

**Concordia University Wisconsin
Student Handbook 2020-2021
Bachelor of Social Work (BSW) Program**

*For I know the plans I have for you, declares the LORD, plans to prosper you
and not to harm you, plans to give you hope and a future. Jeremiah 29:11*

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* Contents of the Student Handbook are subject to change.

*Contents include information on both the traditional and accelerated programs. If you are unsure on a policy or procedure, please contact the Department of Social Work.

BSW Student Handbook 2020 – 2021

(Revised Fall 2020)

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Welcome to the BSW Program

Dear Social Work Student,

I would like to take the opportunity to welcome you to the BSW program at Concordia University. The Council of Social Work Education (CSWE) has fully accredited the Social Work Program. Graduating from an accredited BSW program allows graduates the opportunity to request *advanced standing* when applying for a graduate MSW program at any university. The BSW program is available in two formats 1) a traditional program on the Mequon Campus, and 2) an accelerated program through CUW's Miller Park Way and Green Bay Centers. Finally, the program offers both full-time and part-time options.

We are excited to have you as Social Work students. Social Work is one of the fastest growing professions in the United States. The U.S. Bureau of Labor Statistics indicates that by the year 2024 there will be 74,800 *new* Social Work positions in the U.S. Clearly, the projected outlook for future employment is excellent.

Social Work is a very special field of practice. The *charge/mission* for Social Workers carries serious responsibilities. Social Workers work in many different fields of practice with individuals, families, groups, communities, and international organizations. There are many fields of practice to choose from and many possibilities for future careers. Increasingly, the field is seeing a need for Social Workers interested in child welfare, gerontology, substance abuse, mental health and health care practice. Internationally, Social Work is a vibrant profession and one where you should have no difficulty finding interesting employment.

It is our hope to prepare you for an exciting future and to offer you a program with many opportunities that will expand your knowledge and build your experience. We offer special events such as lunch conversations about the important issues facing Social Work and society and book club discussions. We participate in social work conferences and in Lobby Day sponsored by NASW. We prepare you for graduate education, which is vital to advancing your career as you enter into the social work profession. You may choose to go on to graduate school as soon as you graduate, or you may wait a few years. Regardless, we want your BSW education and experiences to establish a solid foundation upon which to build a rewarding career and opportunities for advancement. When you leave our program, we want you to look back on your time at CUW and remember the good things that happened to you here; and know that you are moving toward becoming the person you want to be. Finally, as a program in a Christian University, we want you to have a solid foundation in the integration of your faith with Social Work practice. Remember, when God is for you, who can be against you!

Again, I am happy to welcome you to the program. The faculty and I are excited to be here, and to share our knowledge and expertise with you. Please know that my door is always open and you are welcome to talk with me any time.

Blessings,

Sarah Collins

Sarah Collins, DSW, MSW
Associate Professor and BSW Program Coordinator
Department of Social Work

Mission Statements

Concordia University Mission Statement. Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

The School of Health Professions (SHP) Mission. The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

CUW Department of Social Work BSW Program Mission. To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the School of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families, groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world, our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

History of Social Work at Concordia University Wisconsin

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31st street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has remained fully accredited since that time and was recently reaffirmed in 2018.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). In addition to the traditional BSW program on the Mequon campus, the program expanded in 2015 to offer an adult-accelerated BSW program through the Green Bay and Miller Park Way Accelerated Learning Centers. The BSW program is also offered at CUW's sister campus in Ann Arbor, Michigan (CUAA). Finally, a Master of Social Work (MSW) program at the Mequon campus began in fall 2017.

Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

Social Work Values

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.” – CSWE 2015 EPAS

Social Work Program Goals

1. Prepare students for professional generalist practice.
2. Prepare students for practice within the nine areas of competency as defined by the Council on Social Work Education (CSWE).
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.

4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

Council on Social Work Education (CSWE) Competencies

The BSW curriculum is based upon a liberal arts education and includes the professional foundation courses in Social Work. The program seeks to achieve the six goals outlined in the above paragraph, and graduate students who have achieved the nine Competencies of Social Work practice as outlined by CSWE. The Competencies and 31 associated behaviors are as follows:

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 interprofessional 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. Social Workers:

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

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. Social Workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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. Social Workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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. Social Workers:

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

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. Social Workers:

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

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

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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

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

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 interprofessional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

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

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

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. Social Workers:

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

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. Social Workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Academic & Professional Advising

Social Work majors in the traditional program work with a Social Work faculty member as their advisor. Social Work majors in the accelerated program work with an advisor at their Accelerated Learning Center, as well as a Social Work Advisor from the Mequon campus. The advisor is very important to the student, as this person serves as a source of support, provides academic advising and assistance in the student's professional development and career guidance. The advisor assists in problem resolution or grievance procedures. The advisor maintains an academic file that includes the student's schedules, transcripts, and checklist of courses taken, evaluations, and any other relevant notes.

Students are required to meet with the assigned faculty member for advising each semester. Students should not register without consulting their advisor. *Students are responsible for their overall academic progress.* When students meet with their advisor, they should review their class schedule and program requirements, bring their course checklist, and be prepared to discuss their academic plan. All advisors have regular posted office hours and can be contacted by their office phone number or by email. Students should initiate the scheduling of their advising sessions.

In preparation for advising sessions, students are provided with an academic checklist that outlines the required courses needed for graduation and for the major. The checklist includes the core courses and the Social Work major. Students may also inquire about their choices for a minor, as well as the possibilities for a double major. The student's choice of minor or double major will be included with the checklist. *See Appendices A, C and E for more information.*

Application to the Social Work Major

Students may declare a Social Work major as an arriving freshman or anytime while in good standing at Concordia University. They cannot enroll into upper level Social Work courses or begin a field placement until they have completed the application process to Upper Division Status and have been officially accepted by the Admissions Committee.

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 225 Social Work & Social Welfare* and *SW 235 Introduction to Child Welfare*, the prerequisites, *Math 205 Statistics*, and the core curriculum prior to beginning the upper level (300/400) Social Work courses. For traditional students, the upper-level courses start the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year. Students at the Accelerated Learning Centers must complete the core and prerequisites before beginning the Upper Division courses.

This planning is necessary so students can matriculate through the program and take courses in sequence beginning with the Junior year, and graduate at the completion of the Senior

year. Completing the core by the end of the sophomore year is critical to completing the social work program as planned.

Double Majors. Students who chose a double major may take longer to complete the program due to additional course requirements by other majors. Students should seek advisement from their social work advisor to assure graduation in a reasonable time frame.

Traditional Students

The process and criteria for admission to Upper Division Status in the Social Work major is outlined below:

1. Complete SW 225 Social Work & Social Welfare and SW 235 Introduction to Child Welfare and have a minimum GPA of 2.75 or better.
2. Complete MATH 205 Statistics with a minimum grade of “C”.
3. Students must be on track to complete the core curriculum by the end of their sophomore year.
4. Have a minimum cumulative grade point average of 2.5 overall and a 2.75 GPA in all Social Work classes.
5. Ability to demonstrate effective verbal and written communication.
6. Complete an application for acceptance into the Upper Division Status in the Social Work major. A completed application includes:
 - A completed Application for Admission Form *Appendix F*
 - A completed Upper Division Narrative *Appendix G*
 - Submitting a copy of current academic transcript and spring class schedule
 - An interview with the Department of Social Work.
7. Students who are of sophomore status and who have completed SW 225 and SW 235 can apply for upper division status. They should request an application from the Social Work department office prior to or during the month of January.
8. In order to complete timely advising for fall course planning, all application materials from traditional students should be received by date to be determined in Spring semester.
9. Interviews for acceptance into the Social Work major will be scheduled once applications are submitted. Interviews can only be scheduled and conducted after all necessary application materials have been received by the Social Work program.
10. The BSW Program Coordinator will send a letter informing students of their acceptance status. This letter will be sent when the acceptance decision is made; however, acceptance is conditional until final grades are posted from the spring semester. When students are accepted into the major, their application materials become a part of their academic file.

Accelerated Learning Center Students

Adult accelerated students will apply to the Social Work major when applying to CUW and follow the procedure below:

1. Submit the online application.
2. Have a minimum cumulative grade point average of 2.5 GPA overall and a 2.75 GPA in any Social Work courses.
3. Completion of an entrance essay (Personal Narrative) *Appendix G*
4. Official transcripts from all post-secondary institutions attended must be sent directly to the CUW Center at which you are enrolling. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted.

Transfer Students

Students who are transferring from another institution should discuss their earned credits with Admissions. If a student wants to transfer into the Social Work major, the registrar's office will review core requirements in comparison with transfer credits and the Social Work advisor will review Social Work credits for acceptability of transfer. The Council on Social Work Education requires that only those Social Work courses taken at a CSWE accredited institution are eligible for transfer. *Under no circumstances will credit be given for prior work or life experiences.* Current CUW transfer students will also need to apply for upper division status and follow the required procedures for admission to the major and/or upper division status.

Program Completion Requirements

In order to graduate from Concordia University with a Bachelor of Social Work (BSW) degree, students must complete all program requirements. These include the CUW core curriculum, Social Work major, minor, and elective requirements, as well as Service Learning and Inter-professional Education (IPE) requirements for traditional students.

Curriculum Requirements

The Bachelor of Social Work curriculum consists of 120 credits and includes the following requirements:

- Common Core (18 credits)
- LA Dimensions (27 credits), including prerequisite MATH 205, Statistics
- Electives/Minor (30 credits)
- Social Work Major (45 credits)

For Advanced Transfer students, the number of credits needed for each requirement will vary, but the total number of credits will remain at 120.

See Appendices B, C, D and E for more information.

Service Learning (Traditional Students)

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUW, be a camp counselor, bible schoolteacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions. IPE opportunities include the SHP Conference in January, SHP Global Ed trips, Health Fair, Justice Point, Adult Health Care Court, and many others.

Traditional On Campus Students (Mequon). Junior and Senior's in the on campus CUW program participate in the organized IPE events during the fall and spring semesters. The transcripts will indicate *IPE Trained* for all students who complete the full range of IPE training events. An IPE certificate is available for those who chose to complete two additional classes identified for the certificate.

Accelerated Students. The IPE program is optional for accelerated students.

Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements by accumulating forty (40) hours of activities:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

Students will receive a Verification of Service Learning Hours form to track and verify hours as they are completed. Once an activity is completed, students must obtain a signature from their supervisor verifying the activity and number of hours. *See Appendix H.*

Social Work Student Rights and Responsibilities

1. Students shall have regular access to their instructors through posted office hours and email.
2. Each declared Social Work major shall have an assigned Social Work faculty advisor.
3. Social Work majors and other students interested in Social Work and supportive of Social Work's values are encouraged to develop and participate in the Student Social Work Organization (SSWO).
4. Criteria for admission to the Social Work major are available through the Social Work Department Office (HS 110), the Social Work web site, and within the student handbook.
5. Students will be informed of the grievance and appeal procedures through the Social Work Student Handbook.
6. Students shall be informed of criteria used to evaluate academic and field performance on each respective course syllabus.
7. Students are expected to take responsibility for their own learning experience by attending all classes, being prepared and actively participating, and attending added-value learning opportunities.
8. Students are expected to use their CUW e-mail address and check it on a daily basis. The faculty will use CUW e-mail as the official form of communication when needed.
9. Students are expected to identify with the ethics and values of the Social Work profession by reading and abiding by the CUW Student Code of Conduct, the Social Work Student Handbook, the Social Work Code of Conduct and the NASW Code of Ethics.
10. Students are expected to provide feedback to Social Work faculty regularly regarding program needs, course quality, or any other matters relating to quality Social Work education.
11. Students are expected to participate responsibly on program committees, if elected as student representatives.
12. Students are responsible for understanding degree requirements and how to satisfy those requirements, and for monitoring their progress towards completing those requirements.

Ethics

The Concordia University BSW Student Handbook contains policies relative to student life, including academic conduct. Personal and professional integrity and honesty are attributes of critical importance to professional Social Workers. When a student engages in dishonest behavior, it reflects upon that student's ethical values and integrity; it reflects upon the Social Work profession; and it jeopardizes relationships the student has with others, especially with faculty and other students, and ultimately with the client.

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expect all BSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at <http://www.naswdc.org>. Students will also receive a hard copy of the Code of Ethics.

Professional Affiliation

Students are encouraged to establish a professional relationship with Social Work organizations that will support their practice and help maintain high professional standards throughout their careers. Professional organizations include:

- National Association of Social Workers (NASW), www.naswdc.org
- National Association of Social Workers – Wisconsin Chapter, www.naswwi.org
- North American Association of Christians in Social Work (NACSW), www.nacsw.org
- International Federation of Social Workers (IFSW), www.ifsw.org

The Department is also a member of the International Association of Schools of Social Work (IASSW), giving us access to international members. One benefit of this program is the affiliation with international Social Work programs. We encourage our students to participate in international trips that are offered by various departments within the School of Health Professions. If students do participate in international trips, we will attempt to connect you with a local school of Social Work through our affiliates.

Social Work Student Groups

Student Social Work Organization

The Student Social Work Organization (SSWO) is the official Social Work organization chartered by the Student Government Association (SGA). This organization receives a budget allocation from the university. SSWO has at least one service project each year, and is expected to have one fundraiser per year to support its activities.

The Student Social Work Organization engages in various activities throughout the academic year, including regular meetings, issue focused seminars, and social events. Members are free to utilize the organization in ways that will enhance their learning, their preparation for Social Work practice, and for their personal growth, intellectual development, and enjoyment. This organization must observe all of the rules of the university as they pertain to officially chartered student organizations.

The Social Work faculty advisor works directly with the organization officers who are elected by the Social Work students. Serving as advisor to the SSWO is Dr. Lisa Adams-Qualls, BSW Program Coordinator.

Facebook—The SSWO also has an active Facebook page and will communicate with members through this avenue.

Please contact a member of the SSWO Board with any questions regarding this student organization. The 2020-2021 Board is:

President: Lily Kate Burreson

Vice President: Brianna Dorpat

Secretary: Kara Skevis

Treasurer:

Accelerated Program. Students in the Accelerated program are welcome to participate in all SSWO meetings on campus, activities, field trips, and other events.

Ann Arbor. Once a BSW program has been established on the Ann Arbor campus, an SSWO group will be formed.

Phi Alpha Honor Society for Social Work

The purpose of the Phi Alpha Honor Society for Social Work is to provide a closer bond among students of Social Work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for Social Workers and invites into membership those who have excellence in scholarship and achievement in social work. Phi Alpha's slogan that embraces their purpose is "Through Knowledge-the Challenge to Serve." The Department of Social Work established the Phi Pi chapter of Phi Alpha in the spring of 2016.

CUW Social Work students gain eligibility to join the Phi Pi chapter when they have met the following requirements:

- Undergraduate students must be enrolled in the institution/represented by the chapter
- Students have declared a major in social work
- Students have completed 9 semester hours within major
- Students must rank in the top 35% of their class

After becoming eligible, students will receive an invitation letter informing them of the next steps to become a member. For more information on the Phi Alpha Honor Society for Social Work, go to <http://www.phialpha.org> or contact a member of the Phi Pi Board or Dr. Sarah Collins at 262-243-2191 or sarah.collins@cuw.edu

Resources

Library

The Rinker Memorial Library is an important part of the academic community. It is one of the primary learning resources offered to students. It contains computerized catalogs which include access to books from four other colleges in the Milwaukee metropolitan area. There is a major reference area with the latest edition of *The Encyclopedia of Social Work*. There are major professional Social Work journals in the periodical section and/or electronically. Students have access to other publications through various resources.

Most materials in the library may be checked out. If a book is ordered from the Switch network, delivery to our campus is usually within 24 hours. Reserve materials for specific courses are available at the front desk under the instructor's name and course number. Reserved readings may also be accessed electronically via the library.

The Social Work program is responsible for monitoring the Social Work holdings and the ordering of new books. Students have the first-hand knowledge of the efficiency and effectiveness of the library system. Students are encouraged to bring suggestions for new books, or for the other ways of improving the library system, to the Social Work faculty.

On-Line Resources

Students are encouraged to visit the following websites, as well as search the internet for additional material that may be helpful.

NASW – Social Work Safety

www.socialworkers.org/pressroom/events/safety1006/default.asp

NASW – Code of Ethics

<http://www.socialworkers.org/pubs/code/default.asp>

CSWE – 2015 Educational Policy

<http://www.cswe.org/file.aspx?id=79793>

CUW and CUAA Department of Social Work

www.cuw.edu/socialwork

www.cuaa.edu/socialwork

CUW Department of Social Work Facebook Page

www.facebook.com/cuwsocialworkdepartment

Association of Social Work Boards (ASWB)

www.aswb.org

Wisconsin Department of Safety and Professional Services (DSPS)

www.dsps.wi.gov

Michigan Department of Licensing and Regulatory Affairs (LARA)
www.michigan.gov/lara

American Psychological Association (APA) – APA Style CENTRAL
www.apastyle.org

Department of Social Work and Child Life Professional Standards Policy

National Association of Social Workers: Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

(NASW, 2017).

Association of Child Life Professionals: Child Life Code of Ethics

Certified Child Life Specialists recognize that they are ethically responsible to: (1) children; (2) other professionals; (3) staff, students and volunteers who are receiving training and supervision; and (4) themselves, both personally and professionally.

It is understood that ethical behavior should not result from edict but from a personal commitment on the part of the individual as a professional. In any situation, the course of action chosen is expected to be consistent with the ethical principles either stated or implied herein.

All those providing child life services (including specialists, administrators, assistants, interns and students) share as a goal:

(1) maximizing the physical and emotional health as well as the social, cognitive and developmental abilities of children, and (2) minimizing the potential stress and trauma that children and their families may experience. These goals are best accomplished by adhering to this code of ethics.

Principle 1 -- Certified Child Life Specialists hold a primary commitment to the psychosocial care of the patient and family and uphold the mission, vision, values, and operating principles of the profession.

Principle 2 -- Certified Child Life Specialists have a duty to maintain objectivity, integrity, and competence, while exhibiting compassion.

Principle 3 -- Certified Child Life Specialists have an obligation to maintain an environment that respects variations in culture, age, gender, race, ethnicity, physical ability, sexual orientation, gender identity/expression, religious affiliation, veteran status, and socioeconomic status.

Principle 4 -- Certified Child Life Specialists respect the privacy of children and families and maintain confidentiality within the standards and requirements of employers, local governing regulations, or private practice standards.

Principle 5 -- Certified Child Life Specialists demonstrate the competencies of the child life profession by continuous efforts to improve professional services and practices provided in the diverse settings in which they work, and in the community at large.

Principle 6 -- Certified Child Life Specialists provide services within their competencies and make appropriate referrals with due regard for the professional competencies of other members of the health care team and the community within which they work.

Principle 7 -- Certified Child Life Specialists respect the duties, competencies and needs of their professional colleagues and maintain the utmost integrity in all interactions with the institutions or organizations that employ them or in their private practices.

ACADEMIC DISMISSAL

The Social Work and Child Life faculty retains the right to dismiss from the program any student who does not demonstrate the academic ability or professional behavior deemed required by the profession. Policies related to student actions that may lead to dismissal are outlined in this manual in the sections **Professional Conduct** and **Academic Retention/Probation/Dismissal/Readmission/**.

Appeal of Dismissal. The appeals process is designed to assure that policies related to dismissal have been applied fairly to a student, that is, that the student has received due process in the event of dismissal from the program.

Appeal to program: A student who has been notified of dismissal from the program can appeal this decision with the following one-level process:

1. The student may file a written appeal, sent to the attention of the Department Chair within 10 days of the notification of dismissal. The written appeal should clearly outline the rationale for the appeal.
2. On receipt of the written appeal, the Department Chair's designated professional standards committee (PSC), which will include the Department Chair, the student's advisor, and 3 appointed faculty members. In the event that the Department Chair or student's advisor is not available, a designated alternate will be selected. The PSC will gather data related to the situation that led to the appeal and will schedule a face-to-face meeting with the student. The PSC will communicate their final decision in writing to the student within 10 days of receipt of the written appeal.
3. If the PSC grants the student's appeal, the written reply to the student will clearly outline the conditions under which the student will be allowed to continue in the program. If the PSC denies the student's appeal, the student may appeal to the Dean of the School of Health Professions.

ACADEMIC GRIEVANCES (also see "ACADEMIC HONESTY")

General Academic Grievances <https://www.cuw.edu/about/offices/compliance/complaint-resolution.html>

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process.

Step I: The student meets with the instructor to resolve the matter informally.

Step II: Students appeal to the Department Chair. The grievance must be submitted in writing within 10 working days after meeting with the instructor. Upon receipt of the student's written grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor.

Step III: If the student is still not satisfied, s/he may file a written complaint with the appropriate Dean within 10 working days of receiving the step II report. The Dean will render a decision and send a written response to the student, the instructor, and to the Department Chair within 10 working days of receiving the grievance.

Step IV: Finally, the student may appeal a step III decision in writing to the Academic Grievance Committee (AGC) through the Academic Office. The AGC will meet with the

student within 10 working days of receiving the grievance and render an immediate decision.

Policies and Procedures for Filing a Complaint that Falls Out of the Realm of Due Process

Any individual or organization with a concern about an experience with any student, faculty or staff member of the Department of Social Work at Concordia University may file a written, signed complaint against the Department. Anonymous complaints received through this process will not be responded to by the director. The complaint will be kept on file in the departmental director's files under "program complaints" for a period of 5 years.

Complaints should be addressed to:

Chair, Department of Social Work and Child Life
 Concordia University
 12800 N Lake Shore Drive
 Mequon, WI 53097-2402

Following the reception of a complaint against the Department:

1. If at all possible, the Department Chair will discuss the complaint directly with the party involved within 7 business days of receiving the complaint. When possible, the matter will be resolved at this point. The Department Chair will send a letter acknowledging the resolution of the complaint to the complainant. A copy of the letter will also be kept in the Department Complaints file
2. If the complainant is not satisfied with their discussion with the Department Chair or if the complaint is against the Department Chair, the complainant may submit a written complaint to the Dean of the School of Health Professions. The Department Chair will also forward a written summary of previous discussions to the Dean when appropriate. The Dean will meet with each party separately and may schedule a joint meeting with both parties in order to attempt a solution. A letter summarizing the resolution by the Dean will be sent to the complainant and a copy filed in the Department Complaints file.
3. If the complainant feels their complaint is still unresolved, they may then file their complaint to the Vice President of Academic Affairs. A letter summarizing the resolution by the Vice President will be filed in the Department Complaints file.

CSWE Grievance Procedures

If a student has followed the previously described grievance procedure and is still dissatisfied, any person may submit to the Commission on Accreditation in Social Work Education Council on Social Work Education a complaint about the Social Work Program at Concordia University of Wisconsin and Ann Arbor. Complaints must allege violation of the 2015 Educational Polices and Standards (EPAS).

CSWE will not act as a court of appeal for faculty or students in issues related to admission, retention, appointment, promotion or dismissal. CSWE will only take action when it believes practices or conditions indicate the program may not be in substantial compliance with the Evaluative Criteria for Accreditation, CSWE's Statement on Academic Integrity Related to

Program Closure or CSWE's Statement on Academic Integrity in Accreditation. Copies of these documents may be obtained by contacting the Department of Accreditation.

All complaints must be submitted in writing, in the format provided by the Department of Accreditation, to CSWE and shall clearly describe the specific nature of the complaint and the relationship of the complaint to the *Evaluative Criteria for Accreditation*. In addition, the complaint must provide supporting data for the charge and identify the name(s) and relationship(s) to the education program of the individual(s) initiating the complaint.

Complaints submitted anonymously are not considered to be formal complaints and will not be reviewed. However, they will be forwarded to the program for information purposes only.

Generally, complaints are reviewed twice a year, late April and October. In order to be reviewed by January 1 to be considered for the April meeting and July 1 for the October meeting.

ACADEMIC HONESTY

In keeping with the core values of the University and the Social Work profession, the Concordia University Social Work program expects the highest degree of personal and professional integrity from all persons associated with the program. Any form of academic dishonesty or misconduct is a violation of this professional expectation. There will be zero-tolerance for suspected academic dishonesty when there is reasonable evidence indicating an occurrence of any form of dishonesty. (also see **TESTING/EXAMINATIONS: environment of academic integrity**)

Submission of assigned work. When a student submits any work, there is an assumption that the submission is his/her own independent work unless there is an appropriate citation /acknowledgement of a specific source.

Definitions. Academic dishonesty includes all of the following plus any similar form of academic deception or misrepresentation of assigned work:

Plagiarism: the inclusion of someone else's words, ideas, or data as one's own work, without full and clear acknowledgment. When such words, ideas or data of others is used, the source of that information must be acknowledged through complete and accurate references. A bibliography alone is not sufficient for acknowledging resources for information. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism covers unpublished as well as published sources.

Cheating: an act or attempted act of deception by which a student seeks to misinterpret that he or she has mastered information on an academic exercise that has not been mastered. The term *cheating* includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes or examinations or in completing assigned work;
- providing unauthorized assistance in taking quizzes or examinations or in completing assigned work;

- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
- possessing, obtaining, or giving unauthorized information prior to, or during, an examination;
- having someone impersonate a student in an examination or effecting such an impersonation;
- the electronic theft of papers, reports, or other similar material.

Fabrication: the intentional use of invented information or the falsification of academic records, research, or other findings with the intent to deceive.

Sabotage: preventing others from completing work (e.g., cutting pages from library books)

Academic misconduct: the intentional violation of University policies, by tampering with grades or transcripts, or taking part in obtaining or distributing any part of a previously administered or an unadministered test.

Faculty and student responsibility. Anyone who observes inappropriate academic behavior by a student(s) should bring the concerns immediately to the attention of the course instructor.

Faculty will report all instances of academic dishonesty to the Department Chair by completing the required Reporting Form for Incidents of Academic Dishonesty. Report forms will be sent to the appropriate Dean on the Mequon campus who will pass it along to the Academic Office where a master record will be maintained. Deans and Center Directors should also keep collective records. A copy will also be placed in the student file within the PT department. The *Reporting Form for Incidents of Academic Dishonesty* can be found in the forms repository of the faculty tab on the Concordia University portal (my.cuw.edu).

Multiple Offenses.

1. *First instance*: The faculty member determines the penalty. (see “Sanctions” below)
2. *Second instance*: The faculty member determines the penalty, and the Chief Academic Officer (CAO) or designee meets with the student at which time additional sanctions may be imposed.
3. *Third instance*: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, and the appropriate Dean. If the student is a Graduate student, the appropriate Chair joins the ACB.

Confidentiality. In accordance with provision of the Family Educational Rights and Privacy Act of 1974, any information related to an alleged violation of the University's standards or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty. It does not violate law on confidentiality to discuss a case with the judicial affairs staff or your department chair or dean.

Sanctions. Faculty may select one or more of the following sanctions:

1. A lower grade on the assignment or test.
2. A failing grade on the assignment or test.
3. Repeat of the assignment or test.
4. A lower grade in the course.
5. A failing grade in the course.
6. Removal of the student from the course.

Academic Dishonesty Appeals. Students may appeal an academic dishonesty decision in writing to the Academic Office within 15 working days of receiving the report. The Academic Conduct Board (or their designees in case of a “third instance” appeal) will hear the student’s appeal within 10 working days of receiving the appeal and issue a written response to the student. A student may appeal to the President of the University in writing within 5 working days of the ACB’s decision only if s/he can demonstrate that due process was not followed

ACADEMIC RETENTION/ PROBATION/ DISMISSAL/ READMISSION/WITHDRAWAL

RETENTION

The Social Work and Child Life faculty have the responsibility to exercise professional judgment in determining a student’s competence to continue in the professional program. The faculty have therefore established standards for both academic performance and professional behavior.

In order to progress toward the SW and CL degree, students must demonstrate competence in both academic and professional behavior areas. Academic competence is defined as a grade of “B” or better in every didactic course, in all Field or Intern courses, AND a semester and cumulative GPA of at least 3.00 at the end of each semester. This cumulative GPA includes all courses taken in Fall, Spring or Summer semesters. Competence in professional behavior is defined as performing at the beginning level on all items in year one, at the intermediate level in year two, and at the entry level by the end of year three of the program. Individual syllabi for Field and Intern courses provide specific expectations for the Professional Behaviors Assessment. These professional behavior standards apply for all academic (didactic) and all Field and Intern course work.

PROBATION / DISMISSAL

A student is allowed only one episode of academic probation during matriculation through the Social Work and Child Life Programs. This includes those who enter the program with special student status or who are re-admitted to the program. No more than one semester on academic probation is allowed.

1. Students shall maintain a 3.0 (graduate) and 2.5 (undergraduate) (3.0/2.5) semester GPA each and every semester in the SW program. If a student has a semester SW and CL GPA under a 3.0/2.5, (s)he is automatically placed on academic probation. If the student has less than a 3.0/2.5 semester SW GPA in the following semester that include(s) at least 6 SW and CL credits, (s)he may be dismissed from the program.
2. Students shall maintain a 3.0/2.5 cumulative graduate GPA throughout the SW and CL programs. If a student's cumulative graduate SW and CL GPA falls below 3.0/2.5, (s)he is automatically placed on academic probation. If the student does not raise their cumulative graduate GPA to a 3.0/2.5 within the next semester(s) that include(s) at least 6 SW and CL credits, (s)he may be dismissed from the program. A student may not graduate with a SW or CL degree if (s)he has a cumulative graduate GPA under 3.0/2.5.

A student will be notified of dismissal from the Program by the Chair, in writing, within 5 working days of faculty submission of final course grades each semester. (See policies on *Appeal of Dismissal and Readmission*)

Failed Coursework. Graduate students must receive at least a “B” in order to pass any academic course. A student who receives a grade less than a “B” in any academic course will not be allowed to advance in the SW and CL curriculum and will be dismissed from the program. A student will be notified of dismissal from the Program by the Chair, in writing, within 5 working days of faculty submission of final course grades each semester. (See policies on *Appeal of Dismissal and Readmission*)

Unprofessional Behavior. Students who demonstrate unprofessional behavior as defined by the Professional Behaviors Assessment Tool at any time in the SW curriculum may be immediately suspended from the academic or Field course by the instructor. Readmission to that course will be contingent upon a plan of correction to be developed by the student and approved by a minimum of three people including the student, the faculty member, and the student's advisor or designee. Students who fail to meet the goals established in the plan of correction will fail the course. Field supervisors have the same rights and responsibilities as academic faculty with regard to providing input related to students' professional behavior and holding students accountable.

Students who fail to meet the professional standards established by the Program and the SW profession, as defined under "Professional Conduct", on more than one occasion may be dismissed from the program. The decision to dismiss a student will be made by a majority of the core faculty; the student will be informed of the decision in writing. (see policies on *Appeal of Dismissal and Readmission*)

Professional Probation. Students may be placed on professional probation for behaviors that violate the National Association of Social Workers (NASW) or Association of Child Life Professionals (ACLP) Code of Ethics, Concordia University Wisconsin policies, or as assessed by professional behaviors assessment tools. A student who has been identified as demonstrating inappropriate professional behaviors through either formal assessments and/or by a member of the faculty (academic or Field) may be asked to meet with the Professional Standard Committee (PSC). The PSC will be composed of the Department Chair, the student's faculty advisor, and the faculty member who identified the professional issue/behavior in question and the identified committee members appointed by the Chair. The student's advisor will chair the meeting and departmental administrative assistant will take minutes. In the event that the faculty member who identified the problem is one of the committee members or the student's advisor, another core faculty member will be appointed to the committee. At the initial meeting, the committee will review the facts and then recommend either: no action, professional probation, or dismissal from the program. If the committee takes action and the student is allowed to continue in the program, the student will be required to develop a written plan to improve or develop the appropriate behavior. This plan must be approved by the PSC. If the student wishes to appeal the Committee's decision, the appeal must be made in writing to the Chair. The Chair will then meet individually with the student and Committee before making a decision.

Placement on professional probation more than once during the student's tenure in the program may be grounds for dismissal. Probation can last more than one semester if more time is needed, as determined by the Committee, for the student to show improvement in the targeted behavior. However, probation may not last more than one calendar year. Professional probationary status might affect the timing and selection of Field placements.

Additionally, in order to graduate, the student must be off professional probation status at the time of graduation.

READMISSION

A student who has been dismissed from the program may appeal the decision if it is believed that due process was not applied or the student may request consideration for readmission (see policies on ***Appeal of Dismissal and Readmission***).

Students who have been dismissed from the program due to failure to resolve probationary can be considered for readmission into the program through the following procedure:

1. A written request for consideration of readmission will be submitted by the student to the Chair within 30 calendar days of the notification of dismissal from the program.
2. A face-to-face meeting will be scheduled within 14 calendar days to discuss the readmission request. Attendees at the meeting will include the following persons: the student, the Chair, the student's advisor or faculty designee, and at least 1 other faculty member with classroom knowledge of the student's academic performance. In the meeting, the student will be expected to present a written plan with specific

- strategies for successful remediation of deficiencies. An outline of the meeting discussion and recommendations will be documented and signed by all attendees.
3. The faculty involved in the face-to-face meeting (Readmission Committee) will make a recommendation to the Program regarding readmission and provide this decision in writing (including any special conditions for readmission) to the student within 7 calendar days of the meeting. The decision will be based on a majority vote of the Readmission Committee members.
 4. While the Readmission Committee can impose specific conditions on readmission, the following minimum general conditions will apply to all readmissions:
 - a. The student will successfully repeat¹ any academic course in which a grade below a “B” was earned. Successful completion of a repeated course (or repeated courses) requires a grade of “B” or better in any academic course and a semester GPA of 3.00/2.5 or better. Since courses are normally offered once a year, this will delay the student’s graduation. Students will not be allowed to begin any Field coursework until the previous semester’s academic courses have been successfully completed. If a student is unsuccessful in achieving a “B” or better in any repeated class, the student is dismissed from the program without an option to be readmitted again. (Once all required courses have been retaken, the original retention policy applies.)

¹*NOTE:* Retaking coursework will require additional tuition costs.
 - b. Readmission will be on a competitive basis with peers in the applicant pool in the appropriate class to which the student would be admitted. The Chair will notify the student in writing of the outcome of this competitive process. The deposit required to hold a slot will not be required of the re-admitted student, however written confirmation of the student’s desire to be readmitted into the program, under the conditions established by program policy, will be required. If readmission is granted, tuition will be at the same rate as other students in the class to which the student has been readmitted.

WITHDRAWAL FROM PROGRAM

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing from the institution may have implications on student status, financial aid, and future athletic eligibility or program progression.

If after meeting with their advisor, the student still wishes to withdraw from the Program, the student will then write a formal letter of withdrawal and deliver the letter to the Department Chair. The student will then meet with the Department Chair to discuss their reasons for withdrawal. If after this meeting with the Department Chair and the student still wishes to withdraw from the Program, the letter of withdrawal will be accepted and the student must notify the University Registrar and Financial Aid office. The letter of withdrawal will be placed in the student’s academic file.

Medical Withdrawal

Students who are seriously injured/ill and cannot continue in coursework due to medical necessity may be eligible for a medical withdrawal. Students must contact their academic advisor and Department Chair to request a withdrawal and discuss the extenuating circumstances. Medical documentation must be provided within 30 days of the student's notification of withdraw.

If a medical withdrawal is authorized, the student will meet with the Chair to discuss readmission into the Program. SW students must be good academic standing at the time of withdrawal to be readmitted. Students will not be authorized for a medical withdrawal more than once during their enrollment at CUW.

ACADEMIC USE OF STUDENT WORK

Projects and completed work may be used for educational purposes with other faculty and students.

AMERICANS WITH DISABILITIES ACT (ADA)

Concordia University and the Program in Social Work intend to comply with the federal ADA. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. If you are a student with a documented disability and will need accommodations to access course content, please inform your instructor as soon as possible and contact the Learning Resource Center in LU200, phone 262-243-2623. NOTE: any disability must be appropriately documented in writing; Concordia University does not provide disability testing. An ADA accommodation is administered from the point of request forward. Retroactive ADA requests are not considered. (Also see Appendix H "*Essential Functions for Admission, Retention, and Graduation*")

NASW MEMBERSHIP

The role of the professional goes beyond what is learned in the classroom. To foster this professional development, membership in the National Association of Social Work is highly encouraged. Participation in professional meetings **is highly recommended of students** and supported.

ATTENDANCE

Academic Coursework

Classes require approximately 20-23 hours per week of regularly scheduled time for online and F2F courses. Tests and practical exams are often scheduled outside of regular class hours. Periodically throughout the Professional Program, field trips, seminars and other education experiences (such as IPE and TeamSTEPPS Training) are scheduled to supplement the classroom material. These **required** experiences often make it necessary to modify the class schedule as listed in the timetable. Faculty will make every effort to inform the student of these time changes sufficiently early to allow the student to make the necessary adjustments in his/her own personal schedule.

Regular on-time attendance at all scheduled classes, submission of online course work and Field experiences are required since attendance is a reflection of professional conduct. Timeliness, attendance and notification of absences are essential for successful employment. Students who must be absent from classes must contact the course Professor by 7:30 am of each class day. Students who are late are required to speak with the instructor after class. Absence and tardiness reflect unprofessional behavior, will be referred to the student's advisor and may impact decisions regarding professional probation (see professional probation policy in most recent Student Handbook) *and final grade in course.*

When a student is too ill to take an exam and/or participate in a lab practical or required class presentation, they must make an appointment with the student health center or their health provider to receive an excuse explaining the need for absence from the class. Then the student must present the instructor the excuse from the student health center/health provider before the student can make up the exam, lab practical and/or presentation. If a student is absent due to illness from a class for more than two consecutive days of class, the student must make an appointment with the student health center or primary healthcare provider to receive an excuse and present to their instructor the note from the provider in order for the absence to be recorded as an excused absence.

If a student desires to have an excused absence from class due to recognized religious holiday, professional activity, family event, etc. the student must complete and Excused Absence Request form. Students need to be sure they have reviewed the attendance policy in the student manual before completing the Request form for be sure their requested absence meets the standards for an excused absence. Students can request the Excused Absence Form from Richele Luebke and Dr. Gadling-Cole. **Follow the directions on the form.** Return the fully completed form to Dr. Gadling-Cole at least 10 business days prior to your requested absence date. Dr. Gadling-Cole will consult the faculty teaching the classes the student will be missing. Following the consultation with the faculty members, Dr. Gadling-Cole will notify the student if their request is approved or not. If the request is approved the student will then meet with the appropriate faculty to plan how they will make up the missed course work.

Appointments for health services should not be made during scheduled class time. Excused absences include medical illness (documentation may be required), observance of religious holidays and family emergency or death. Prior approval will be required in most instances. Unexcused absences include and are not limited to job interviews, travel, attendance at sporting events, and attendance at weddings. Circumstances will be handled on a case by case basis at the discretion of the course instructor and Department Chair. The following procedures apply to any student who fails to adhere to the policy (i.e. unexcused absence):

- First Offense - Student will meet with the course instructor and/or the student's academic advisor to discuss the issue. The course instructor will expect the student to master course objectives covered in the missed class and any additional work as deemed appropriate. Faculty members are not obligated to spend additional time providing

remedial work for students due to an unexcused absence. Points may be deducted from overall course grade.

- Second Offense - Student will meet with the Chair to discuss the issues. Points will be deducted from the student's final course grade and the student may be required to forfeit scheduled vacation "break" time to make up the work missed.
- Third Offense - Student will meet with the Chair and/or Dean of Health Professions to discuss the issues. The student may be subject to academic and/or professional probation or dismissal.
- Fourth Offense - Student will be subject to dismissal from the Social Work Program.

An offense is defined as missing one class over the span of the program. Two or more absences or tardiness's within an individual course without proper notification (i.e., phone call or message to Chair) may result in exclusion of the student from class and that absence will be considered an unexcused absence.

CELL PHONES

The use of cell phones (including text messaging, etc.) is prohibited during all classroom activities including lecture and lab activities and all Field and Intern education activities unless otherwise approved by the instructor.

Field Placement

Preparation for Field Placement

Traditional BSW students will prepare for their field experience in their junior year. Accelerated BSW students will begin meeting with the Field Coordinator between 4-6 months out from the start of their field education classes. Students will learn and develop skills to support their efforts in obtaining a placement. The Field Coordinator will work with both traditional and accelerated students individually and in groups throughout this process.

Field Instruction Sequence: General Information

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. Only on rare occasions, if there are problems, will a student change a field agency mid-year.

During both semesters, a student will spend an average of 16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1st.

Traditional students are required to enroll concurrently in SW 327 Field Education I and SW 328 Field Seminar I for the fall semester, and SW 427 Field Education II and SW 428 Field Seminar II for the spring semester. Each field course is equivalent to three credit hours, so the student earns a total of six credit hours of field each of the two semesters. Accelerated students

are only able to enroll in Field Education and Field Seminar once all core social work classes are completed. Accelerated students must follow the academic schedule as arranged per the Centers.

The Field Seminar is the academic contribution to the Signature Pedagogy. It bridges the gap between field experiences and the academic environment through discussions on field activities, practice, and simulated activities in class and assignments, designed to strengthen your learning experiences.

Field placement is limited to students who are formally admitted to the Social Work program and have met all requirements for beginning a field placement. Prior to participating in the field placement, students will have completed all prerequisite Social Work courses. It is expected that students will earn a minimum grade of “C” in those Social Work courses, and maintain an overall GPA of 2.75 in Social Work classes. This means that if a student earns a grade of “C” in a class, the student will need to excel in another class to balance out the GPA in order to maintain a 2.75. The faculty understand that some courses are more interesting than others, and that students may not do as well in some courses as they do in others. However, it is expected that students will strive to maintain a higher degree of excellence by maintaining at least a 2.75 GPA in Social Work courses.

Prerequisite Courses for Field Placement

Prior to beginning the field sequence students must complete the following Social Work courses:

SW225 Social Work & Social Welfare
 SW235 Introduction to Child Welfare
 SW306 Social Welfare Policy & Programs
 SW326 & 426 Skills & Methods of Social Work Practice I & II
 SW346 & 347 Human Behavior & the Social Environment I & II (HBSE)
 SW310 & 410 Research Methods I & II
 SW436 Skills & Methods of Social Work Practice III¹

Placement in Field

The Field Coordinator will facilitate the decision about an appropriate field placement. The Department of Social Work has field contracts with a variety of agencies throughout the State of Wisconsin. The Field Coordinator will work with students to determine suitable placements. The Department also has the ability to develop new placements based on student interest. Over the year prior to the field placement, the Field Coordinator will work with and help student prepare for and establish their field placement.

Procedure for Traditional Students Field Placement

The procedures for field placement are as sequenced:

¹ Students enrolled in the traditional on campus programs in Mequon and Ann Arbor, this course is taken during the senior year, fall semester, and as students enter into their field placement. Students in the accelerated program take this class in the accelerated format prior to beginning their field placement.

1. Field Orientation during the Fall Orientation
2. Completion of the Application for Field Placement Form.
3. The Application form will be submitted to the Field Coordinator by date determined by Field Coordinator.
4. A meeting between the student and Field Coordinator will occur to discuss the student's strengths and interests in fieldwork.
5. The Field Coordinator and the student will explore possible available internship placements, which would have the potential to be a good match.
6. The creation of a professional résumé which will be completed and submitted to the Field Coordinator by date to be determined.
7. The Field Coordinator will give final approval of the student's résumé before it will be sent to any potential placement agencies.
8. Potential placement agency(s) are identified by Field Coordinator and student interest in the agency(s) is verified.
9. Initial contact with Field Agency is made by Field Coordinator and willingness to supervise a student intern is confirmed.
10. Field Coordinator gives student Field Agency contact information to submit résumé.
11. Within 48 hours of obtaining contact information student will submit résumé to Field Agency contact person.
12. Field Agency contact determines whether to interview student.
13. Field Agency and student schedule interview.
14. Field Agency will notify student of placement decision to either decline or accept intern.
15. Student is to inform Field Coordinator of placement decision within 24 hours.

Procedure for Accelerated Learning Students Field Placement

The procedures for field placement are as sequenced:

1. The Field Coordinator will begin meeting with students four months prior to the start of the Field Education sequence.
2. Completion of the Application for Field Placement Form.
3. The Application form will be submitted to the Field Coordinator by the required due date set by the Field Coordinator.
4. A meeting between the student and Field Coordinator will occur to discuss the student's strengths and interests in fieldwork.
5. The Field Coordinator and the student will explore possible available internship placements, which would have the potential to be a good match.
6. The creation of a professional résumé, which will be completed by a date to be determined by the Field Coordinator.
7. The Field Coordinator will give final approval of the student's résumé before it will be sent to any potential placement agencies.
8. Field Coordinator identifies potential placement agency and student interest in the agency(s) is verified.

9. Field Coordinator makes initial contact with Field Agency and willingness to supervise a student intern is confirmed.
10. Field Coordinator gives student Field Agency contact information to submit résumé.
11. Within 48 hours of obtaining contact information student will submit résumé to Field Agency contact person.
12. Field Agency contact determines whether to interview student.
13. Field Agency and student schedule interview.
14. Field Agency will notify student of placement decision to either decline or accept intern.
15. Student is to inform Field Coordinator of placement decision within 24 hours.

Final assignments to agencies are based on the outcome of the pre-placement interview, consultation with the Field Coordinator and the student. In the event a placement is not confirmed, the student will again discuss placement with the Field Coordinator and the process is repeated. If the student is denied a placement after three pre-placement interviews because of his or their presentation or readiness, a field assessment will take place within the Department of Social Work to determine if a student's placement in field instruction is appropriate.

The Field Coordinator will be responsible for initiating formal confirmation via telephone, email, and/or letter. Field materials for the Field Instructor will be prepared and distributed at the field orientation, or individual meetings as arranged.

Words of Wisdom

Often Social Work students, like many other students, have had negative experiences in their past. Many people in the helping professions have overcome significant difficulties and want to give back to their community by helping others who have had similar experiences. If you have had a negative experience that has affected you in any way it is important to talk with the Field Coordinator about the situation and how you have worked to overcome the difficulties it presented in your life.

Sometimes we find Social Workers practicing in a field where they once received services, or where they personally experienced negative interactions. As a student, your field placement is not the place for you to put yourself in a situation that you think you have overcome, but may still unconsciously have issues that suddenly emerge when you encounter them in your internship. Your field placement should be in a practice area where you will be able to fully utilize the knowledge and skills you have learned, and not test your ability to deal personally with previous adverse experiences.

We want you to do well, to have a wonderful learning experience, and to grow as a professional Social Worker. A good experience will render you many opportunities, good letters of recommendation, and often an opportunity for employment in your field agency. An experience where you must work out your own issues that suddenly surprise you by emerging as you begin working with clients will only derail your field experience and leave you wondering if

you made the right decision. Once you are degreed and have practice experience, you will be better able to handle those difficult issues and situation.

Criminal Background Check/Drug and Alcohol Screening

It is the Policy of the School of Health Professions that every student complete a criminal background check. Traditional students and Accelerated students will complete the background check within 45 days prior to the start of their field placement. Students are responsible for paying for the background check and for providing access to the report to the Department of Social Work. *If a student refuses to complete a criminal background check, the student will not be allowed to begin their field placement and will be dismissed from the BSW program.*

Students need to be aware that certain convictions may preclude a student from being accepted into a placement. Depending on the seriousness of the conviction, the student may also be prohibited from seeking licensure and/or certification in the State of Wisconsin and other states. Placement agencies have the right to decline a student for acceptance as a student intern. Students who are unable to obtain a placement may not successfully complete the Bachelor of Social Work (BSW) program. In addition to the University's background check, students may be subject to a background check and/or a drug and alcohol screening at their placement location.

If a student has concerns related to results of the background check, they should contact the Field Coordinator at the Mequon Campus and/or their Admissions Counselor at the Accelerated Learning Centers PRIOR to the background screening. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should anything occur that would affect the outcome of a background check, students must notify the Field Coordinator or Admissions Counselor as soon as possible.

Please refer to the Department of Social Work BSW Field Manual for additional information.

Appendices

- A. Advising Partnerships**
- B. Social Work Curriculum**
- C. Curriculum Course Tracking Form – Traditional Program**
- D. Course Descriptions**
- E. Complimentary Minors – Traditional Program**
- F. Upper Division Application – Traditional Program**
- G. Upper Division Narrative**
- H. Verification of Service Learning Form – Traditional Program**
- I. Application for Field Placement**
- J. Guidelines for Risk Prevention and Management Strategies**
- K. Résumé Sample – BSW Graduate**
- L. Department of Social Work Professional Readiness Checklist & Code of Conduct**
- M. Photo Consent Form**
- N. Student Acknowledgement Form**

Appendix A – Advising Partnerships

Advising Partnerships

You and your academic advisor already have one big thing in common: you both want your CUW education to be an enormous success.

The relationship you build with your advisor is based on shared communication and responsibility. Although you're ultimately responsible for the choices you make in college, we know that you'll need some advice and mentoring along the way.

Your role in the advising partnership

- Take initiative - meet with your advisor at least once a semester
- Prepare for advising appointments
- Know and complete program requirements
- Have a long-range academic plan
- Maintain a file of advising materials
- Ask questions and always follow up
- Share information honestly
- Explore options
- Seek help before a situation escalates into a crisis
- Audit academic records frequently

Your advisor's role in the advising partnership

- Provide accurate information
- Offer advice on picking classes
- Be available to meet each semester
- Interpret policies and procedures
- Listen to problems and concerns
- Make referrals for other services
- Help with goal setting
- Discuss academic performance
- Encourage career exploration

Who is responsible for monitoring my progress toward a degree?

Monitoring progress toward a degree is **your responsibility**. Academic advisors provide information and serve as consultants in the audit process, but you must understand degree requirements and know when and how those requirements will be satisfied.

Degree Evaluations

We encourage you to use the Degree Evaluation tool located in the portal. This tool will audit your major, minor, and core requirements in addition to tracking grades, GPA, and other university requirements.

We also highly recommend that you file for an official degree evaluation with the Registrar after registering for your final year of courses (typically in April of your junior year).

Appendix B – Social Work Curriculum

DEPARTMENT OF SOCIAL WORK Bachelor of Social Work Curriculum

Social Work Major – 45 Credits

To graduate with a Bachelor of Social Work (BSW) degree, a total of at least 120 credits are required. Students should refer to CUW's Liberal Arts Core Curriculum (Common Core, LA Dimensions, and Elective/Minor Credits) for information about required and elective courses.

Prerequisites

Social Work majors are required to complete the following prerequisite prior to junior year and receive a "C" or better:

MATH 205 Statistics (3 Credits)

In order to begin the required upper level Social Work courses (300/400 level), students must complete the core curriculum, the prerequisites above, SW225 & SW235*, and be accepted into Upper Division Status.

<u>Year</u>	<u>Fall</u>	<u>CR</u>	<u>Spring</u>	<u>CR</u>
<u>1 or 2</u>	SW 225 Social Work & Social Welfare**	3	MATH 205 Statistics ⁺	3
<u>2</u>	SW 235 Intro to Child Welfare**	3		
<u>3</u>	SW 310 Social Work Research Methods I	3	SW 410 Social Work Research Methods II	3
	SW 326 Skills & Methods of SW Practice I	3	SW 426 Skills & Meth of SW Practice II	3
	SW 346 Human Behavior/Social Environment I	3	SW 347 Human Behavior/Social Environment II	3
			SW 306 Social Welfare Policy & Program	3
<u>4</u>	SW 327 Field Education I	3	SW 427 Field Education II	3
	SW 328 Field Seminar I	3	SW 428 Field Seminar II	3
	SW 436 Skills & Methods of SW Practice III	3	SW 490 Senior Integrative Seminar	3

Social Work Electives

Social Work students are encouraged to take the following Social Work Elective courses:

SW 245—Agency Centered Volunteer Social Work Experience – 3 Credits

SW 365—Drugs, Society & Human Behavior – 3 Credits

- SW 375—Understanding Death & Dying – 3 Credits
 SW 392—Aging and the Social Environment – 3 Credits
 SW 425—Social Work Practice in Health Care – 3 Credits
 SW 430—Dual Disorders: Integrated Treatment for Co-occurring Mental Health and
 Substance Abuse Disorders – 3 Credits

Appendix C – Curriculum Course Tracking Form

Social Work Major – Curriculum Course Tracking

Core Curriculum:		STUDENT: _____				
Common Core	18 credits	FOO# _____				
LA Dimensions	27 credits	MINOR: _____				
Total Core	45 credits	DBL MAJOR: _____				
Social Work Major		ADVISOR: _____				
	45 credits					
Minor/Electives	30 credits					
TOTAL	120 credits	NOTES:				
		CUW Liberal Arts Core Requirements		CR	Sem	Grade
CONCORDIA COMMON CORE (18 Credits)						
Bible Content:		REL 100 The Bible	3			
Christian Doctrine:		REL 110 Christian Faith	3			
Western Culture & Worldview:		CCE 110	3			
Western Thought & Worldview:		CCE 120	3			
Christian Citizen:		CCE 130	3			
Science & Humanity:		CCE 140	3			
LIBERAL ARTS DIMENSIONS (27 Credits)						
Faith & Life:		REL above 204	3			

Society & Culture:	Core Choice (<i>see core electives sheet</i>)	3		
Natural World:	Natural Science w/Lab	4		
	MATH 205 – Statistics* ^{SW}	3		
Communication & Language:	COMM 201, 105 or Foreign Language	3		
	ENG 104 – Introduction to Writing	3		
Human Beings & Being Human:	HHP 100 – Stewardship of the Body	1		
	HHP Activity (<i>range: 104-169</i>)	1		
	Core Choice (<i>see core electives sheet</i>)	3		
Creative Expression:	Core Choice (<i>see core electives sheet</i>)	3		
ELECTIVES				

*^{SW}= **required class**; need to pass MATH 205 with a C or higher to continue in this major

Note: either the Society & Culture elective or the Communication & Language elective has to be a Cultural course (ex: a Spanish foreign language class would meet this requirement)

Social Work students complete all of the courses listed below.

THE SOCIAL WORK MAJOR (45 Credits)	CR	Sem	Grade
SW 225 Social Work & Social Welfare*	3		
SW 235 Introduction to Child Welfare*	3		
SW 306 Social Welfare Policy and Programs	3		
SW 346 Human Behavior in the Social Environment I	3		
SW 347 Human Behavior in the Social Environment II	3		
SW 310 Research Methods I	3		

SW 410 Research Methods II	3		
SW 326 Skills & Methods of Social Work Practice I	3		
SW 426 Skills & Methods of Social Work Practice II	3		
SW 436 Skills & Methods of Social Work Practice III	3		
SW 327 Field Education I	3		
SW 427 Field Education II	3		
SW 328 Field Seminar I	3		
SW 428 Field Seminar II	3		
SW 490 Senior Integrative Seminar	3		

***SW 225 and SW 235 replace SW 100 and SW 205**

Attach Minor/Double Major Checklist Here:

CREDIT SUMMARY

CRS.

Semester #1			Credits	Weeks
Extended Campus Accelerated Plan of Study				
	SW 225	Social Work and Social Welfare	3	6
	SW 235	Intro to Child Welfare	3	6
	SW 306	Social Welfare Policy & Programs	3	6
Total			9	18

Semester #2			Credits	Weeks
	SW 346	Human Behavior in the Social Environment I	3	8
	SW 326	Skills & Methods of SW Practice I	3	8
	SW 347	Human Behavior in the Social Environment II	3	8
Total			9	24

Semester #3			Credits	Weeks
	SW 426	Skills & Methods of SW Practice II	3	8
	SW 310	Social Work Research Methods I	3	8
	SW 410	Social Work Research Methods II	3	8
Total			9	24

Semester #4			Credits	Weeks
	SW 436	Skills & Methods of Social Work Practice III	3	8
	SW 327*	Field Education I	4	16
	SW 328*	Field Seminar I	2	16
Total			9	24

Semester #5			Credits	Weeks
	SW 427*	Field Education II	4	16
	SW 428*	Field Seminar II	2	16
	SW 490	Senior Integrative Seminar	3	8
Total			9	24

Appendix D – Course Descriptions

SW 225 SOCIAL WORK AND SOCIAL WELFARE—This course is the first in the Social Work curriculum to begin the process of establishing a knowledge base for practice. As a foundational level course, it is of significant importance in the curriculum. Students will study the history of Social Work through the eyes of those who set out to change the world through the establishment of the profession of Social Work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional Social Workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing Social Workers today. It addresses the importance of professional Social Work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice. *3 credit hours*

SW 235 INTRODUCTION TO CHILD WELFARE—This course provides the student with foundational level knowledge on the historical and statutory basis for child welfare practice. The students will examine all components of the current child welfare system and its federal mandate. Students will learn about and discuss issues of child maltreatment/abuse, the rights of children and parents, and the significance of family in a system with the authority of the government to intervene and/or remove children who are at risk of harm. Students will gain a working knowledge of the definitions of child abuse and neglect. They will learn about and discuss theories of practice, family systems, and the policies that effect practice in child welfare. Prerequisites: Sophomore standing required. (Cross-listed with PSY 235). *3 credits hours*

SW 306 SOCIAL WELFARE POLICY AND PROGRAMS—This course further develops an understanding of contemporary social welfare policies and programs, including private, public, and combined programs. Examines the various historical, political, economic, and societal influences on the development of social welfare policy and service delivery and/or the policy-making process. Provides a framework to analyze and evaluate social welfare policies and programs. Context for policy analysis includes human diversity, human rights, and social and economic justice. Policies related to child welfare, physical and mental health, assistance to the poor, social insurance, hunger, shelter, and civil rights based on gender, race and ethnicity, sexual orientation, disability, and immigration will be discussed. The importance of policy practice will be introduced and integrated through community interviews. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235). *3 credits hours*

SW 310 SOCIAL WORK RESEARCH METHODS I—This course introduces research methodology pertinent to the evaluation of human service programs, and discusses the rationale for conducting evaluations. Among the topics discussed are the relationship of evaluative efforts to program design and implementation, threats to validity of program evaluation, constructing a

measurement plan and designs for program and evaluation. Program evaluation knowledge, skills and techniques, such as needs assessment, operationalization of variables, levels of measurement, statistical significance, efficiency and outcome evaluation are introduced. This course emphasizes this methodology when conducting formative evaluations, i.e., needs assessment, program development, market research. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), MATH 205 Statistics and Social Work Major. *3 credit hours*

SW 326 SKILLS & METHODS OF SOCIAL WORK PRACTICE I: STRATEGIES FOR HELPING INDIVIDUALS—This course is the first in a sequence of three required Social Work practice courses. Practice I focuses on the development of skills and strategies for helping individuals within a variety of Social Work and host settings. Key concepts of generalist practice are applied to the development of relationship building and interviewing skills. Generalist Practice is examined as a problem solving process which includes engagement, assessment, intervention, and evaluation. Students learn to view clients and client systems from a strengths perspective. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235) and Social Work Major. *3 credit hours*

SW 327 FIELD EDUCATION I—This course is taken concurrently with SW 328, Field Seminar I. This course engages the student in the practice of beginning Social Work skills and tasks within an agency setting over a period of one semester. It is designed for the senior level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), SW 306, SW 346, SW 347, SW 326, SW 426, SW 436, SW 310, SW 410. *3 credit hours*

SW 328 FIELD SEMINAR I—This course is taken concurrently with SW 327, Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), SW 306, SW 346, SW 347, SW 326, SW 426, SW 436, SW 310, SW 410. *3 credit hours*

SW 346 HUMAN BEHAVIOR/THE SOCIAL ENVIRONMENT I—This course will examine ecological systems theory. This course develops the person-in-environment concept in Social Work. Individuals grow and develop within the context of families, groups, organizations, and communities. This course also examines the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior within the human life span. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235). *3 credit hours*

SW 347 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II—This course further develops the person-in-environment concept in Social Work, with a specific focus on macro systems and their impact on society, and on human diversity. The course provides a framework for understanding and analyzing the forms and mechanisms of oppression and discrimination. The course includes theories used in macro practice and the development of a knowledge base with a macro perspective on families, groups, organizations, institutions, and communities. Students learn how diversity shapes the human condition and how culture affects the perception and interaction in the social environment. The course provides students with a knowledge base on the interactions among and between systems at all levels of practice, and how human behavior and the environment are impacted by the interactions. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235) and BIO 146. *3 credit hours*

SW 410 SOCIAL WORK RESEARCH METHODS II—This course builds on SW 310 and introduces research methodology pertinent to the evaluation of human service programs and individual practice, and discusses the rationale for conducting such evaluations. The written research report is emphasized with student participation in a mock research project and written paper. Each section of the written research report is discussed in depth with continued knowledge building of research methodology. Among the topics discussed and practiced through assignments and written paper are writing a title, writing abstract, writing literature review, hypothesis formation, writing methodology (including operationalization of variables, research design, sampling, data collection tools, procedures, and ethics), writing results, writing discussion, and creating a reference list. Prerequisites: MATH 205 Statistics and SW 310. *3 credit hours*

SW 426 SKILLS & METHODS OF SOCIAL WORK PRACTICE II: HELPING GROUPS AND FAMILIES—This course is designed to help students further develop their Social Work practice skills for helping groups and families. Students learn how group work is utilized as a method in Social Work practice. Various types of groups are examined including task groups, interdisciplinary team meetings, and treatment groups. Students learn skills for forming and conducting groups with different client groups. Generalist practice often requires viewing client situations from a family perspective. Students learn to apply concepts from systems theory to understanding the interpersonal dynamics of family functioning. Working with families and groups utilizes a professional problem solving process to engage, assess, intervene, and evaluate practice with groups. Prerequisites: SW 326. *3 credit hours*

SW 427 FIELD EDUCATION II—This course is taken concurrently with SW 428, Field Seminar II. This course is designed for the senior level student and engages the student in supervised direct service activities within an agency setting. This course provides practical experiences in the application of theory and skills acquired in the Social Work curriculum. The placement requires an average of 16 hours per week in an agency for a minimum of 225 hours. Prerequisites: SW 327 and SW 328. *3 credit hours*

SW 428 FIELD SEMINAR II—is taken concurrently with SW 427, Field Education II. A seminar format will provide a continuing forum for the integration of field experience with classroom learning through discussion and assignments. Discussion topics will focus on the professional use of self, the use of supervision in practice, on agency-specific policy analysis, and agency provision of service. Prerequisites: SW 327 and SW 328. *3 credit hours*

SW 436 SKILLS & METHODS OF SOCIAL WORK PRACTICE III: ADVOCACY & COMMUNITY CHANGE—This course focuses on developing an understanding of larger systems, and skills for practice within that context. The material includes a macro level perspective of social justice, oppression and advocacy, and a review of various theoretical perspectives, including systems theory and the strengths perspective, as they apply to macro level practice. Discussion will surround an examination of traditional and nontraditional social action strategies, including community organization, development and advocacy. Students learn agency and legislative advocacy skills with a specific focus on human rights and social and economic justice. Social Work values and ethical perspectives related to social change are analyzed. Prerequisites: SW 326 and SW 426. *3 credit hours*

SW 490 SENIOR INTEGRATIVE SEMINAR—This course provides the student with the opportunity to integrate classroom and practicum experience for application in their entry level professional practice. This course is the culminating integrative process for baccalaureate generalist practice Social Work student to further develop and refine communication and problem solving skills, to exercise peer support and evaluation skills; to increase self-awareness through group interaction, values clarification, and discussion and analysis of policy and practice issues in the context of Social Work values and ethics. This course is a self-directed readings, critical inquiry, and discussion seminar. Prerequisites: SW 427 and SW 428. *3 credit hours*

Social Work Elective Courses

SW 245 AGENCY CENTERED VOLUNTEER SOCIAL WORK EXPERIENCE— This course provides students with an experience in a social service agency through 120 hours of volunteer service. Students will volunteer in a social service agency 8 hours a week for 15 weeks. Additionally, students will meet as a group four times in person and four times online throughout the semester to share information about their respective placements. This course provides an introduction to agency-based social work practice. The placements are determined the semester prior to taking the course. (Pass/Fail) *3 credit hours*

SW 365 DRUGS, SOCIETY, AND HUMAN BEHAVIOR—This course investigates the physiological, psychological and social implications of drug use and abuse. Common drugs such as nicotine, caffeine and alcohol as well as the less common and illegal drugs such as marijuana, LSD and cocaine are studied. Prerequisite: SOC 101 or PSY 101. (Cross-listed as SOC 365). *3 credits hours*

SW 375 UNDERSTANDING DEATH AND DYING—This course examines the role of family, church and other social institutions in our experiences with death and dying. The student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory, and social and cultural attitudes and practices. Theories regarding grief and loss are included. The student will learn Social Work intervention skills and methods for working with the dying and survivors. Prerequisites: SOC 101 or PSY 101 and sophomore standing. (Cross-listed as SOC 375). *3 credit hours*

SW 392 AGING AND THE SOCIAL ENVIRONMENT—This course investigates the processes of human aging within the social environment. Social gerontology is concerned with the nonphysical aspects of aging. Particular emphasis is placed on its social, psychological, and spiritual aspects, although attention is given to the impact of aging on biological functioning. Group processes, ageism, and social forces that affect the aging process are examined. (Cross listed as SOC 392). *3 credit hours*

SW 425 SOCIAL WORK PRACTICE IN HEALTH CARE—This course offers a comprehensive examination of Social Work practice in a healthcare setting. The course examines current practice settings and issues impacting health care. It examines the impact of the Patient Protection and Affordable Care Act of 2010 (PPACA). The contents of the course examine the integration of physical and behavioral health care, evidence-based practice, transdisciplinary care, and the increased focus on primary health services associated with prioritized prevention, wellness, and chronic illness intervention. It examines issues associated with managed care and the escalating costs of health care. This course identifies skills, ethical perspectives, techniques, and stresses associated with contemporary health and patient care. The course utilizes a systems perspective to service delivery. It places a significant emphasis on the importance on the need for Social Workers to be attentive to individual, patient, and institutional provider needs. *3 credit hours*

SW 430 DUAL DISORDERS: INTEGRATED TREATMENT FOR CO-OCCURRING MENTAL HEALTH AND SUBSTANCE ABUSE DISORDERS—This course teaches a collaborative approach integrating professional systems that treat patients with co-occurring mental illness and substance abuse disorders. Students will learn to assess mental health disorders and substance use disorders, develop integrated approaches to treating dual disorders and integrate treatment approaches with other professions. Prerequisites: SW/SOC 365 or a minimum of 30 academic hours in addiction or instructor approval. *3 credit hours*

Appendix E – Complementary Minors – Traditional Program

Complementary Minors

Below are several options for Minors. Many other options are available. Talk to your advisor to find the best option to fulfil your educational and career goals.

Social Science Minor for Social Work Majors (27 Credits, 9 credits count towards core requirements)

Course #	Course Name	CR
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
ECON XXX	ECON 200 Principles of Economics or ECON 222 Macroeconomics	3
POLS XXX	POL 101 Intro to Political Science or POL 201 American Government or POL 285 American Politics and Health Care Policy	3
COMM 105	Public Speaking	3
PSY/COMM 201	Interpersonal Communication	3
PSY 230	Life Span Development	3
SW 375	Understanding Death & Dying	3
PSY/SOC	PSY/SOC class of student's choice	3

Psychology Minor (24 Credits)

Course #	Course Name	CR
PSY 101	General Psychology	3
Development Course	PSY 221 Child Development or PSY 222 Adolescent Development or PSY 223 Adult Development or PSY 230 Lifespan Development	3
PSY 205	Theories of Learning	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 245	Experimental Psychology and Research Methods	3
PSY 425	Abnormal Psychology	3
PSY 300/400	Psychology Elective	3

Criminal Justice and Public Policy Minor (18 Credits)

Course #	Course Name	CR
JPP 102	Introduction to Law Enforcement	3
JPP 104	Introduction to Courts	3
JPP 150	Introduction to Probation & Parole	3
JPP 206	Introduction to Corrections	3
JPP XXX	JPP Elective	3
JPP XXX	JPP Elective	3

Lay Ministry Certificate/Minor (24 Credits)

In addition to the courses below, students are required to take REL 201 Old Testament, REL 204 Biblical Theology, and a REL Elective (REL 100 & 110 cannot be used).

Course #	Course Name	CR
REL 203	New Testament	3
REL 312	Office of the Professional Church Worker	3
REL 404	Theology of the Lutheran Confessions	3
SW 327	Field Education	3
Electives		
Religious Education	REL 229 Religious Education of Youth and Adults or REL 227 Youth Ministry I	3
Comparative Religions	REL 310 Religion in America or REL 410 World Religions or REL 298 Faith and Culture	3
Outreach	REL 311 Church in Mission or any other Missions or Evangelism course	3
Bible Elective	Upper Level Bible Content	3

Political Science Minor (18 Credits)

Course #	Course Name	CR
POLS 101	Introduction to Political Science	3
POLS 201	American Government	3
POLS 410	The Christian and Politics	3
Electives – 9 Credits		
POLS 255	The Presidency	3
POLS 300	Comparative Politics	3
POLS 310	International Relations	3
POLS 221	Environmental Policy	3
LEGL 230	Environmental Law	3
POLS 285	American Politics and Health Care Policy	3
POLS 359	Constitutional Law	3
POLS 491	Special Topics in Politics (Up to 6 Credits total)	3

Spanish (Non-Education) Minor (24 Credits)

SPAN 101 and SPAN 102 do not count toward the minor.

Course #	Course Name	CR
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Conversation & Composition	3
SPAN 307	Applied Linguistics	3
SPAN 331	Advanced Grammar & Conversation	3
SPAN XXX	3 – Upper level Spanish electives	9

Music Minor (24 Credits)

Course #	Course Name	CR
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 271	Music History I	3
MUS 272	Music History II	3
Studio	Applied Music	3
MUS XXX	MUS 250 Beginning Conducting or MUS 445 Composing and Arranging	3
MUS XXX	Elective (may include ensemble)	3

Business Minor (18 Credits)

Course #	Course Name	CR
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
Choose 4 of the following		
BUS 210	Business Law I	3
ECON 200	Principles of Economics	3
FIN 300	Principles of Finance	3
MGMT 130	Principles of Management	3
MKTG 131	Principles of Marketing	3

➤ Individualized Business Minor also available. See course catalog for more details.

Public Relations Minor (18 Credits)

Course #	Course Name	CR
MKTG223	Public Relations	3
BCOM 323	Intermediate Public Relations	3
BCOM 423	Advanced Public Relations	3
COMM 265	Journalism	3
COMM 205	Advanced Public Speaking	3
COMM 321	Media Writing	3

Social Work / Psychology Double Major

Course #	Course Name	CR
Required Core Courses		
COMM 105	Public Speaking	3
MATH 205	Statistics	3
BIO	Essentials of Anatomy & Physiology	4
		10
Social Work		
SW 225	Social Work & Social Welfare	3
SW 235	Intro to Child Welfare	3
SW 306	Social Welfare Policy & Programs	3
SW 346	Human Behavior and the Social Environment I	3
SW 347	Human Behavior and the Social Environment II	3
SW 310	SW Research Methods I	3
SW 410	SW Research Methods II	3
SW 326	Skills & Methods of SW Practice I	3
SW 426	Skills & Methods of SW Practice II	3
SW 436	Skills & Methods of SW Practice III	3
SW 327	Field Education I	3
SW 328	Field Seminar I	3
SW 427	Field Education II	3
SW 428	Field Seminar II	3
SW 490	Senior Integrative Seminar	3
		45
Psychology		
PSY 101	General Psychology	3
PSY XXX	Developmental Course - 221, 222, 223, OR 230	3
PSY 205	Theories of Learning	3
PSY 201	Interpersonal Communication	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 245	Research Methods	3
PSY 425	Abnormal Psychology	3
PSY 492	Research Proposal	1
PSY 490	Senior Project/ Seminar	3
PSY XXX	300/400 level elective	3
PSY XXX	300/400 level elective	3
		34

* SW 327 & SW 328 replaces PSY 450

Appendix F – Upper Division Application – Traditional Program

**SOCIAL WORK DEPARTMENT
UPPER DIVISION APPLICATION**

Students should apply to the Social Work Program **by date to be determined** during the second semester of their sophomore year. Students interested in a degree in Social Work should have completed SW 225 and SW 235. These are introductory Social Work courses. In addition, MATH 205 (Statistics) should be completed prior to junior year, as it is a prerequisite for the Social Work Program.

The Criteria* for admission into Upper Division Status includes:

- A cumulative GPA of at least 2.5 and a minimum GPA of 2.75 in all Social Work classes
- A completed Upper Division Application (Information should be as of fall semester)
- A completed narrative
- Ability to demonstrate effective verbal and written communication
- Provide a copy of current academic transcript from CUW Portal and spring schedule
- An interview with the Director of the Social Work Program or other Social Work faculty. (The interview is scheduled only after all necessary application materials have been received by the Social Work Program.)

Name: _____ Date: _____

Home Address: _____ Student ID# F00_____

City/St/Zip: _____ Home Phone: _____

Campus Address: _____ Cell Phone: _____

City/St/Zip: _____ Email: _____

Anticipated Graduation Date: _____ Double Major/Minor: _____

Number of Credits Completed: _____ Current GPA: _____

Have you completed SW 100/225? Yes ___ No ___ If no, completion date: _____

Have you completed SW 205/235? Yes ___ No ___ If no, completion date: _____

Have you completed MATH 205? Yes ___ No ___ If no, completion date:

Have you completed the Core Curriculum? Yes ___ No ___ If no, please list needed courses:

*Submission of all criteria does not imply acceptance into the program. The student will receive an official acceptance notice from the Program Director.

TRANSFER STUDENTS

Transfer students must have approval from the Admissions Office and the Academic Dean for all credits being transferred to Concordia University. Any Social Work credits, or related social science credits required of a Social Work major, must be reviewed and approved by the Chair of the Social Work Program.

Students transferring in as juniors, who have not yet completed the Core Curriculum, prerequisite course (Math 205), and introductory Social Work Courses (SW 225 and SW 235) may be required to wait until senior year to begin the Social Work Foundation courses (300 and 400 level courses).

STATEMENT OF AGREEMENT

I understand that if I am accepted as a Social Work major, but must leave CUW for a semester or more, re-admission to the program is not guaranteed and must be arranged in advance.

I understand that the Bachelor of Social Work program requires that students complete a field placement in a social services agency during the student's senior year. In this regard, I agree to undergo a criminal background check, as well as any needed health and drug screening. I understand that certain convictions may preclude a student from being accepted into a placement or from obtaining a license after graduation. I further understand that depending on the seriousness of the conviction, a student may be prohibited from seeking certification in the State of Wisconsin and other states.

I recognize the Social Work Department will make every attempt to secure a field placement for me, but the Department cannot guarantee that a field placement will be secured for me. I understand that students who are unable to obtain a placement may not successfully complete the Bachelor of Social Work (BSW) program.

I have read, understand, and accept the Termination Policy of Students from the Social Work Program published in the Student Manual for Social Work Majors. I agree to abide by all University and Program requirements, and the Code of Ethics of the National Association of Social Workers (NASW).

I have read this application form with care, and understand and accept all requirements for admission.

Applicant's Signature

Date

Application and narrative should be submitted in person to the Social Work Department Administrative Assistant, Richele Luebke, in Office HS 110 or at richele.luebke@cuw.edu

Contact Dr. Sarah Collins, BSW Program Coordinator, with any questions or concerns via phone: (262) 243-2191 or email: sarah.collins@cuw.edu

Appendix G – Upper Division Narrative

SOCIAL WORK DEPARTMENT PERSONAL NARRATIVE INSTRUCTIONS

(REQUIRED FOR ACCEPTANCE TO THE BSW PROGRAM)

Narrative is due with application to the BSW Program

Please complete a formal narrative of 2-3 pages that provides the Social Work Department faculty with information about yourself. This information will provide the department with the knowledge of where you are coming from, where you are, and where you want to be.

Please use the outline (on back of page) to complete your narrative. If there is additional information you would like to provide that does not seem to fit the outline, please include it in the section that you think is the most appropriate. Take time to reflect before you write and please be open and honest.

If you have questions about the application process, please contact the program director, Dr. Sarah Collins, via phone: (262) 243-2191 or e-mail: sarah.collins@cuw.edu or the admission counselor at your preferred Accelerated Learning Center below.

Please submit your narrative as follows:

Traditional Mequon/Ann Arbor Campus Students: Submit in person to the Social Work Administrative Assistant, Richele Hackbarth, in HS 110, along with your other application materials.

Adult Accelerated Learning Center Students: Submit to your admission counselor via email or in person along with your other application materials:

Miller Park Way Center:
Nicholas DeLeon
nicholas.deleon@cuw.edu
1670 Miller Park Way
West Milwaukee, WI 53214
(262) 243-1803

Green Bay Center:
Kathy Charles
kathy.charles@cuw.edu
Executive Center II
1150 Springhurst Dr. – Suite 101
Green Bay, WI 54304
(920) 498-2551

NARRATIVE OUTLINE

A. Description of self

1. Include personal information that will provide insight on who you are.
2. Describe your present significant relationships, people who have had a strong influence on you, and role models.

B. Life experiences and socialization

1. As you think about your life, what is important to you?
2. What is your employment and volunteer history, including mission trips, church programs, community outreach, etc.?

C. Choosing Social Work as a career

1. What experiences inspired your interest in Social Work and what prompted your final decision to pursue the BSW degree?
2. Why did you choose Concordia University?
3. In what ways do you think you are particularly suited to becoming a Social Worker?

D. Long range goals

1. Are there particular areas of Social Work practice that interest you? Why those areas?
2. What are your goals once you complete the BSW degree?

E. Criminal History*

1. Do you have any criminal charges pending against you, or were you ever charged and/or convicted of any crime anywhere? Please explain.
2. What have you done since the incident(s) to make positive changes in your life?

*For all prospective Social Work students, a criminal background check will be completed. Section E is your opportunity to be completely honest and explain items that may show up on your background check. If you do not have any criminal history, you may omit this section.

Appendix H – Verification of Service/Volunteer Hours – Traditional Program

VERIFICATION OF SERVICE/VOLUNTEER HOURS

Student: _____

*Activities previously completed may count towards the 40 hour requirement if:

1. You were at least a college freshman at the time
2. You are able to get an approved signature to vouch for the activity.

Choice Activities may include, but are not limited to:

- Volunteer your time to:
 - Help at a homeless shelter
 - Help serve food to the hungry
 - Teach Sunday school
 - Participate in a mission trip
 - Help at a social service agency

Requirements for service hours are:
 20 Hours – Choice Activities
 20 Hours – IPE Activities
 ***Cannot do more than 10 hours at one place.

Students must complete their service/volunteer hours prior to starting their field placement senior year.

Upon Completion Return Form to:
 Richele Hackbarth – HS 110

**If you are not sure an activity will count, please double check by emailing a description of the activity to Sarah.collins@cuw.edu

Activity #1				
Day/Date: _____	Circle one: Choice / IPE	Time In:	Time Out:	# of Hours For Day:
Description of Activity:				
Supervisor Name & Signature:			Date:	
			Cumulative Hours:	

Activity #2				
Day/Date: _____	Circle one: Choice / IPE	Time In:	Time Out:	# of Hours For Day:
Description of Activity:				
Supervisor Name & Signature:			Date:	
			Cumulative Hours:	

Activity #3				
Day/Date: _____	Circle one: Choice / IPE	Time In:	Time Out:	# of Hours For Day:
Description of Activity:				
Supervisor Name & Signature:			Date:	
			Cumulative Hours:	

Activity #4				
Day/Date: _____	Circle one: Choice / IPE	Time In:	Time Out:	# of Hours For Day:
Description of Activity:				
Supervisor Name & Signature:			Date:	
			Cumulative Hours:	

Activity #5				
Day/Date: _____	Circle one: Choice / IPE	Time In:	Time Out:	# of Hours For Day:
Description of Activity:				
Supervisor Name & Signature:			Date:	
			Cumulative Hours:	

*Use additional sheets as needed

Appendix I – Application for Field Placement

Application for Field Placement BSW Program

First Name _____ M.I. ____ Last Name _____

Email _____ Preferred Phone _____

Home Address _____

Current Address _____

Expected Date of Graduation _____

Please list the names of two agencies where you are interested in completing a field placement.

1. _____

2. _____

What type of setting would you like for field experiences?

Population of Interest: (Rank 1, 2, and 3)

____ Children

____ Youth

____ Adults

____ Families

____ Older Adults

____ Persons with Disabilities

____ Other Populations (mental health, LGBTQ, ethnic, homelessness, health care, etc.)

Fields of Practice: (Rank 1, 2, and 3)

____ Advocacy/social justice

____ Family preservation/child welfare

____ Addiction

____ Mental Health

____ Homelessness/low income

____ Medical Social Work

____ Domestic Violence

____ Other Interests _____

____ Social Work Administration

____ Community Action

____ Political Advocate

____ Disability

____ School Social Work

____ Older Adult Settings

____ Hospice

Briefly explain why you selected these areas:

What are your career goals?

Do you drive? ___ Yes ___ No Do you have access to a car? ___ Yes ___ No

Can you provide proof of car insurance? ___ Yes ___ No

* Please note, during your field placement, you may be asked to transport clients in your personal car. CUW does not support nor provide liability coverage to students when transporting clients. If transporting client is required of the Field Agency during your internship hours the Field Agency will need to provide liability coverage to interns. **A signed legal agreement between CUW and the Field Agency will need to be completed indicating liability coverage by the Field Agency prior to approval of the placement.**

Please identify any languages that you speak fluently/sign (other than English):

Do you hold any certifications or licenses? ___ Yes ___ No

If yes, please list:

Title of Certification/License

License State

License Number

Are there any special needs or desires that you want considered in community and host agency selection: ___ Yes ___ No If yes, please explain:

List the order of preference of all cities, towns and geographic areas that can be considered in selecting your placement?

- 1.
- 2.
- 3.

If there is a site not on the placement list that interests you, please provide the name, address and phone number of the agency:

Are there any concerns about field placement that you would like the department to be aware of prior to making your placement? ___ Yes ___ No If yes, please explain:

On separate sheet of paper, please provide additional information about yourself that may impact selection of a field placement site:

1. Describe your completion of IPE and Service Learning hours (Traditional Students):
completed, # remaining, and places where completed.
2. Describe your attendance history for completed classes.
3. How did you manage barriers, if any, to attendance and meeting deadlines for assignments?
4. Any legal arrests or citations? Please explain in detail.
5. How do you care for yourself during stressful periods?

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three (3) field placement referrals, all of which the student refuses
- Three (3) post-interview rejections of a student by potential field agencies.
- A student refuses three (3) offers for field placement

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all BSW students to conduct themselves in accordance with the Code of Ethics at all times.

I understand that I am expected to demonstrate professional conduct according to the NASW Code of Ethics in my social work field placement, BSW coursework and future career. I understand a violation of the NASW Code of Ethics may prevent me from completing my Field Education or BSW program.

Further, I agree to abide by the policies and procedures set forth in the Field Manual and agree to represent myself, the Social Work program and Concordia University Wisconsin in a professional, ethical and respectful manner.

Signature _____ Date _____

Print Name _____

- ❖ Please submit completed and signed form to the Field Coordinator
- ❖ Students should **not** contact Field Agencies until after a meeting with the Field Coordinator

Appendix J – Guidelines for Risk Prevention and Management Strategies

For Social Work Field Placements

With increasing concerns about violence in American society, safety issues and the potential for violence affect both Social Workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among Social Work students
- Help students to be better prepared to handle potentially dangerous situations
- Stimulate discussion among students, faculty, and field instructors about the presence of violence in Social Work settings
- Provide strategies and or training that can be utilized to reduce the risk of violence
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations
- Suggest general risk reduction guidelines for Social Work students

Agency policy and safety risk factors will also be discussed in field seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student may be at risk or feel unsafe, the student needs to notify the field instructor ASAP. In addition, the student needs to contact either the SW Director or the faculty field liaison immediately.

The goals of risk prevention and management strategies should be to:

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your field instructor know when you leave the agency to make a home visit or other off site meeting and at what time they can expect you to return.

General Personal Risk Reduction Guidelines for Social Work Students

Social Work students find themselves in all sorts of situations in various locations during their field placements, in their careers, and sometimes in everyday life. The following guidelines may help you reduce your personal risk to unwanted situations.

Awareness – You must be aware of where you are and what is going on around you.

Body Language – Walk confidently and be alert; keep your head up; stand straight.

Environment – Be aware and think. Don't walk alone in an unfamiliar area, if possible.

Vehicle Safety – Park your car in the agency lot or designated “safe” parking area. Lock your car doors while you are in your car and when you are away from your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situation while on field visits or in unfamiliar neighborhoods.

Cell Phone - Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it's fully charged and don't hesitate to use it in an emergency.

Safety First and Always!!!

Appendix K – Résumé Sample – BSW Graduate

Jane C. Doe

12800 North Lake Shore Drive
 Mequon, Wisconsin
 (262) 222-2222 Jane.Doe@cuw.edu

Education

Concordia University Wisconsin	B.S.W.	May 2017
Mega Tech School	Associate of Arts	May 2015

Inter-Professional Education Certificate

May 2017

- Participated in the Department of Social Work led bi-annual mock case presentations and staffing
 - Attended bi-annual meetings and participated in staffing cases
 - Participated in group formation activities
 - Attended and assisted in Elderly Group Activities
- Observed Justice Court, Milwaukee Wisconsin
- Observed Mental Health Court, Milwaukee Wisconsin
- Member of CUW School of Health Profession IPE Committee
- Participated in Asperger’s Night activities for clients

Field Placement

Fox County Homeless Coalition
 Fox, Wisconsin

- Worked in the street rescue program for homeless families
- Worked in the Homes for the Homeless program facilitating shelter and transitional living placements
- Food for the Hungry Program
- Distribution of warm coats in the winter
- Provided transportation for homeless seeking job placements
- Attended school meetings with mothers of homeless children
- Provided after school activities, tutoring and supervision for children ages 6 – 12
- Distribution of Christmas gifts to families living in shelters and transitional living facilities
- Distribution of Christmas food baskets to former clients of the coalition during Christmas, Easter and Thanksgiving holidays

Service Learning/Volunteer Experience

- Volunteered at Christ’s Shelter for the Homeless and Soup Kitchen
 - Served meals with church youth group for 1 time each month for 12 months, 2017
- Camp Counselor
 - Camp Lutheran Church LCMS
 - June 2015 (6/1/15 – 6/20/15)
 - June 2014 (6/1/14 – 6-20/14)
- Volunteer Vacation Bible School
 - Humanity Lutheran Church, Somewhere Wisconsin 2013, 2012, 2011
 - Annual vacation bible school 2 weeks annually
 - Children 5 – 8
 - Children 9 – 12

Jane C. Doe

Page 2

Employment

- Starbuck's Coffee, Mequon
 - September 2015 – present
- Nanny, Mequon
 - August 2015 – present
- Summer Employment, Somewhere Park District
 - 2013 & 2014
 - Coached children's soccer team , ages 10 - 12
 - Provided swim lessons for children ages 8 – 9

Professional Conferences

- North American Association of Christian Social Workers (NACSW) 2015
 - Grand Rapids, Michigan
- National Association of Social Workers Conference (NASW) 2016
 - Milwaukee, Wisconsin
- School of Health Professions, Concordia University
 - Health Care in Today's World, 2016

First Thursday's Professional Lunch & Learn Seminars – Concordia University Department of Social Work

- Terrorism – October 2015
- Issues on Homosexuality – February 2016
- Safety – March 2016

(References upon request)

Appendix L – Department of Social Work Professional Readiness Checklist & Code of Conduct

Professional Readiness Checklist for Undergraduate Social Work Students

Becoming a professional Social Worker is a process that begins when a student becomes a Social Work major. Students are expected to commit to learning, modeling professional social work behavior, values, and ethics in the classroom, field education, campus events, etc. Failure to demonstrate the markers of professional behavior may impede a student's progress in the program and result in actions up to and including termination from the program. Professional readiness differs from the academic review that occurs at multiple points throughout the program. The Professional Readiness Checklist is not based on academic markers but is based on the indicators / markers that are necessary for professional development and behavior consistent with those demonstrated by professional Social Workers.

Markers of professional behavior include, but are not limited to, the following:

1. Treating your classmates as colleagues and extending professional communication, respect, value for diversity.
2. Timeliness in meeting deadlines for coursework, program requests and field education.
3. Understanding how excessive leaves and absences impact learning, relationships, and work with clients.
4. Being on time and prioritizing responsibilities.
5. Practicing healthy work/life balance. Social work students should display an ability to deal with life stressors effectively, using proper self-care skills and advocacy skills with their colleagues, peers and others.
6. Being proactive in seeking out help and assistance prior to a deadline or a medical or emotional issue interfering with performance.
7. Utilizing effective and timely communication skills.
8. Accessing supportive CUW services when needed (i.e., counseling, health care, Learning Resource Center).
9. Exploring and understanding how one's own values, belief systems and past experiences impact work as a social worker, class assignments and activities.
10. Adhering to classroom expectations as outlined in course syllabi.
11. Displaying proper ethics and boundaries in and out of the classroom.
12. Proper and ethical use of social media and social networking, maintaining the guidelines of confidentiality at all times when writing about class experiences, field work, volunteer work or agency information.

The above list is provided as an easy to read checklist that includes some of the important behaviors and standards from the Department of Social Work Code of Conduct. Social Work Students must increasingly demonstrate these markers throughout their BSW education or risk penalties up to and including dismissal from the program. Please keep these standards in mind in both your educational and professional careers. The following pages include the Department of Social Work Code of Conduct which provides more details on the standards and behaviors expected of Social Work students.

Appendix M – Consent to Record Picture and Voice Form

Consent to Record Picture and Voice

I, the undersigned, hereby grant Concordia University the right to record my picture, and voice on any media and to edit such media and/or insert into broadcast programs or other audio-visual presentations as it may, in its sole and exclusive discretion, see fit. I acknowledge that Concordia University will be the owner of the aforementioned recordings and I waive any right of payment to which I might otherwise be entitled as a result of my consenting to Concordia University making any such recording. I further grant Concordia University the right, without making any payment to me, to use such recordings of my picture, and voice in any way it sees fit. This right to use such recordings shall include, although not by way of limitation, the following:

1. Reproduction and publication of such recording, either edited or unedited, in the form of photographs, advertisements, or other promotional media.
2. Sale to or unrestricted use by any person, firm, association, partnership or corporation.
3. Sale to or unrestricted use in any mass media (including, but not by way of limitation, newspapers, magazines, books, radio broadcasts and television broadcasts).
4. Use in any audio-visual presentation or other program display or promotion.
5. Use for publicity, advertising, sales or other promotional effects.

Therefore, I hereby grant Concordia University permission to reprint my photo(s) in future publications.

Date: _____

Signature: _____

Name (please print): _____

Phone Number: _____

FOO #: _____

Appendix N – Student Acknowledgement Form



Department of Social Work

Acknowledgement Form

I acknowledge that I am in receipt of the following documents (via Blackboard):

- Social Work Student Handbook
- Social Work Field Manual
- Department of Social Work Code of Conduct and Professional Readiness Checklist, and
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I have read and will abide by the CUW Code of Student Conduct found online at www.cuw.edu/consumerinformation.

I further acknowledge that I have read through the above material, understand it and am familiar with what is expected of me, and failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Social Work Student Handbook, Social Work Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

Print Name & FOO #

Signature

Date