

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



BSW Student Handbook

**Bachelor of Social Work Program, BSW
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Periodically, updates are made to the student handbook. A current version of the handbook can always be found on the Social Work Professional Programs website: <http://www.uwgb.edu/social-work/>. Students are held accountable to the policies, procedures, etc. outlined in the most recent version of the handbook.

Table of Contents

I. The Bachelor of Social Work Program	4
Introduction to the Social Work Professional Programs	5
Social Work as a Professional Major.....	6
Mission and Goals of the Social Work Professional Programs	7
The Nine Practice Competencies.....	7
Evaluation of Student Achievement of the Competencies	10
BSW Child Welfare Sub-Competencies.....	10
II. The Social Work Major.....	12
Major Requirements - Coursework	13
Major Requirements – Field	14
Course Sequence for Required Social Work Courses	14
Supporting Course Requirements for the Social Work Major.....	15
Child Welfare Emphasis and Title IV-E Stipend Program.....	16
Social Work Honors in the Major Project	18
Semester Honors (“Dean’s List”)	20
All-University Academic Honors	20
Phi Alpha Honor Society	20
Social Work Symposium & Graduation Celebration	21
III. Committees and Clubs	22
Program Advisory Committee.....	23
Social Work Club	24
IV. Admissions	25
BSW Admissions Policy and Procedures	26
Advising (While Waiting for Admission)	28
V. Policies and Procedures	29
Academic Honesty.....	30
Advising Policies and Procedures	31
Class Attendance Policy	32
Class Participation Policy	35
Conflict of Interest & Social/Romantic Relationships Policy	36
Confidentiality Policy	36
Course Expectations and Grading Criteria	37
UW-Green Bay Writing Policy	39

Disability Policy	40
Bereavement Policy	40
Grievance Procedures	41
Part-Time Study Policy.....	42
Policy on Credit for Life and Work Experience	42
MSW Courses	43
Retention Policies and Procedures.....	43
Sexual Assault Policy	48
Student File Policy.....	48
Student File Records Request.....	49
Student Lounge.....	49
Student Reference Requests Protocol.....	50
Student Responsibilities in the BSW Program	50
Student Rights in the BSW Program	51
Transfer of Credits Policy.....	52
VI. Progression through the BSW Program.....	55
Key Steps toward Becoming a Professional Social Worker.....	56
Student Self-Assessment	57
References.....	58
VII. Appendix: Understanding Academic Honesty	59
VIII. Appendix: Student Code of Conduct	66
IX. Appendix: University Resources	69

I. The Bachelor of Social Work Program

UWGB Land Acknowledgement

We at the University of Wisconsin Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.

Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

Introduction to the Social Work Professional Programs

Welcome to the dynamic and challenging Profession of Social Work! The Social Work Professional Programs at the University of Wisconsin-Green Bay is comprised of the Bachelor of Social Work (BSW) and Master of Social Work (MSW) Programs. 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 BSW 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 BSW Program and will provide some guidance as you move through the professional major.

As authors DuBois and Miley (2014) 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. As caring professionals, social workers 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. 2-3)

Hopefully, the information found in this handbook will assist to “create order” in the complexities associated with being a student in the Program and 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 BSW Program in the context in which they learn.

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 BSW 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 [in its *Code of Ethics*], defines the unifying purpose or mission of social work as “enhance[ing] human well-being and help[ing] meet the basic the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (p. 1). 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 & Miley, 2014, p. 8)

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. Alternatively, students may complete a Substance Abuse emphasis that can lead to substance abuse counselor certification. Discussion of this policy is located later in this handbook.

Note: Since social work is a professional major, students do not need to declare a minor. However, faculty in the BSW Program encourage a complementary minor. It may enhance a student’s ability to pursue a social work position of choice. Minors in First Nations Studies, Sociology, Psychology, Women’s and Gender Studies, Democracy and Justice Studies, Political Science, among others, are encouraged. Some students also choose to complete two majors.

Mission and Goals of the Social Work Professional Programs

The mission, vision, and goals of the UW-Green Bay Social Work Professional Programs reflect our holistic philosophy. They provide guidance in the areas of teaching, service, and scholarship for students, faculty, and staff.

Mission

Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.

Vision

Leaders in promoting social justice advocacy and equity for people across all identities.

Goals

Grounded in anti-racism and anti-oppression frameworks, our Programs have 5 goals that reflect our mission and move us toward our vision.

1. Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.
2. Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.
3. Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.
4. Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.
5. Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals.

The Nine Practice Competencies

The BSW Program bases its curriculum on the following nine practice competencies established by the Council on Social Work Education (CSWE, 2015) as outcome performance indicators for social workers. Each competency is followed by a description of the knowledge, values, and skills it encompasses for high quality, beginning level BSW practice. Students in the Program works toward mastery of the competencies throughout their tenure in the Program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives

from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Evaluation of Student Achievement of the Competencies

The Council on Higher Education Accreditation (CHEA) and the Council on Social Work Education (CSWE) now require programs to enhance accountability to the public by documenting and posting student learning outcomes; CSWE specifically requires the posting of outcomes as they relate to the nine Practice Competencies. As a result, the BSW Program at UW-Green Bay reports aggregate data from a number of student learning outcome measures on our website in accordance with accreditation requirements. Measures are taken across the curriculum and include: Senior Field Evaluations, End-of-Semester Course Evaluations, and select graded assignments (referred to as “embedded assessment assignments”). No reported data is linked to individual students. Current outcome data is available at: <https://www.uwgb.edu/social-work/bsw-program/bsw-outcomes/>.

Each fall, once the outcomes are posted to the website, the BSW Program Coordinator emails current BSW students the link to the information and solicits student feedback and questions.

BSW Child Welfare Sub-Competencies

Child Welfare Emphasis students must demonstrate sufficient knowledge and skills for entry-level social work practice with vulnerable children, youth, and families. Student mastery of behaviors specific to child welfare are linked to the social work competencies and measured in

SOC WORK 351: Overview of the Child Welfare System and SOC WORK 451: Child Welfare Practice; these behaviors are linked to course objectives similar to the required social work curriculum. Field learning plans for Title V-E stipend students contain child welfare-specific learning activities. Completion of the two child welfare courses and two semesters of senior field practicum provide the basis for student mastery of these behaviors.

II. The Social Work Major

Major Requirements - Coursework

Core Courses (41 credits)

JUNIOR YEAR:

SOC WORK 300	Professionalism and Teamwork in Social Work, 1 credit
SOC WORK 301	Research Methods for Generalist Social Work Practice, 3 credits
SOC WORK 305	The Social Work Profession, 3 credits (WE)
SOC WORK 313	Social Work Skills Lab I, 1 credit
SOC WORK 323	Social Work Skills Lab II, 1 credit
SOC WORK 370	Social Work Methods I, 3 credits
SOC WORK 371	Human Behavior and the Social Environment, 3 credits

SENIOR YEAR:

SOC WORK 402	Field Practicum & Integrative Seminar I, 5 credits
SOC WORK 403	Field Practicum & Integrative Seminar II, 5 credits
SOC WORK 411	Social Work Methods II, 3 credits (WE)
SOC WORK 413	Social Work Skills Lab III, 1 credit
SOC WORK 420	Social Work Methods III, 3 credits (CAP)
SOC WORK 423	Social Work Skills Lab IV, 1 credit
SOC WORK 431	Social Policy Analysis I, 2 credits
SOC WORK 433	Social Policy Analysis II, 2 credits
SOC WORK 461	Program Evaluation I, 2 credits
SOC WORK 463	Program Evaluation II, 2 credits

Child Welfare Emphasis (Elective; 12 credits)

PSYCH 331	Infancy and Early Childhood Development, 3 credits
PSYCH 332	Middle Childhood and Adolescent Development, 3 credits
SOC WORK 351	Child Welfare Services and Programs, 3 credits
SOC WORK 451	Child Welfare Practice, 3 credits

Substance Abuse Emphasis (Elective; 12 credits)

PSYCH 310	Drugs and Behavior, 3 credits
PSYCH 438	Counseling and Psychotherapy, 3 credits
SOC WORK 340	Strengths-Based Group Facilitation, 3 credits
SOC WORK 342	Psychopharmacology, 3 credits

Major Requirements – Field

BSW students complete a senior-level field experience fall and spring semesters of the senior year and a service learning experience during the spring semester of the junior year. Senior year field courses are integrated with corresponding social work methods courses.

In the junior service learning experience (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.

In the senior field practicums (SOC WORK 402 and 403) students perform actual work in a social service agency under the supervision of an agency field instructor. Students generally spend 2-3 days per week in senior field, in accordance with CSWE guidelines and BSW Program policy. Policies related to field education are contained in the *BSW Field Education Handbook*: <https://www.uwgb.edu/social-work/bsw-program/bsw-field-education/>.

Course Sequence for Required Social Work Courses

While students may have enough credits to be at junior- or senior-standing within the University, the BSW Program considers students at junior-level once admitted to the major to begin the junior-level sequence (see below), and at senior-level once the junior sequence is successfully completed. Students are admitted into the Social Work major for the start of each fall, and progress through the Program in a cohort. Subsequently, full-time students are required to progress through their courses using the following sequence:

JUNIOR YEAR

Fall Semester	7 cr.	Spring Semester	8 cr.
SOC WORK 301: Research Methods for Generalist Social Work Practice	3 cr.	SOC WORK 300: Professionalism and Teamwork in Social Work	1 cr.
SOC WORK 305: The Social Work Profession	3 cr.	SOC WORK 323: Social Work Skills Lab II	1 cr.
SOC WORK 313: Social Work Skills Lab I	1 cr.	SOC WORK 370: Social Work Methods I	3 cr.
		SOC WORK 371: Human Behavior and the Social Environment	3 cr.

SENIOR YEAR

Fall Semester	13 cr.	Spring Semester	13 cr.
SOC WORK 402: Field Practicum & Integrative Seminar I	5 cr.	SOC WORK 403: Field Practicum & Integrative Seminar II	5 cr.
SOC WORK 411: Social Work Methods II	3 cr.	SOC WORK 420: Social Work Methods III	3 cr.
SOC WORK 413: Social Work Skills Lab III	1 cr.	SOC WORK 423: Social Work Skills Lab IV	1 cr.
SOC WORK 431: Social Policy Analysis I	2 cr.	SOC WORK 433: Social Policy Analysis II	2 cr.
SOC WORK 461: Program Evaluation I	2 cr.	SOC WORK 463: Program Evaluation II	2 cr.

Students completing either the Child Welfare or Substance Abuse emphases must also complete additional coursework. For Child Welfare emphasis students, SOC WORK 351 is generally taken during the fall of junior year and SOC WORK 451 the fall of senior year, concurrent with the senior field placement. All other emphasis courses may be taken in any sequence and need only be completed prior to graduation.

Descriptions of all required Social Work courses, along with electives offered through the Program, are available at: <http://catalog.uwgb.edu/undergraduate/course-descriptions/socwork/>.

Students self-enroll in their social work courses. When there are multiple sections of a course, enrollment caps ensure equal distribution of students. Field practicum section enrollment at times must be adjusted to facilitate completion of field site visits efficiently. The program reserves the right to switch student enrollment in courses to an alternate section when circumstances necessitate.

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. Therefore, students are asked to seek advising whenever needed and strongly encouraged to meet with their BSW Advisor at least once a semester. Ultimately, students are responsible for meeting all academic requirements and should plan carefully to avoid errors in academic planning or the taking of additional credits that sound planning could have prevented.

General Education Requirements (37-48 credits)

All UW-Green Bay students must complete the University’s general education requirements prior to graduation. Information regarding the University’s requirements can be found at: <http://catalog.uwgb.edu/undergraduate/planning/general-education/>.

Supporting Courses (24-34)

To insure students have a strong interdisciplinary background, and obtain a breadth of understanding of individual, group, and community functioning, the BSW Program requires students complete 24-34 credits of supporting course work. These credits can also meet students’ general education requirements. A current list of required support course categories and courses can be found at: <http://catalog.uwgb.edu/undergraduate/programs/social-work/major/>.

Child Welfare Emphasis and Title IV-E Stipend Program

Child Welfare Emphasis

BSW students can elect to complete an emphasis in child welfare in conjunction with the regular BSW curriculum. 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. Completion of the child welfare emphasis is specially noted on student transcripts.

The Child Welfare Emphasis is designed to prepare BSW students for specialized practice with vulnerable children and families including, but not limited to, practice in public and tribal child welfare agencies. Students pursuing the Emphasis complete two psychology courses and two social work courses in addition to a senior-level field placement in an agency that serves children and families.

Requirements for the Child Welfare Emphasis: (12 credits)

PSYCH 331	Infancy and Early Childhood, 3 credits
PSYCH 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

Field requirements for the Child Welfare Emphasis: 10 credits

(Note: the Field courses are part of the regular Social Work curriculum.)

Students who wish to pursue the Child Welfare Emphasis need to discuss this with their Advisor immediately after their admission to the social work major.

Note: The first social work course in the Child Welfare Emphasis, SOC WORK 351: Overview of the Child Welfare System, is designed to be taken during the Fall semester of the Junior year if not taken prior to admission to the BSW Program. Consequently, students must decide whether to enroll in the emphasis at admission to the BSW Program.

Title IV-E Child Welfare Stipend Program

Since the mid-1990s, UW-Green Bay has provided grant-funded educational support to BSW students preparing for employment in the field of public and tribal child welfare through a partnership with the Wisconsin Department of Children and Families (DCF). The stipend program's primary goal is to prepare BSW-level social workers for employment in regional public and tribal 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 Northeast Wisconsin.

Program participation requires a commitment by the student to work in a public or tribal child welfare agency upon graduation.

The Title IV-E stipend provides funding equivalent to full-time, in-state tuition for the senior year for BSW students who make a commitment to seek and accept employment in a NE Wisconsin public or tribal child welfare agency after graduation.

Application for Stipend Program

Interested students are invited to contact the Child Welfare Coordinator to obtain more information about the field of public child welfare and the IV-E stipend program. Application information is posted on the BSW program website at <http://www.uwgb.edu/social-work/bsw-program/stipends-scholarships/>.

Substance Abuse Emphasis

BSW students can elect to complete an emphasis in substance use disorders in conjunction with the regular BSW curriculum. 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 the existing generalist social work curriculum. Completion of the emphasis is specially noted on student transcripts.

The Substance Abuse Emphasis is designed to prepare BSW students for specialized practice with individuals who have alcohol and other drug use and abuse issues. Students pursuing the emphasis complete four support courses and can then finish Substance Abuse Counselor certification requirements at Northeast Wisconsin Technical College (NWTC).

The table below outlines courses taught at UW-Green Bay and their relationship to the requirements for Substance Abuse Counselor certification through NWTC. These courses are requirements for the UW-Green Bay BSW Program's Substance Use Emphasis (12 credits), and may be completed at either campus prior to graduation:

UWGB Courses	NWTC Courses
PSYCH 310: Drugs and Behavior	10-550-170: Understanding Substance Abuse
PSYCH 438: Counseling and Psychotherapy	10-550-174: Overview of Mental Disorders
SOC WK340: Strength-Based Group Facilitation	10-550-172: Group Facilitation
SOC WK 342: Psychopharmacology	10-550-173 Psychopharmacology

Students who wish to pursue the Substance Abuse Emphasis need to discuss this with their Advisor immediately after their admission to the social work major.

Independent Studies/Internships

Independent study/internship is offered on an individual basis at a student's request and consists of a program of learning activities planned in consultation with a faculty member. Students wishing to study or conduct research in an area not represented in available scheduled courses first consult with their BSW Advisor. The Advisor can direct the students to instructors with appropriate interests. Independent studies require development of a preliminary proposal and sponsorship of the course by a faculty member. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on a student's transcript. Independent studies may be taken for 1–3 credits. More information on independent studies can be found at <http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/individualized-instruction/>.

On occasion, there may be special projects that the BSW Program deems would be beneficial learning activities for students in the program. These projects could be developed to allow students opportunity to complete an independent study. Any opportunities will be communicated to students in late fall for potential spring enrollment and in late spring and again early summer for fall enrollment. Students with interest in completing an independent study in any area should discuss this option with their BSW Advisor who will direct them to the appropriate faculty for specifics about the projects.

Social Work Honors in the Major Project

The purpose of an Honors in the Major project in the BSW Program is to provide Social Work majors with opportunity to demonstrate excellence in the application of knowledge and skills in a practice area. Honors in the Major projects should be planned in the junior year and completed in the fall of the senior year. More information, including eligibility requirements, is available at: (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/honors-in-the-major/>).

A Social Work Honors in the Major project involves designing, completing and defending original work. Projects may take many forms. Some examples include completion of a written research project, slide/video presentation, program evaluation, a manual, grant proposal, computer program or application, or presentation of a workshop on a topic of interest to the student. Students enrolled in Honors in the Major projects will be required to participate in the Social Work Symposium and develop a table display of their projects (see Social Work Symposium & Celebration). Students interested in pursuing such a project should start by having a discussion with their BSW Advisor.

Registration Procedure

During the spring semester of the junior year:

1. With assistance from the BSW Advisor, an 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; such proposals must be submitted by May 1st of each year.
3. The student registers for SOC WORK 478 (<https://www.uwgb.edu/registrar/forms-petitions/registration-forms/>) for fall semester of the senior year. A student will only be recognized with such Honors at Commencement if the project is completed and the minimum GPA requirements met in the semester preceding commencement.

Project Proposal Format

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

1. The type of project.
2. The purpose of the project, including student learning objectives and benefit to the community.
3. A methodology section 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 Honors Project Committee

1. Prior to the completion of the project and final evaluation, the student and the Project Advisor will identify and request the participation of other faculty and community members who have knowledge in the project area.
2. The student will provide each committee member with a copy of the project proposal and a copy of the completed project for review.
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.
 - 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.

Semester Honors (“Dean’s List”)

The University officially awards academic honors to students meeting specific academic standards each semester. These honors are also referred to as either “semester honors” or the “Dean’s List” and are noted on a student’s transcripts for the semesters earned. Currently, students are only eligible to earn honors if they are enrolled in a minimum of 12 graded credits for the semester (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/honors/>).

All-University Academic Honors

Honors requirements for students who earn baccalaureate degrees are:

- Cum Laude designation: cumulative grade point average (GPA) from 3.5 to 3.749;
- Magna Cum Laude designation: cumulative GPA from 3.75 to 3.849;
- Summa Cum Laude designation: cumulative GPA of 3.85 or higher; or a cumulative grade point average of 3.75 to 3.849 and eligibility for and successful completion of an Honors in the Major project.

The cumulative GPA must be achieved on the basis of a minimum of 48 regularly graded (not P-NC or audit) credits taken in residence at UW-Green Bay. If you want to be eligible for all-university honors, please meet with your Advisor to ensure that you are registered for enough graded credits each semester to meet eligibility requirements. More information may be found in the Academic Rules and Regulations section of the UW-Green Bay Undergraduate Catalog: <http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/honors/>.

Phi Alpha Honor Society

The UW-Green Bay BSW Program is a member of the Phi Alpha Honor Society, the only honor society specific to Social Work. The purposes of the society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The UW-Green Bay chapter name is Phi Delta.

An induction ceremony is held each year for the eligible students who wish to join the Phi Delta chapter. Eligibility is based on the following criteria:

1. Declared social work as a major.
2. Achieved sophomore status.
3. Completed 9 semester hours or 12 quarter- hours of required social work courses.
4. Achieved an overall GPA of 3.0 on a 4.0 scale.

5. Achieved a 3.25 GPA in required social work courses
6. Rank within the top 35% of the class.

Information about the history and benefits of being a member of Phi Delta is available at: <http://www.phialpha.org>, or by attending future recruitment and induction events for the Phi Delta chapter. Students who are eligible to join Phi Delta are sent personal invitations.

Social Work Symposium & Graduation Celebration

At the end of each academic year, the Social Work Professional Programs hosts a special Celebration to recognize the accomplishments of its graduating BSW and MSW students. The Celebration is held immediately following the Social Work Symposium, which is generally scheduled for the last week of the spring semester. Highlights and photos from previous year's ceremonies can be found on the Social Work website: <http://www.uwgb.edu/socwork/>.

The Social Work Symposium showcases the accomplishments of our BSW and MSW students. It is open to the public and all Social Work students are encouraged to attend. Students with Honors in the Major projects will be required to participate in the Symposium and develop a table display of their projects. Other BSW students or groups are encouraged to create table displays too, highlighting projects or activities such as: independent studies, Program Evaluation course outcomes, or Social Policy Analysis advocacy projects, etc.

Graduating students receive specific information about the Celebration after the start of the spring semester.

III. Committees and Clubs

Program Advisory Committee

The Program Advisory Committee exists to enhance and strengthen the mission of the BSW and MSW Programs at UW-Green Bay. 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 ongoing relevance to social work practice.
2. Provide input and consultation related to current trends regarding the manner in which the Programs promote inclusive excellence and its promotion within the profession of social work
3. Review the policies and procedures for the BSW and MSW Field Education Program.
4. Inform and discuss emerging social service issues in the community.
5. Assist faculty in identifying and developing new Field Education sites.
6. Meet with candidates for faculty positions to inform candidates of the community social service network and provide feedback to the faculty regarding the candidates.
7. Review the annual evaluation of the program.

Membership

The Program Advisory Committee has between 7–12 community members. 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 and MSW programs. Meeting facilitation rotates among members.

Membership composition strives to reflect the following:

1. Representation between BSW and MSW social service agencies, and within levels of placement (i.e., senior, generalist, and specialist).
2. Representation between private and public social service agencies.
3. Representatives from among practice areas including, but not limited to, child welfare, older adult services, behavioral health, corrections, medical social work, and rehabilitation services.
4. A minimum of two graduates of the UW-Green Bay Social Work Professional Programs; at least one BSW graduate and one MSW graduate.

5. Representation from tribal and other diverse community and/or social service agencies, with priority given to practitioners and other experts serving members of diverse identities.
6. A minimum of three faculty members that include the Program Chair and the BSW and MSW Program Coordinators. BSW and MSW Field Coordinators and the Child Welfare Coordinator are invited to attend meetings that require their expertise and/or input.

Student Participation

Advisory Committee meetings are held twice per year. Students are welcome to participate at any time.

Social Justice Club

The Social Justice Club, a student organization, is open to all undergraduate and graduate students at UW-Green Bay. Generally, the membership consists primarily 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 Programs. The mission statement of the club is, “To promote social work values within the university and surrounding community through service, celebrating diversity and social justice, advocacy, and community.”

The Social Justice Club has bylaws that govern its operation. A Faculty Advisor is designated to provide guidance, as needed. Every spring, the Club elects officers for the following year, and in the fall, the Club recruits members 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 nearly 500 people; fundraising activities for non-profit organizations like Golden House/Family Violence Shelter, and the NEW Community Shelter; coordinating voter registration with homeless persons; and a community forum and panel on issues related to juvenile justice. Some members also attend the Wisconsin Council on Social Work Education’s fall and/or spring conferences.

Social Justice Club projects vary year by year and are determined by a vote of Club members. For more information about the Club or meeting dates, visit the Club’s website at <http://www.uwgb.edu/social-work/social-work-club/> or call the Social Work Professional Programs office.

IV. Admissions

BSW Admissions Policy and Procedures

Admissions applications are reviewed in the spring to admit students for the fall semester. The number of students the Program can accept each year is dependent on faculty-to-student ratios determined by our accrediting body. After review, applicants are either: (a) granted admission, (b) denied admission, or (c) invited to remain on a wait list should seats open. Students denied admission are encouraged to consult with the BSW Program Coordinator for suggestions for strengthening their applications for the future.

Students are welcome to apply, or re-apply if denied admission, after the spring application deadline, but reviews will not be conducted unless necessary to fill a cohort. In that case, applications will be reviewed at the beginning of each month with the last review occurring in early August.

The Program will continue to fill available seats from the wait list through the first week of classes. If there is not space, applicants still on the waiting list will be invited to reapply for the following year (i.e., admission will not be automatically granted for the following year). Deferrals for the BSW Program are not accepted; students accepted for admission to the program who elect not to begin courses in fall must reapply with a future admissions cycle.

Formal notification letters regarding admissions decisions are emailed to applicants within four weeks of the application deadline. Any student not accepted to the Program is eligible to revise and resubmit the application for the next review deadline.

Admissions 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 BSW 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.

To be eligible to apply to the BSW Program students must demonstrate:

- A. Admission to UW-Green Bay.
- B. Completion of 48 credits before beginning social work courses in the fall.
- C. A minimum cumulative GPA of 2.50 in all post-high school academic work taken within the last five years.
- D. Completion of at least four BSW support courses with a “C” average before beginning social work courses in the fall.

Review Procedures

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

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

Nondiscriminatory and Affirmative Action Policies

The BSW Program at UW-Green Bay, in conformance with applicable federal and state regulations, is committed to nondiscrimination, equal opportunity, and affirmative action in its educational program. As part of this commitment, admissions applications are reviewed with identifying information redacted for the review.

Recourse for Those Not Accepted into the Program

Any applicant who is not admitted to the Program is encouraged to meet with the BSW Program Coordinator 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.

Admission to the BSW Program

After receiving notification of admittance, students must finalize their admission to the BSW Program by: (a) confirming their acceptance of admission, (b) meeting with their assigned BSW Advisor to complete an academic plan, and (c) completing the required orientation to the BSW Program. Admissions letters detail these processes; admission to the BSW Program is not guaranteed unless all these conditions are met.

Academic Plan

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

Caregiver Background Checks

In 1998, the Wisconsin Legislature passed a law requiring a check on the background of persons who provide care for others or who have access to people who receive care in a number of Wisconsin healthcare and human service agencies. In addition, the law identifies specific crimes and offenses that will limit individuals from employment in various areas of practice.

Criminal background and caregiver background checks may be required for field placements and are a required component of obtaining Social Work certification/licensing in Wisconsin. As a general policy, the agency in which students will be conducting their placements will complete these checks, often for a fee. In some situations, agencies will require students to obtain the checks through the university. In such instances, students will request, and pay for, the service at [University Police](#). When the checks are completed, students will retrieve the reports from University Police and provide directly to the agencies. Arrangements for delivery to a third party are to be arranged between University Police and a student. Students who have resided in states other than Wisconsin since the age of 18 will also be required to complete an out-of-state background check and pay additional fees. Students are encouraged to apply for their checks a minimum of three weeks before they are scheduled to begin a field placement.

Students may be denied access to a placement site based on the nature of past offences. Certain offences may also prevent a student from being certified or licensed as a professional social worker and/or the ability to work in certain agency settings. The Wisconsin Department of Safety and Professional Services (DSPS) is the credentialing organization for the state of Wisconsin. According to the DSPS, “a criminal conviction is not an automatic bar to licensure. Conviction reviews will occur on a case-by-case basis. See Wis. Stats. [S.457.26\(2\)](#).” If you have questions about how your criminal background may impact your placement or certification/licensing options, you are encouraged to talk with a Social Work Advisor and/or [contact the DSPS](#) directly.

Should the results of this background check limit possibilities for a field placement in certain areas of the human services, the BSW Advisor and/or Field Coordinator will discuss the situation with the students as well as the implications this may have on their education, certification, and practice goals. Students wishing to discuss specific considerations prior to, during, or after completion of the caregiver/criminal background check may do so by meeting with their BSW Advisor or the BSW Program Coordinator.

Note: In addition to the completion of criminal and caregiver background checks, some agencies have other requirements for students. Such requirements may include, but are not limited to providing immunization records, obtaining immunization(s), completing a tuberculosis screen, or passing a drug test. Efforts are made to alert students to additional requirements before making field placement referrals. Students have the right to refuse a field placement where requirements may violate their right to privacy.

Advising (While Waiting for Admission)

The BSW Program conducts advising session throughout the year for students interested in the Social Work major. Individuals who have questions about the 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 Social Work office at **(920) 465-2049** or via email at: socialwork@uwgb.edu to schedule an advising appointment.

V. Policies and Procedures*

*Please note that these are general policies for the BSW Program. For any policies that are specifically related to field, please refer to the *BSW Field Education Handbook*:
<https://www.uwgb.edu/social-work/bsw-program/bsw-field-education/>.

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 be given** to the original source of the material.

Additionally, there are strong relationships between academic honesty and the National Association of Social Workers’ (NASW, 2021) *Code of Ethics*. It is important that students understand academic honesty and incorporate it into academic and professional practice. In the BSW Program, plagiarism and other forms of academic dishonesty are viewed as violations of University policy and the *Code of Ethics* and prescribed measures will be subsequently taken, up to and including expulsion.

Academic honesty is expected in all areas of student work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see administrative code at <https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf>) and the BSW Program.

Demonstrations of academic dishonesty (e.g., plagiarism, cheating, etc.) will be dealt with according to UW-Green Bay Academic Disciplinary Procedures. 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
- submitting an assignment (in part or whole) to separate classes without the permission of the instructor (i.e. self-plagiarism)

Possible consequences of academic dishonesty include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of the University’s procedures can be found at: <https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/faculty-guide.pdf>.

Material is available on understanding academic honesty and plagiarism in the Appendix of this handbook. Students who have further questions or concerns about academic honesty are asked to seek out their BSW Advisor or another member of the faculty. Any questions about specific assignments should always be addressed with the course instructor.

Advising Policies and Procedures

Purpose of Advising

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 graduation and 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.
7. To assure that students have acquired a liberal arts perspective as a foundation for Social Work.
8. To consult with other faculty about student progress.

Faculty Advisors

Several full-time 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 BSW 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. Faculty are listed at: <https://www.uwgb.edu/social-work/faculty-staff/>.

Policies and Procedures

Prior to formal acceptance into the program, students who plan to major in social work are strongly encouraged to secure advising from a BSW Advisor by attending a pre-major advising session. Such advising can be secured at any time merely by signing up for an appointment. To schedule such an appointment, contact the Social Work office at (920) 465-2049 or socialwork@uwgb.edu.

Once admitted into the major, all students are assigned a BSW Advisor who will usually serve in that capacity for the duration of the students' 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, however, assures that there will be planned and periodic faculty-student contact. The assigned Advisor must handle academic planning and changes in the academic plan.

Students are required to arrange a meeting with their Advisor to complete an academic plan. At this first meeting, students discuss their academic and professional plans and are informed of the Child Welfare and Substance Abuse Emphases and their requirements. Advisors entertain student questions and concerns and document meetings in students' files.

At least once each semester, students must make an appointment with their BSW 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 and for students to raise any issues of concern, discuss career goals and interests, and so forth.

Student progress 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 BSW Advisor. Students are also urged to initiate a meeting with their BSW Advisor when they encounter academic or other concerns/issues.

While BSW Advisors are academic resources for students, students are ultimately responsible for making their own decisions about coursework and monitoring their progress through degree requirements. Students are therefore strongly encouraged to review their "Academic Requirements" report in SIS and work with their BSW Advisor to rectify any incongruence.

Special Considerations for Graduating Seniors

Students must apply for graduation even if they do not plan to attend commencement; the application link is located within SIS. In order to insure a timely degree audit prior to graduation, the Registrar's Office encourages students to apply early for graduation. A late application could mean a degree audit is not conducted until it is too late to rectify any outstanding issues (e.g., missing degree requirements) and potentially delay graduation for an extra semester. More information can be found at: <http://www.uwgb.edu/registrar/graduation/index.asp>.

Class Attendance Policy

The BSW Program adheres to the "Absence and Attendance Policies" outlined in the UW Green Bay undergraduate catalog (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/attendance>). Included in these policies is the expectation that students will attend all classes.

Individual faculty members create their own course policies and procedures regarding taking attendance and the impact of any absences on students' grades. Students are responsible for making sure they clearly understand any consequences and/or course protocols associated with missing a class.

Absences documented by a health care provider as **medically necessary** and related to students' own medical conditions will be excused and the students provided the opportunity to make up missed work. Such students must submit the medical documentation to their BSW Advisor, who will disseminate the information to relevant Social Work instructors. Students must work individually with each instructor to develop a reasonable "make up" plan appropriate to the specific course, using their BSW Advisor as a resource when necessary. While all efforts will be made to provide reasonable accommodations for medically necessary absences, extended absences may require a leave of absence from the Program.

Medically necessary absences related to pregnancy and/or childbirth will be handled according to guidelines provided under Title IX of the Education Amendments of 1972. The U.S. Department of Education outlined these guidelines in the booklet, "Supporting the Academic Success of Pregnant and Parenting Students," available at: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Medical leaves related to pregnancy and/or childbirth should be discussed as soon as possible with relevant course instructors and the advisor. When the leave begins, students must obtain documentation from their health care provider that the absence is medically necessary in order to be excused from any academic classes, including field. It is important to note that the excused leave is not the traditional Family Medical Leave Act (FMLA) that is available in employment situations; FMLA is not available to students. In the case of field, students who anticipate an extended medical leave should plan to engage in an open discussion as soon as possible with their agency field instructor and faculty field liaison.

Extended Absence

If students are unable to attend classes for more than two days due to an illness, family death or other emergency, the Dean of Students Office will send written notification of the absence to the students' instructors when this service is requested by the students. For more information, please see: <http://www.uwgb.edu/dean-of-students/faqs/#miss-class> . Students must work individually with each instructor to develop a reasonable "make up" plan appropriate to the specific course, using their BSW Advisor as a resource when necessary. This make-up policy applies to missed field hours as well as classes. While all efforts will be made to provide reasonable accommodations, extended absences may require a leave of absence from the Program.

Leave of Absence

Students who wish to request a leave of absence for personal or professional reasons must consult with their BSW Advisor as soon as possible. Leave of absence requests may be granted

up to, but no greater than, three consecutive semesters for students who are in good standing¹ with the BSW program. Students who are on a leave of absence have responsibility for contacting their BSW Advisor each semester that they are on leave, continuing to read email in their UW-Green Bay email accounts, and reactivating their admission status according to university protocol.

Students on a leave of absence can begin the process of re-admission to the university by completing the reapplication process located on the admissions webpage: <http://www.uwgb.edu/admissions/apply/transfer/>. Further inquiries about this process should be addressed to the Admissions Office at: (920) 465-2111. Students' academic plans regarding completion of remaining social work courses will be determined on an individual basis.

Withdrawal from the Program

Students who choose to withdraw from the BSW Program prior to completion of the Program requirements should notify their BSW Advisor of their intent to withdraw. It is important that students become familiar with the university policies regarding withdrawal as financial implications may apply. Please visit the Students Services Center at: <http://www.uwgb.edu/gboss/calendar/withdraw.asp> for specific information about withdrawal. Students who withdraw from the BSW Program must re-apply in a subsequent academic year should they wish to continue their BSW degree. Students' academic plans regarding completion of remaining social work courses will be determined on an individual basis.

Students who withdrew from the BSW program in good standing² (as determined at the time of withdrawal) may request readmission through a written correspondence with the BSW Program Coordinator. The written request should contain the following elements:

- Date and reason for withdrawal
- Evidence that circumstances for withdrawal are no longer an impediment
- Request for readmission to the BSW program

Students who withdrew from the BSW Program in less than good standing (as determined at the time of withdrawal) must apply for admission by completing and submitting a new application <http://www.uwgb.edu/social-work/bsw-program/admissions-procedures/>. Students who have not been enrolled in the university for one to three semesters can begin the process of re-admission to the university by completing the reapplication process located on the admissions webpage: <http://www.uwgb.edu/admissions/transfer/>. Further inquiries about this process should be addressed to the Admissions Office at: (920) 465-2111. Please note that readmission to the university does not necessarily constitute admission to the BSW Program.

¹ In this context, "good standing" means that a student is meeting all of the academic and non-academic retention standards outlined in this handbook at the time of the leave request.

² In this context, "good standing" means that a student is meeting all of the academic and non-academic retention standards outlined in this handbook at the time of withdrawal.

Class Participation Policy

The faculty expects 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, ideally, each student's contribution to the class enhances the overall learning of the entire system (or group). The faculty recognizes that individual learning and interactional styles result in different patterns, levels, and forms of satisfactory participation (e.g., the amount of talking in class is only one measure of the quality of 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; students are expected to be on-time and have 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 needed 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;
- Demonstrating leadership in the large or small group and/or contributing to class activities in a way that suggests a high level of commitment to the group and the learning process;
- Enacting the role of adult learner by meeting one's own learning needs, above and beyond course requirements;

- Consistently asking high quality questions and providing responses and comments that enhance the learning environment;
- Building and using constructive relationships with instructor and classmates to enhance learning and problem solving;
- Attending all classes.

Conflict of Interest & Social/Romantic Relationships Policy

The [university consensual relationships policy](#) explicitly requires anyone with instructional responsibility to avoid situations in which one makes official evaluations of a person with whom one has an intimate relationship. Furthermore, the NASW (2021) *Code of Ethics*, standard 2.06(a), articulates that “social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.”

Therefore, in order to avoid a risk of conflict of interest, potential harm, or exploitation to students, those who function as agency-based field instructors or task supervisors (whether or not they are degreed or credentialed social workers) for students in field placements and/or service learning experiences must not engage in any social or romantic relationships with students. Agency-based field instructors and task supervisors are responsible for setting clear, appropriate, and culturally sensitive boundaries. Likewise, students are responsible for understanding and abiding by this policy.

If a student and field or service learning agency employee (who is not the student’s field instructor or task supervisor) engage in a consensual social or romantic relationship during the course of the field practicum, that employee **must not** be involved in the supervision or evaluation of the student, nor serve as field instructor or task supervisor. In order to maintain open and transparent communication and to avoid jeopardizing the field placement or service learning experience, the student must ensure that this relationship does not violate any existing agency policies and must disclose this relationship to their agency-based field instructor (and task supervisor, if applicable). The student also must disclose the relationship to their faculty field liaison or service learning course instructor.

This policy does not apply to relationships or connections via social media, although students are strongly encouraged to avoid relationships and connections on social media with agency field instructors and task supervisors until the conclusion of the field practicum or service learning experience. In addition, students are expected to follow all agency protocols related to use of social media.

The Field Coordinator and Program Coordinator are available to students, field instructors, and faculty field liaisons for consultation on this policy. This policy is applicable regardless of the sex, gender, or other identity statuses of the individuals involved.

Confidentiality Policy

Below are the guidelines pertaining to confidentiality with consideration given to the NASW (2021) *Code of Ethics*. Violation of these guidelines may constitute non-academic misconduct.

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 expected to follow ethical standards and agency policies on confidentiality.

In some cases, students 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 the "mutual" client.

Regarding the Agency

Agency practices will be discussed in the classroom for the purpose of learning. When discussing practices of an agency colleague, a student will protect the identity of that individual. Regarding discussions of any problematic agency politics, practices, or policies, students will maintain confidentiality and 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.

Course Expectations and Grading Criteria

As developing professionals, students will incorporate the policies and procedures of the *BSW Student Handbook* (Understanding Academic Honesty, Class Participation Policy, Confidentiality Requirements, etc.), the Undergraduate Catalog (University Policy on Academic Dishonesty), and the NASW (2021) *Code of Ethics* (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 courses and to assess their readiness for entry-level practice.

As CSWE, the accrediting body for social work programs, indicates, critical thinking skills are required for effective social work practice: "Demonstration of competence is informed by knowledge, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations" (2015, p. 6).

Information about critical thinking is infused throughout the BSW Program curriculum. Individual faculty members determine the manner in which this requirement will be reflected in assignments and grading.

In an effort to better serve students in the BSW Program, faculty will use 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.

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

Faculty individually determine whether or not students can redo assignments in a course.

Grade Change Appeal Procedure

If a student wants to appeal a course grade, the student should follow the process outlined in the “Grievance Procedure” section below. A student may also always contact the Dean of Students for guidance: (920) 465-2152 or dos@uwgb.edu.

Writing Expectations

The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated person, as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for “acceptable writing” outlined in the UWGB Writing Policy (see below). It is expected that when writing errors are noted in assignments they will not be repeated in subsequent assignments.

Students in the BSW Program are required to know and use American Psychological Association (APA) citation style for their academic papers. Beginning in fall of 2020, all incoming students will be held accountable to the standards outlined in the 7th edition of the *Publication Manual of the American Psychological Association* (APA, 2020).

A brief introduction to APA citation style will be presented in SOC WORK 305: The Profession of Social Work, which is taken in the fall of the junior year. The course requires the book, *The Writer’s Handbook: A Guide for Social Workers* (Young, 2020). Students are encouraged to purchase and retain a copy of the book as they will be required to refer to it throughout the time in the BSW Program.

UW-Green Bay Writing Policy

(Adapted from previously posted policy)

The faculty of the University of Wisconsin-Green Bay has adopted the following writing policy for out-of-class assignments.

Acceptable Writing:

1. Clear writing is a reflection of logical thinking; therefore, an acceptable paper must be organized. Every essay should be structured around a thesis and supported by factual evidence and arguments that are organized in a logical progression.
2. Writers must acknowledge their use of data or ideas of others; therefore, an acceptable paper must have proper documentation of all source material, following professional guidelines such as those approved by the Modern Language Association (MLA), the American Psychological Association (APA), or the American Association for the Advancement of Science, or those published in a standard style manual such as Turabian.
3. An acceptable paper must reflect control of correct grammar, usage, spelling, and punctuation.
4. An acceptable paper must be presented in appropriate manuscript form, with errors neatly corrected and care taken with margins, numbering of pages, spacing, and format.

Unacceptable Writing:

1. A paper without clear organization is unacceptable. Unclear organization includes illogical progressions from one idea to another and the inclusion of unnecessary ideas.
2. A paper without proper documentation is unacceptable. Failure to acknowledge the use of another writer's words or ideas constitutes plagiarism. Plagiarism is both unethical and illegal. The use of professional editing for student papers is also unacceptable, as is the use of purchased papers, which is also a form of plagiarism.
3. A paper containing frequent errors in grammar, usage, spelling, or punctuation is unacceptable.
4. A paper which does not appear to be carefully done is unacceptable. This includes papers with ragged edges, typographical errors and strikeovers, illegible handwriting, stains, or smudges.

To achieve acceptable writing standards, students should purchase and use a good dictionary and a writing handbook. Assistance in improving writing skills is available through regular courses in composition and from the Writing Center, which conducts writings workshops and provides advice and tutoring (but not editing). All students who wish to improve their writing are encouraged to use these resources.

Civility and Inclusivity

Social Work takes the campus Civility and Inclusivity Statement very seriously and will enforce the positions contained within it. The full statement is available at <https://www.uwgb.edu/dean-of-students/policies-procedures/students/#civility-inclusivity>. It begins:

The University of Wisconsin-Green Bay (UWGB) is an institution of higher learning where the safety of its multifaceted community of people is expected and enforced. Campus activities, programs, classes, lectures, and everyday interactions are enriched by our inclusion of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

As campus community members, we are responsible for our behaviors and are fully accountable for our actions. We must take responsibility for our awareness of discrimination and its many forms (i.e. racism, sexism, ageism, xenophobia, transphobia, homophobia, etc.). The concept of campus civility and inclusiveness can be demonstrated in hallways, classrooms, student housing, and the workplace environment.

Disability Policy

The University of Wisconsin-Green Bay has services available to students with disabilities. Information about these services can be found at: <http://www.uwgb.edu/ds/>.

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 Student Accessibility Services at (920) 465-2841 (sas@uwgb.edu) as soon as possible to discuss your needs and arrange for the provision of services.

Additionally, students are sometimes concerned about how their specific disabilities might impact their work in the field. For further exploration of this issue, students should seek out the BSW Field Coordinator or their BSW Advisor.

Bereavement Policy

UW-Green Bay has a bereavement policy for students who have experienced the death of a loved one. The policy, along with the process for utilizing it, can be found on the Dean of Students website: <https://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp>.

Grievance Procedures

Academic Grievances in the Major

If a social work student is dissatisfied with a decision of a member of the social work faculty with regard to academic matters (e.g., course expectations, grades, classroom management, etc.) pertaining to core social work courses (e.g., required, upper-level social work courses) the student has a right to initiate an appeal, or in other words, file a grievance as follows:

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, the student may present a written grievance to the BSW Program Coordinator, who will then confer with the student and the faculty member(s). If the grievance is with the BSW Program Coordinator, the grievance will go to the Social Work Chair, or the Chair may designate another faculty or group of faculty to confer with the student and BSW Program Coordinator on the matter.
3. If dissatisfaction remains after the prior two steps, the student may bring the matter to the Social Work Chair for resolution.
4. If dissatisfaction remains after exhausting the prior procedures, the student may bring the matter to the Dean of the College of Health, Education and Social Welfare (CHESW). (It is the expectation that the Dean will advise the student of the University procedures for appeal, which may include referral to legal counsel.) Contact information for the CHESW is available at:
<https://www.uwgb.edu/chesw/about-us/our-staff/>.

Admission or Retention (Continuance) Grievances

An appeal regarding non-admission or (non)retention in the BSW Program is to be initiated with the BSW Program Coordinator. If the grievance is not resolved to the satisfaction of the student, the student may request a conference with the Social Work Chair. If still unsuccessful, the student may request a hearing with the full social work faculty. The request for a hearing is made in writing to the Social Work Chair. Upon consideration of all written data and verbal testimony, the faculty will prepare a written statement of its findings and decision, which is submitted in writing to the student. The BSW Program will retain a copy.

The current issue of the UW-Green Bay undergraduate catalog provides additional information on university Academic Rules and Regulations. This is available at:
<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>.

Academic Grievances in Social Work Support & Elective Courses

Students who have grievances related to course grades, conduct of classes or other course matters for support or elective courses offered by social work (e.g., not required for the major or

emphasis) should address those complaints first with the instructor of the course. If the student is not satisfied with the resolution, the grievance can then be taken to the Dean of Students (dos@uwgb.edu). At this point in the process, the chairperson of the academic program will be involved. If a resolution is not achieved, the student may then go to the appropriate academic associate dean (<https://www.uwgb.edu/chesw/about-us/our-staff/>).

Part-Time Study Policy

The UW-Green Bay BSW curriculum is purposefully sequenced to foster student development and documentation of mastery in the competencies. As such, students are required to take many social work courses concurrently. Core courses correspond with the activities of the field education courses, and assignments in 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 BSW Program. While full-time study is preferred in the BSW program, a part-time option is available for students in their senior year of the program.

The part-time BSW program is a 3-year academic plan (as opposed to the 2-year full-time BSW program). The junior year for the part-time program is unchanged. Students take the junior-level courses, as sequenced, whether they are full-time or part-time. Students must indicate their preference to change to part-time status by March 31st of their junior year. This is to allow adequate time for making field-related decisions. The senior year for the part-time program follows the sequence delineated in the table below.

Part-Time Senior Year		
	<i>Fall (4 cr.)</i>	<i>Spring (4 cr.)</i>
Year One	Social Policy I (2 cr.) Program Evaluation I (2 cr.)	Social Policy II (2 cr.) Program Evaluation II (2 cr.)
	<i>Fall (9-12 cr.)</i>	<i>Spring (9 cr.)</i>
Year Two	Methods II (3 cr.) Field I (5 cr.) Skills III (1 cr.) *Child Welfare Practice (3 cr.)	Methods III (3 cr.) Field II (5 cr.) Skills IV (1 cr.)

*Child Welfare emphasis and stipend students should enroll in SOC WORK 451: Child Welfare Practice concurrent with their fall field placement. Exceptions must be approved by the Child Welfare Coordinator.

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.

MSW Courses

Students applying for entrance into a Master of Social Work program following graduation are eligible to enroll in some of the UW-Green Bay MSW elective course options during the spring semester of the senior year in the program. Specific information about the course options and registration criteria can be found on the MSW website at: <https://www.uwgb.edu/msw/>.

Retention Policies and Procedures

The BSW Program provides socialization to the social work profession and credentials for a social work career, 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 assistance 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 may 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, as well as possess the appropriate professional attributes. Social workers should be able to:

- advocate for vulnerable individuals and populations;
- recognize the dignity and worth of all persons;
- foster self-determination;
- value diversity;
- promote the right of all persons to a basic standard of living;
- work collaboratively with individuals and groups for the well-being of service recipients;
- uphold the values, ethics, and standards of the profession, and 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 certified that graduates are 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 all students 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 their academic abilities. Retention in the BSW Program requires that students meet both the academic and non-academic retention standards described below.

Academic Retention Standards

Academic retention standards in the BSW Program require that students achieve each of the following:

- adhere to the practices of academic honesty outlined in Chapter 14 of the Wisconsin Administrative Code in all coursework;
- at least a “C” or “pass” grade in each upper level required social work course (these include courses required for a specific Social Work emphasis);
- 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 (300+) required social work courses (these include courses required for a specific Social Work emphasis);
- a minimum 2.50 overall cumulative grade point average maintained each semester.

Students should monitor their grades throughout the course of each semester and are encouraged to speak with their instructors when they have concerns about their academic performance in specific courses. Students are also encouraged to speak with their BSW Advisor if concerns about academic retention arise.

Students who fall below retention standards for GPA or grades in the major, or receive either a “Group B” or “Group C” sanction for engaging in academic misconduct subject to disciplinary action (as outlined in Chapter 14 of the Wisconsin Administrative Code), will be given formal notice by the BSW Program Coordinator of the program requirement(s) not being met. Such students will be directed to schedule a meeting with both their BSW Advisor and the BSW Program Coordinator to discuss the options for continuance in the program (see “Program Continuance” section below).

UW-Green Bay Incomplete Policy

An “incomplete” automatically converts to an “F” grade if not resolved by the end of the semester following the semester in which it was earned. Students are encouraged to carefully track their grades in the Student Information System (SIS) to ensure they understand their current academic standing.

Non-Academic Retention Standards

Retention in the BSW Program also requires students adhere to professional and academic behavior consistent with ethical and professional standards. The NASW (2021) *Code of Ethics* is viewed as policy by the BSW Program and as such, should serve as a guide to students 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 termination from the Program.

Examples of performance concerns or personal problems that interfere with performance expectations and which may be grounds for dismissal from the BSW 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 (2021) *Code of Ethics* in the classroom, field agency, campus settings, or in professional exchanges with faculty, staff, other students, or community collaterals (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 impaired.

The list below offers specific examples of behaviors that might violate the NASW (2021) *Code of Ethics* or deemed as conflicting with professional values and roles. These examples are drawn from a content analysis of the professional literature underscoring the responsibility of social work educational programs to ensure that graduates meet the standards set forth by the *Code of Ethics*. The list is illustrative, not all-inclusive:

1. Challenges in addressing unresolved life issues that 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, and others.
8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.
9. Refusing to meet with BSW Program faculty and staff to discuss professional behaviors and development.

Throughout the social work curriculum, students will assess their own fit with the social work profession, as well. Because of this high degree of self-assessment in the BSW Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work is not the most appropriate career choice. 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.

If concerns about impaired performance arise in the field placement, the policies and procedures outlined in the *BSW Field Manual* will be utilized.

When concerns about non-academic performance arise in the classroom, or otherwise, the following steps are taken:

1. The concerns are brought to the attention of the student and the BSW Advisor. Documentation should include statements addressing the student's skill assets and challenges, a description of the concerning behaviors or attitudes, any instructional or supervisory interventions already provided, along with the student's response(s) to those interventions and the student's current level of functioning. Should the process require further action, the following steps may be taken:
2. The BSW Advisor talks with relevant people (e.g., additional instructors, Field Instructor, etc.) to determine whether the concerns are more widespread. If the concerns are not widespread, the process moves to step 3. If the concerns are more widespread, or the concerns are deemed very serious, the process moves to step 5. In situations involving extremely serious concerns, the process moves immediately to step 7.
3. The faculty raising the concerns works with the student to develop a written plan to redress the concerns.
4. The faculty raising the concerns monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 5.

5. The faculty raising the concerns meets with the student and the BSW Advisor; together, they develop a written plan to redress the concerns. If the concerns are shared by others (e.g., additional instructors, Field Instructor, etc.), they may also attend the meeting and participate in the planning. If appropriate, or if the concern is very serious, the BSW Program Coordinator may also attend the meeting. The student has the right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.
6. The BSW Advisor monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 7.
7. For very serious or unresolved concerns, the student will be directed to schedule a meeting with both the BSW Advisor and the BSW Program Coordinator to discuss the options for continuance in the program (see "Program Continuance" section below). The student has the right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.

Program Continuance

In deciding on continuance options, the faculty in collaboration with the student must consider:

1. The likelihood that 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 the student's present and future social work clients, on the profession, on the practicum agency, and on the BSW 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 students' future clients and to the professional and local communities within which students might practice. Options for continuance include:

1. The student, BSW Advisor, and BSW Program Coordinator 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 be removed from the major with the option of reapplying to the Program at a later date.
4. The student may be guided to another major.

Students who feel they have been wrongly discontinued from the Program or guided to another major in violation of BSW Program or University policies may initiate the grievance procedure, which is described in the “Grievance Procedures” outlined in this *Student Handbook*.

Solicitation Policy

As UW-Green Bay does not provide any campus-wide solicitation policy for students or staff, the Social Work Professional Programs has developed its own.

Regarding Student Requests to Faculty & Staff

In order to avoid perceptions of preferential treatment and the utilization of the faculty and staff as a primary fundraising pool, the Social Work department follows a “no solicitation” guideline in relationship to Social Work student events. This includes, but is not limited to, requests related to Social Justice Club activities (except for the annual t-shirt sale), Social Work course activities, individual fundraising efforts, and/or the sale of goods (e.g., cookies, candy, etc.). An exception is optional faculty participation in public events that the entire university, or broader community, is invited to participate in (e.g., bake sales).

Sexual Assault Policy

It is the policy of the University of Wisconsin-Green Bay that acts of sexual assault occurring on the campus where the victim or the perpetrator is a student will not be tolerated. In accordance with Wisconsin statute 36.11(22), employees who witness an act of sexual assault, or who receive a first-hand report of sexual assault from an enrolled student, must report that information to the Dean of Students Office. The intent of this reporting requirement is to offer support to the victim as well as protect the safety of others. Therefore, if our students report they have experienced a sexual assault, including sexual harassment, to an instructor, that instructor is obligated to report this information to the Dean of Students Office. For specific details on this policy, please visit the Dean of Students website at: <https://www.uwgb.edu/dean-of-students/sexual-assault-title-ix/sexual-assault/>

Student File Policy

Family Educational Rights and Privacy Act (FERPA) and Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed to protect the education records of students. In the university setting, it gives enrolled students, regardless of age, control of their records held by the University. FERPA affords students certain rights with respect to their education records. For more information, please see: <https://www.uwgb.edu/ferpa/> .

Student Records

As noted above, FERPA protects students’ educational records. By so doing, it regulates access to individual student academic records. Under this law, students have the right of access to their files and must provide written consent before any material in the student record can be released to themselves or anyone outside of the University.

The assigned BSW Advisor is responsible for overseeing advisees' files. The files *may* include the following:

1. Academic records and academic plan;
2. Record of advisement contacts;
3. Admissions application;
4. Reference letters;
5. Relevant correspondence between the BSW Program and the Student
6. Waiver for Release of Information form for faculty references;
7. Copies of Social Work Certification forms submitted to the Department of Safety and Professional Services;
8. Verification of final field hours.

Student File Records Request

Students or alumni interested in obtaining copies of the documents within their own student files may complete a Student File Records Request form, which requires identification, by name, of the specific documents requested. Link to the request form at: <https://www.uwgb.edu/social-work/social-work-forms/>. Specificity is required; for example, "everything in my file" is not acceptable. Only current students or alumni may make such requests. Copies of requested documents will be charged at a rate of 25¢ (25 cents) per side. Electronic copies will not be made available. Requests should be emailed to socialwork@uwgb.edu and will be processed within 10 work days of receipt. "Processed" means that the student will be sent an invoice documenting the number of sides for each document requested and a total fee. Invoices will be sent to the email address noted on the request form. Incomplete requests will not be processed.

Students/alumni have 10 days from the date of the invoice to remit payment to the Social Work Program (cash or a check made out to "UWGB"). Failure to submit payment within this timeframe voids the request. Paper copies of the documents will be available for the student/alumni to pick up from the Social Work office (suite 310 of Rose Hall) within 10 working days of receipt of payment. Students/alumni wishing to have the documents mailed to an address specified on this form will be charged an additional \$5.00 fee. If a designee for the student will be picking up the copies, that person must be identified on this form.

Student Lounge

A lounge area for students is located in the Social Work suite. Students are free to use the room as a place for independent studying, group work, or as an area for relaxation. The lounge is available Monday through Friday during business hours.

Student Reference Requests Protocol

Current and former students frequently identify Social Work faculty and staff as references when applying for employment and/or graduate school, as well as within other contexts. Students should always seek permission from a reference *before* providing that person's name as a reference. Additionally, students should request reference letters or forms from faculty or staff a minimum of three weeks *before* the due date. The campus' Career Services office provides helpful tips on what to look for in selecting a potential reference and how to make such a request: <https://www.uwgb.edu/careers/find-a-job/references-recommendations/>. Please keep in mind that students are not entitled to letters of reference; therefore, it is in a student's best interests to make sure the references identified are willing and able to provide positive recommendations.

In the event that a Social Work faculty or staff member is contacted to provide a reference about a current or former student (e.g., including, but not limited to employment, graduate school, etc.), with or without having been contacted by the student prior, the faculty or staff member will respond with an honest assessment of the student. This reference is provided without notice to the student or the right to review. Current or former students may opt out of this provision at any time by completing and submitting a Student Reference Waiver form (available at <http://www.uwgb.edu/social-work/social-work-forms/>).

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 BSW 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 BSW Program, classmates, personnel and service recipients in the field.
10. To take responsibility for their own learning, identify their own learning needs and take steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitor one's own progress, seeking remediation when necessary.
11. To scrupulously follow the NASW (2021) *Code of Ethics*, classroom, and field confidentiality policies and to observe academic honesty.
12. To make responsible and alternative efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, voicemail, 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.
14. To give appropriate advance notice when special accommodations are requested for any reason.

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 this *Handbook* and the Family Educational Rights and Privacy Act (see <http://www.uwgb.edu/financial-aid/policies/privacy.asp>).

9. Advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (students are responsible for monitoring their own GPA 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.
13. Input into the evaluation of the BSW Program, its courses, and instructors.**

* There are two primary vehicles by which students can provide such input. First, students have an open invitation to attend Social Work Faculty Meetings, provide feedback on agenda topics, and request an item to be placed on the meeting agenda. The Social Work Faculty, comprised of all faculty members in the Social Work Professional Programs, is the governing committee for the BSW Program, charged with full oversight of all matters affecting structure, curriculum, policies, and evaluation. Meeting dates are posted on the UW-Green Bay calendar: <http://calendar.uwgb.edu/MasterCalendar.aspx>. If a student would like to request an item be added to an agenda, they must contact the Social Work Chair a minimum of 72 hours prior to the meeting. As time permits, such requests will be granted. Second, it is the policy of the BSW Program to solicit student input before finalizing any policy or major procedural changes that would result in changes to either the *BSW Student Handbook* or the *BSW Field Education Handbook*. Any proposed changes will first be discussed in a faculty meeting. A faculty vote supporting any changes will be tentative until students can be consulted. The BSW Program Coordinator will then provide written notice of the proposed changes, along with any relevant rationale for the changes, to all enrolled BSW students and schedule a roundtable meeting during a common free time to solicit feedback. In situations where students do not agree with the proposed faculty changes, student input will be seriously considered by the faculty and good effort attempts at compromise will be made. Ultimately, faculty members are the only persons with voting rights to any and all policy and procedural changes affecting the BSW Program.

**In addition to the end-of-semester course evaluations completed by students each semester, BSW students are invited to complete a comprehensive evaluation of the BSW Program each spring. Aggregate data from both sources are used for the BSW Program's evaluation efforts and to maintain its accreditation status.

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 BSW Program requirements are evaluated by Social Work faculty. Any transfer courses accepted by the BSW 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 BSW 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).

Students who believe 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, should initiate a discussion with their BSW Advisor, who may require a course syllabus and supporting materials for consideration of equivalence. The Advisor then may, based on a review of the materials and approval of the BSW Program Coordinator, have the course approved as having satisfied the requirement. If it is not patently clear to the 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 BSW Program Coordinator 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 (2015) standards, the BSW 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, U.S. 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 (HBSE) will be accepted as having satisfied the requirement for our Human Behavior in the Social Environment 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 (Developmental) Psychology, 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 transfer courses in human behavior from another accredited program meet both BSW Program and CSWE (2015) standards for knowledge of human behavior at both micro and macro

levels. Students may be asked to take independent studies courses³ 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 experience some redundancy 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 BSW Program and CSWE (2015) requirements and will work with the student to arrange a program of study that assures completion of the requirements;
6. When, in spite of examination of course materials, faculty and students cannot agree as to which BSW 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 students feel they have already mastered in other coursework.

³ UWGB policy on Instructor-approved individualized course instruction dictates that the title and content of individualized courses should not duplicate the title and content of existing courses (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>).

VI. Progression through the BSW Program

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 BSW 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 BSW Advisor
- Develop BSW academic plan with BSW Advisor
- Continue to complete general education and support courses

Junior Year Sequence

- ↓----- Mid-spring semester self- and faculty-assessment of performance
(determines readiness for field)

Senior Year Sequence

- ↓----- End-of-year self-assessment

Social Work Celebration



UW-Green Bay Graduation Ceremony



Apply for and Obtain Certification as CSW

- ↓----- Specific information on Social Work certification at the BSW level
located at WI Department of Safety and Professional Services: website
<https://dsps.wi.gov/pages/Professions/SocialWorker/Default.aspx>



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 nine 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 Justice 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 competency 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 their own professional growth and learning needs in relation to the nine Practice Competencies and expectations for professional behaviors.

In the **Senior-Year Competency Self-Assessment** in the Methods III course, students review their overall progress with regard to the competencies over the last two years. Students also discuss the areas of challenge and growth they face in the future in each competency area.

Throughout the duration of the program, students assess their growth in the Program using the **Rubric for Professional Behavior (RAPB)**. Students identify their strengths and areas for growth in professionalism. Areas identified as “areas for growth” at the end of the Junior year should be appear in students’ senior field learning contracts if they can be achieved in field. These assessments occur at three designated time-points:

1. After acceptance into the major as part of orientation activities; this initial measure is the baseline from which they assess their growth in the Program.
2. Spring semester of the junior-year as an assignment in SOC WORK 300: Professionalism & Teamwork in Social Work.
3. Spring semester of the senior-year as an assignment in SOC WORK 403: Field Practicum II.

References

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<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>
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- National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. NASW Press.
- Young, D.J. (with Tamburro, A., & Harris, M.) (2020). *The writer's handbook: A guide for social workers* (2nd ed.). Writer's Toolkit Publishing.

**VII. Appendix:
Understanding
Academic Honesty**

Understanding Academic Honesty

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

What are the Purposes of Academic Assignments?

Most academic assignments are designed to serve several purposes:

- To give students an opportunity for new learning;
- To provide students 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 students 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 students' abilities and ideas;
- To enable the instructor to evaluate the process by which the assignment was completed, including the sources that were used by students; and
- To provide students with feedback regarding the instructor's and fellow students' evaluations of and comments on their 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 students violate 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 that is substantially the same as one turned in for another class, the professor 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 BSW 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, the editor 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 citation style for citing a direct quotation. Even if you have cited the original source, if you have not 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 NASW (2021) *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* (APA, 2020) to determine the correct format.

APA citation style is a very precise model for citing all kinds of sources. To a large extent, the form of citations, including details of punctuation, italics, 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. 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. (APA style has a specific format for citing an abstract.)

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. You are expected to use the resources available to you to find out how to cite appropriately.

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—significant other) 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 citation 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.

**VIII. Appendix:
Student Code of
Conduct**

Students are asked to sign the following statement to indicate understanding and agreement with the policies and procedures outlined in this *BSW Student Handbook*:

Student Code of Conduct

The Social Work 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 NASW (2021). In addition, the Program must meet the standards set by CSWE (2015). The following professional behavior expectations are based on the NASW (2021) *Code of Ethics*, CSWE's (2015) accreditation standards and the student handbooks of UW-Green Bay and the BSW Program.

1. Social work students are expected to uphold the policies and procedures of the institution and the BSW Program. In the course SOC WORK 305: The Profession of Social Work, students are asked to read the *BSW Student Handbook*; time is also spent specifically on reviewing, questioning, and understanding the following BSW Program policies: Academic Honesty, Class Participation, Confidentiality, Retention Standards, Program Continuance, Grievance, and Student Rights and Responsibilities. Additionally, students are expected to uphold the University's policies for academic and non-academic conduct; these policies can be found at: <http://www.uwgb.edu/dean-of-students/>.
2. Social work students are expected to uphold and advance the values, ethics, and mission of the profession (NASW, 2021, section 5.01b).
3. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness (NASW, 2021, section 2.01a), and should avoid unwarranted criticism (section 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 (NASW, 2021, section 4.02), creed, ancestry, pregnancy, or 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 (NASW, 2021, section 4.04).
6. Social work students whose personal problems, psychosocial distress, legal problems, substance use, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action (NASW, 2021, section 4.05).
7. Social work students should not allow their private conduct to interfere with their ability to meet the Program's expectations (NASW, 2021, section 4.03).

8. Social work students engaged in research are expected to follow guidelines developed for the protection of the participants (NASW, 2021, section 5.02).
9. Social work students are expected to ethically use technology in interactions and discussions regarding fellow students, faculty, and staff (NASW, 2021, sections 2.01b, 2.02, 2.04)
10. 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 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 BSW 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 and the *BSW Student Handbook*.

I further understand that I must maintain a 3.0 grade point average in all required upper-level social work courses and an overall grade point average of 2.5 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 Programs at the University of Wisconsin–Green Bay.

**IX. Appendix:
University
Resources**

University Resources

The following resources may be helpful during your time at UW-Green Bay. Please refer to the webpage of each resource for a full description of their services.

Academic Advising

SS 1600

Phone: 920-465-2362

www.uwgb.edu/advising/

HOURS: Call for an appointment

The Academic Advising office provides advising to first-year, new transfer, and undeclared students. Students with declared majors work with their faculty advisors.

Bookstore

University Union

Phone: 1-800-321-UWGB

<https://www.bkstr.com/efollettstore/home>

Required texts for most courses will be available at the Phoenix Bookstore a few weeks before the start of classes.

Cofrin Library

920-465-2540

www.uwgb.edu/library/

The Cofrin Library has an extensive array of resources including access to librarians through Ask-A-Librarian chat, text messages, phones, email, and in-person visits. In addition, students can rent equipment at no charge and participate in the free interlibrary loan program.

College of Health, Education, and Social Welfare

RH 305

Phone: 920-465-2050

<https://www.uwgb.edu/chesw/>

HOURS: Mon-Fri: 8:00am-4:30pm

The Dean's office provides the necessary support, resources, and guidance to ensure the success of the students, faculty, and staff involved in all of the professional programs. This includes three academic programs: Education, Nursing, Social Work; and three community partnerships: Behavioral Health Training Partnership, The Phuture Phoenix Program, and Education's Center for First Nations Studies. Students, faculty, and staff are encouraged to share their questions, thoughts, experiences, and ideas with any members of the Dean's office.

Computing and Information Technology

IS 1150

Help Desk: 920-465-2309
helpdesk@uwgb.edu

Technology Issues? They are here to help. If the Help Desk staff cannot help with your specific technological issue, they will direct you to someone who can!

UW-Green Bay Wellness Center (formerly the Counseling and Health Center)
SS 1400
920-465-2380
www.uwgb.edu/counseling-health/

The [Wellness Center] provides an on-campus medical clinic and opportunity for counseling on personal and social concerns for all currently enrolled UW-Green Bay students. If you are concerned that someone in the campus community may be considering suicide, you should contact the Center as soon as possible and a Counselor will investigate:

<http://www.uwgb.edu/counseling-health/counseling-services/crisis-intervention/>

Dean of Students

SS 2000
920-465-2152
www.uwgb.edu/deanofstudents/
HOURS: Mon-Fri: 8:00am-4:30pm

The Dean of Students office can help you work through many questions and concerns, including but not limited to: academic concerns, absence issues, problem solving, student rights and responsibilities, and referrals to other campus resources. This office is also a resource if you have a concern about another student or would like to report a bias incident or hate crime:

<http://www.uwgb.edu/dean-of-students/student-conduct/report-an-incident/>

Financial Aid

SS 1100
920-465-2075
www.uwgb.edu/financial-aid/
HOURS: Mon-Fri: 8:00am-4:30pm

The Financial Aid office provides year round assistance to students and their families who are seeking financial resources to help cover educational expenses.

MultiEthnic Student Affairs (MESA)

University Union, Suite 112
Phone: 920-465-2522
<https://www.uwgb.edu/mesa/>

The MultiEthnic Student Affairs provides services and activities that promote the academic success, personal growth and development of multicultural students.

National Association of Social Workers (NASW)

www.socialworkers.org

The National Association of Social Workers is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Students are encouraged to get involved with NASW.

NASW-WI (Wisconsin Chapter of NASW)

www.naswwi.org

Phoenix Cares

<https://www.uwgb.edu/phoenix-cares/>

The university has established resources for students experiencing financial emergencies and food insecurities. The PHLASH Meal program allows up to five meals by request. Information about this program, the Campus Cupboard, and Phoenix Emergency Grant programs is located on this site. This site also contains process for reporting hate crimes, bias, and other concerns.

Pride Center

University Union 153

920-465-2167

www.uwgb.edu/pride-center/

The Pride Center's mission is to identify and respond to the concerns and needs of LGBTQ+ students, faculty, staff, and their allies; to provide high-quality support services; and to offer a safe, supportive and welcoming environment for LGBTQ+ people and their allies.

Registrar's Office

SS1100

920-465-2657

www.uwgb.edu/registrar/

HOURS: Mon-Fri: 8:00am-4:30pm

The Registrar's office is the records custodian of the institution. The staff assists students with course enrollment, academic plans, graduation, and all things related to completion of degrees.

Social Work Professional Programs job and volunteer site

<http://www.uwgb.edu/social-work/job-opportunities/>

<https://www.uwgb.edu/careers/find-a-job/job-openings/>

<http://socialwork.jobs/>

<https://www.uwgb.edu/social-work/volunteer-opportunities/>

Information the Social Work Professional Programs receives about job and volunteer opportunities is posted and updated on the program's website. In addition, the Social Work website has links to job postings through Career Services and other entities.

Student Accessibility Services

SS 1700

920-465-2841

<https://www.uwgb.edu/student-accessibility-services/>

HOURS: Mon-Fri: 8:00am-4:30pm

Student Accessibility Services office collaborates with students, instructors, and staff to ensure equal educational and programmatic access for eligible students with documented disabilities.

The Learning Center

CL 207

920-465-2958

www.uwgb.edu/learning-center/

Academic Success Coaching: <https://www.uwgb.edu/learning-center/academic-success-coaching/>

Online Tutoring: <https://www.uwgb.edu/learning-center/about-us/>

The Learning Center offers free academic support through Academic Success Coaching , individual tutoring, and study groups. Staff are able to answer questions, review course material, assist with preparing for exams, guide discussion and provide tips on study strategies. Students whose second language is English can make appointments with the ESL tutor for assistance in a variety of ways.

Writing Center

CL 206

920-465-2958

www.uwgb.edu/writing-center/

The primary goal of the Writing Center is to help students become better writers, more capable of finding problems in their writing, and improving their writing as they revise assignments based on feedback from tutors. Students may also electronically submit drafts for review.