My typist forgot to put in the citations...etc.

“What do you mean you didn’t receive my assignment? My roommate said she’d put it in your mailbox.”

“My computer (dog—cat—boyfriend) ate my paper.”

Response: Taking care to assure academic honesty reflects on your potential to function in accordance with professional ethics as well as reflecting your academic standing. It is your responsibility to understand the requirements of the assignment, to learn APA style, and to understand the principles of academic honesty (not all of which have been discussed in this handout). It is also up to you to proofread carefully, back up your work (including keeping copies of all your papers until you have received your final grade), and make sure the paper arrives on time.

Breaches of academic honesty will be handled in accordance with university policies. A copy of these policies is printed in the UW-Green Bay undergraduate catalog.

Handout prepared by Dr. Keetje Ramo and adopted by the Social Work Professional Program.

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