



Social Work Program

University of Wisconsin-River Falls

Handbook

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This student handbook has been prepared to assist your understanding of the Social Work Program at the University of Wisconsin-River Falls. We expect that you will read the handbook carefully and continually refer to it to answer questions you might have. Additional information may be found in the university catalog and on the Social Work Program's website at www.uwrf.edu/socialwork. Please feel free to discuss additional questions or concerns with your faculty advisor or the director of the Program.

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University of Wisconsin-River Falls

INTRODUCTION

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. 'Clients' is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- *Service*
- *Social justice*
- *Dignity and worth of the person*
- *Importance of human relationships*
- *Integrity*
- *Competence*

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience

(Preamble, NASW Code of Ethics)

What Type of Person Is Interested in Social Work?

In general if you. . .

- have motivation to reduce human suffering;
- have convictions about human values in a free society;
- have the ability to face and challenge some of the harsh realities of life such as poverty, racism and sexism that deny the right to equality;
- believe that society has an obligation to all people: the welfare recipient, the abusing parent, the chemically dependent, etc.;
- have the courage to allow people the right to determine their own destiny.

Then you. . .

- may find challenge and satisfaction through a professional role in social work practice.

Who Are Social Workers?

Social workers are generally people who:

- have the knowledge about human behavior, social welfare issues and services, about the impact of social policy on people and communities, and about problem solving methods to enhance human functioning.
- value the dignity and worth of every human being, advocate for social justice for all people, respect individual differences, possess personal integrity and commitment to service;
- possess the skills to help people develop their potential for effective living and also help improve the quality of human life.

What Is the Purpose of Social Work?

The *Curriculum Policy Statement* of the Council on Social Work Education describes the purpose of social work as follows:

The social work profession receives its sanction from the public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

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

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

(*The Education Policy and Accreditation Standards, C.S.W.E.*, p. 4)

What Do Social Workers Do?

Social work is an active, “doing,” profession that empowers people to bring about positive change in problem situations through problem solving or prevention. Therefore, social workers are actively involved in wide-ranging tasks. Some of the more important roles played by social workers under different job titles (such as caseworker, counselor, probation officer, intake worker, community organizer, group worker) are: outreach workers, broker, advocate, evaluator, mobilizer, teacher, behavior changer, consultant, community planner, data manager, administrator, and caregiver. Social workers are employed in a wide variety of settings in both the private and public sector. They work in nursing homes, hospitals, schools, residential treatment centers, correctional institutions, community centers, homeless shelters, human service agencies, juvenile courts, employee assistance programs, mental health centers, etc.

What Is the BSW?

The Social Work Program offers students a Bachelor of Social Work degree (a major in social work) as professional preparation for social work employment. On the undergraduate level, a social work degree prepares you for competent beginning professional social work practice. Based on a broad liberal arts foundation, the social work major is a combination of academic and experiential courses leading to the bachelor's degree in social work - BSW. Recognition is given by employers to students holding a BSW from an accredited program and advanced standing is offered by many MSW programs. This Social Work Program was accredited by the Council on Social Work Education in January, 1993.

The Council on Social Work Education is an organization that was created by a group of social work professionals who were concerned that institutions of higher education which trained social workers adhered to standards of excellence. The major purpose of CSWE is to develop standards for the education of social work practitioners, and monitor and assure that the standards are upheld.

Through academic courses you will be given the tools you will need to help people and systems resolve their problems. You will be prepared to work in a wide variety of settings, population groups, and problem areas. You will have your assumptions about helping people challenged as you are invited to evaluate the many causes of social problems and commit yourself to work to increase social and economic justice for all people. A BSW prepares you to provide leadership in the development of just and effective service delivery systems. It also prepares you to be a life-long learner who will contribute to the knowledge base of your profession.

Through the field placement program you will be able to personally test your developing helping skills. In the field you will also confront many of the professional value issues discussed in the classroom. When you complete your undergraduate degree requirements with a major in Social Work, you will be ready to assume full responsibility for entry level professional employment.

PROGRAM DESIGN

Social Work Program Mission Statement

The primary mission of the Social Work Program at UW-River Falls is to prepare undergraduate students for ethical and competent generalist social work practice with individuals, families, groups, organizations, and communities. As graduates, students are expected to be enlightened as citizens, appreciative of diversity, committed to social justice and prepared to be life-long-learners who will contribute to the knowledge base of their profession. The Program commits itself to being an active, contributing part of the university community and the region within which the campus is located.

Social Work Program Goals and Objectives

Goal 1. To graduate students prepared for and committed to lifelong learning based on the integration of the skills of critical thinking, a foundation of liberal arts education and the knowledge base of generalist social work education.
Graduates will:

- Obj. a. Demonstrate the ability to think critically about the liberal arts foundation and the knowledge base of social work practice. (EPAS Program Objective 1)
- Obj. b. Understand the absolute necessity for being a life-long learner committed to adding to the knowledge base of social work practice.

Goal 2. To graduate students who are prepared for entry level generalist practice using social work professional foundation knowledge, values, ethics and skills with client systems of various sizes and in different practice settings.
Graduates will:

- Obj. a. Demonstrate competent generalist entry level practice utilizing social work knowledge and skills with systems of all sizes. (EPAS Program Objective 6)
- Obj. b. Understand and practice within the value base of social work and its ethical standards and principles. (EPAS Program Objective 2)
- Obj. c. Practice without discrimination, with respect, and with knowledge and skills regardless of any clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (EPAS Program Objective 3)
- Obj. d. Demonstrate a professional use of self based upon the integration of social work knowledge, skills, values and ethics.

- Obj. e. Understand and apply knowledge of biological, sociological, cultural, psychological and spiritual variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems. (EPAS Program Objective 7)
- Obj. f. Collaborate with client systems of all sizes to develop a plan(s) of action based on a thorough assessment of client system strengths and challenges.
- Obj. g. Utilize appropriate social work roles (e.g., broker, mediator, enabler, facilitator, advocate, teacher) when working with clients.
- Obj. h. Communicate effectively with a variety of client populations, colleagues and members of the community. (EPAS Program Objective 10)
- Obj. i. Demonstrate the ability to secure and use current research as applied to social work practice with systems of all sizes. (EPAS Program Objective 9)
- Obj. j. Use supervision and consultation appropriate to entry level generalist social work practice. (EPAS Program Objective 11)
- Obj. k. Use current technologies to effectively and efficiently provide services to clients.

Goal 3. To graduate students who are committed to and prepared to be leaders in seeking social justice for all people, particularly those experiencing poverty, discrimination and/or oppression. Graduates will:

- Obj. a. Understand and clarify for others the history of the social work professional and its current structures, values and ethics. (EPAS Program Objective 5)
- Obj. b. Analyze the impact of social policies on clients, staff, agencies and larger social systems. (EPAS Program Objective 8)
- Obj. c. Recognize the global context of social work practice.
- Obj. d. Formulate and influence social policies and social work services by involving individuals, families, groups, organizations and communities to enhance human well being in diverse political contexts. (EPAS Program Objective 8.a)
 - (1) Understanding of the forms and mechanisms of oppression and discrimination. (EPAS Program Objective 4)
 - (2) Application of strategies of advocacy and social change that advance social and economic justice. (EPAS Program Objective 4)
- Obj. e. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (EPAS Program Objective 12)
- Obj. f. Evaluate research studies and apply findings to macro practice. (EPAS Program Objective 9)

Obj. g. Understand the necessity for pursuing prevention activities at micro, mezzo and macro levels of practice.

Goal 4. The Social Work Program will be involved in outreach activities that enrich both the quality of the Program and the well-being in the region around the University. The Social Work Program will:

Obj. a. Continue to manage the Western Wisconsin Partnership for Children and Families.

Obj. b. Continue to utilize the Social Work Program Advisory Board as a means for

Obj. c. Continue to maintain close working relationships with the agencies providing field placements.

Goal 5. The Social Work Program will contribute to the enrichment of the UW-RF general liberal arts education so as to promote enlightened citizenship. The Social Work Program will:

Obj. a. Continue to teach at least one section of Introduction to Social Work as a Career as a general education course.

University General Education and Liberal Arts Plan

All undergraduate students must complete General Education Program requirements comprising slightly less than one-third of the total credits needed to earn a degree. The General Education Program is designed to develop essential academic skills, to acquaint students with their cultural heritage, and to provide them with a broad base of liberal studies in the humanities, mathematics, and in the social and physical sciences. This program will serve as a foundation for study in a major. Further, it will develop breadth of knowledge and will cultivate the critical judgment necessary for mature and responsible lives in work, in leisure and as citizens of the nation and the world.

I. Skills to be developed include:

1. to read, write, speak and listen effectively.
2. to understand mathematical reasoning, to interpret numerical data and to perform mathematical operations.
3. to think critically, to analyze problems systematically and to integrate knowledge from the humanities and the social and physical sciences.

II. Breadth of knowledge to be developed includes:

1. to understand historical perspectives.
2. to understand important literature of past and contemporary cultures.
3. to understand the ways in which artistic forms and styles represent and interpret the human experience.
4. to understand the principles and the methods of the basic physical and life sciences, including laboratory work.
5. to understand the concepts and methods of inquiry in the social sciences.

6. to understand the importance of one's physical and psychological well-being.

III. Elements of critical judgment to be developed include:

1. to understand the impact of technology upon contemporary culture.
2. to gain a global perspective of human culture, recognizing that this century requires such perspective.
3. to develop a sense of ethical and social responsibility.

CURRICULUM DESIGN

A minimum of 54 semester hours in social work courses, including a 2 semester field placement (12 credits) is required for a BSW degree. In addition, 11 semester hours of supporting courses, a minimum of 42 hours of general education, a minimum of 10 credits of liberal arts, plus 6 credits of electives (1 guided) to total 120 semester hours is required:

Course Requirements		Credits
General Education		
A. Communication		9
B. Humanities and Fine Arts		9
C. Social & behavioral Sciences (Econ. 100, Poli Sci. 114, Psych 100)		9
D. Sciences (including Biology 100)		9
E. Senior Level Interdisciplinary Capstone		2
F. Physical Education		2
Total		40
II. Liberal Arts (including Biology 253)		Total 10-12
III. Required Social Work Courses		
Swk 150	Intro to Social Work Services	
Swk 205	Intro to Social Work and Social Welfare	3
Swk 215	Human Behavior in the Social Environment	3
Swk 250	Use, Abuse, and Addiction	3
Swk 300	Research Methods	3
Swk 260	Practice with Diverse Populations	3
Swk 324	Theory and Practice I	3
Swk 325	Theory and Practice II	3
Swk 350	Social Welfare Policy	3
Swk 389	Special Topics in Social Work (2)	6
Swk 424	Advanced interviewing and Crisis Intervention	3
Swk 426	Theory and Practice III	3
Swk 472	Social Work Field Placement (2 semesters)	12
Swk 480	Senior Integrative Seminar	3
Swk 481	Integrating Policy and Research	3
Total		54
IV. Required Supporting Courses		
Soc 100	Introduction to Sociology	3
Psych 201	Statistics	3
Total		6
V. Elective		
	Guided Elective (Selected from Program approved list)	3
	Elective	5-7
Total		8-10
Total Credits		120

SUGGESTED COURSE SEQUENCE

“Declaration” of Social Work as Major		Freshman	
FALL		SPRING	
English Composition (Eng 111)	3.0	English Composition (Eng 112)	3.0
Intro Social Work (SWK 150)	3.0	Intro Biology (Bio 100)	3.0
Nat, State, Local GVT (Poli Sc 114)	3.0	Intro Sociology (Soc 100)	3.0
Fine Arts	3.0	Economics (Econ 100)	3.0
Science (non-lab)	3.0	Intro Psychology (Psych 101)	3.0
Phy Ed.	0.5	P.E.	.5
	15.5		15.5

		Sophomore	
FALL		SPRING	
Literature (241-245)	3.0	Elective	2.0
Intro SWK & Soc Welfare (SWK 205)	3.0	Practice with Div. (SWK 260), etc	3.0
Use, Abuse, Addiction (SWK 250)	3.0	HBSE (215)	3.0
Liberal Art/Language	3.0/4.0	Humanities/Fine Arts Other	3.0
Lib. Arts (Bio 253)	3.0	Psych Statistics (Psych 201)	3.0
Phy. Ed.	0.5	Health & Fitness (HHP 108)	1.0
	15.5		15.0

Formal Application to Social Work Major

		Junior	
FALL		SPRING	
Guided Elective	3.0	Special Topics (SWK 389)	3.0
Theory & Practice I (SWK 324)	3.0	Theory & Practice II (SWK 325)	3.0
Social Welfare Policy (SWK 350)	3.0	Social Work Research (SWK 300)	3.0
Speech (SCTA 101)	3.0	Liberal Arts	3.0
Liberal Arts	3.0	Elective	3.0
	15.0		15.0

Formal Application to Field

		Senior	
FALL		SPRING	
Theory & Practice III (SWK 424)	3.0	Crisis Intervention (SWK 426)	3.0
Field Placement (SWK 472)	6.0	Field Placement (SWK 472)	6.0
Integrative Seminar I (SWK 480)	3.0	Integrative Seminar II (SWK 481)	3.0
Special Topics (SWK 389)	3.0	Senior Capstone (ISCI 497)	2.0
	15.0		14.0

Description of Social Work Courses

150 Introduction to Social Work Services

3 cr. hrs.

This course is designed to provide an introduction to social work services. It will include an examination of required skills, settings for practice, client populations, special issues, history of social work services, current social service programs and policies, and how social work differs from other professions. It will also provide an opportunity to examine the values/ethics integral to social work practice and begin to explore the compatibility of personal value systems with those of the profession. (F, Sp)

205 Introduction to Social Work and Social Welfare

3cr.hrs.

This is a "writing intensive" course. This course is designed to provide an introductory knowledge of social welfare and social work, the philosophy of the methods of social work practice and human behavior in macro systems, the current issues in social welfare, the three major perspectives of social welfare/social work and the professionalization of social work. An integral part of the course is the analysis of personal values and ethics in conjunction with an understanding of social work values and ethics. Also included is a beginning understanding of the systems perspective and generalist social work practice. Prerequisite: Soc. 100, SWK 150 or consent of instructor. (F)

215 Human Behavior in the Social Environment

3cr.hrs.

This course will describe and explain intra- and inter-individual human behavior over the life span, the consequences of those behaviors in interactions with systems in the social environment and the implications of both for social work practice. Special attention will be paid to helping students understand not only the typical processes of development, but also to appreciate the individuality which each person brings to that process. (Sp)

250 Use, Abuse and Addiction

3cr.hrs.

This course will introduce students to theory and research relevant to understanding the process of addiction. It will include information on problem identification as well as strategies and skills necessary for entry level work with persons who are addicted. It will also include content on prevention. Although the major focus of this course will be on chemical dependency, content will be included on other addictions including eating disorders and gambling. This course will emphasize the impact of addiction on the family and other social systems. It will be taught from a social work perspective; however, it will be useful for any student planning on becoming a helping professional. (F)

260 Practice with Diverse Populations

3 cr. hrs.

Students in this course will learn the theoretical frameworks, knowledge and skills necessary for working with minority populations as helping professionals. It will include specific content appropriate for practice with Native American, African American, Hispanic and Hmong persons as well as content on other minority populations including women; people who are gay, lesbian, or bisexual, as well as persons with disabilities. Although this course is taught from a social work perspective, it is appropriate for all students considering helping professions. (Sp.)

300 Research Methods

3 cr. hrs.

This is a "writing intensive" course designed to enable students to learn the value of research for understanding human behavior and improving social work practice decisions. The emphasis is on basic concepts, the research process, research designs (particularly single subject designs), evaluation research, collecting and analyzing data, qualitative research, writing reports and ethical issues. Prerequisite: Psych. 201 or Math 226.

324 Theory and Practice of Social Work I**3 cr. hrs.**

Basic Helping Processes will help students integrate social work values and ethics as well as teach students the problem solving process integral to social work practice with individuals, families, groups, organizations and communities. It will provide the students with an introduction to basic communication skills needed at all levels of generalist social work practice and with a beginning opportunity to practice those skills at the individual system level. Prerequisites: SWK 215 and admission to major. (F)

325 Theory and Practice of Social Work II**3 cr. hrs.**

This course will assist the student to apply the basic helping process skills learned in SWK 324 by focusing on skill development beyond the individual system to family and small group systems. A specific transition from individual systems to the use of family and small group systems examples will be utilized. Further skills in group process, family dynamics, communication and problem solving with small group systems will be developed. Prerequisite: SWK 324. (Sp)

350 Social Welfare Policy**3 cr. hrs.**

This course is designed to acquaint the student with social welfare policy and social justice in the United States, the impact of that policy on program development and the manner, therefore, in which needs of society are met or left unmet. It is further designed to help the student realize and practice the influence with which social workers are capable, and the steps necessary to implement such a change effort in policy/practice situations Prerequisite: SWK 205, or consent of Social Work Program Director. (F)

389 Special Topics in Social Work**3 cr. hrs.**

These courses offer an in-depth study of selected topics in social work/social welfare. The course may be repeated for credit when a different topic is covered, no more than nine credits of Special Topics may count toward the major. (Offered each semester.)

389 Special Topics in SW: Child Welfare**3 cr. hrs.**

This course provides students with entry level knowledge and skills appropriate for working in the diverse areas identified as child welfare including: physical/sexual abuse, neglect, adoption, foster/institutional care, juvenile court/corrections, as well as children who are "at risk" because of chemical abuse/dependency, poverty, divorce, discrimination, etc. It also covers many of the philosophical, political and ethical issues which are a challenge in child welfare policy and program development today. (Offered on a bi-yearly basis.)

389 Special Topics in SW: Family Based Social Work Practice**3 cr. hrs.**

This course is designed to train the social work student to work with families with a focus on the family as a system. The problem solving model with a strengths perspective will be the means utilized. Family systems theory will form the theoretical base for the course. Diversity will include ethnic differences and lifestyle differences. (Offered on a bi-yearly basis.)

389 Special Topics in SW: Mental Health Systems**3 cr. hrs.**

This course focuses on mental health systems in Wisconsin and Minnesota as well as the role of the federal government. The mental health laws of the two states, the delivery of services, the role of mental health professionals (including social workers), the role of managed care, private and public collaboration, advocacy groups, research organizations (NIMH) etc. will be addressed. The systems perspective will be the theoretical base. The course will review the medical model, the strengths perspective and issues within the mental health "community". (Offered on a bi-yearly basis.)

389 Special Topics in SW: Suicide, Euthanasia and Client Self Determination**3 cr. hrs.**

This course focuses on the issues of suicide and euthanasia in the United States as well as utilizing a more global perspective with a comparison with other countries as appropriate. Life crisis, stress,

perfectionism, role loss, physical loss, mental loss, etc will be important components of the class. Both suicide and euthanasia will be studied with an emphasis on adolescents, elderly, race and ethnicity. Prevention, intervention, and follow-up services will be addressed. The role of the social worker will be explored and the systems perspective will be the theoretical base. (Offered on a bi-yearly basis.)

424 Advanced Interviewing & Crisis Intervention

3 cr. hrs.

This is a senior level practice course designed to explore and develop the knowledge and skills used by social workers in acute human helping contexts. The major focus of this course is on the skill development of “use-of-self” in interviewing and problem solving in difficult psychosocial contexts, including individual, family, and mass crisis. **Prerequisite:** SWK 325, concurrent registration with SWK 472. (Sp)

426 Theory and Practice of Social Work III

3 cr. hrs.

Designed to continue the students understanding and utilization of a systems perspective, this course helps the student develop a conceptual understanding of the macro systems (organizations, communities and society) as well as of applying this knowledge to professional practice. **Prerequisite:** SWK 325, concurrent registration with SWK 472. (F)

472 Social Work Field Instruction

6 cr. hrs.

Students are given direct practice experience in a community agency to gain an in-depth understanding of the activities and programs of an agency, and, most important, to begin integrating social work knowledge, skills, values and ethics in a practice setting. The student spends 225 hours both fall and spring semesters at a social work agency for six credits each semester. Students are also required to attend weekly meetings with the Faculty Liaison and register concurrently for SWK 480 and 424 (fall semester) and SWK 481 and 426 (spring semester). **Prerequisites:** SWK 300, 325, 350, and admission to Field Placement Program. (F, SP)

480 Senior Integrative Seminar

3 cr. hrs.

This course is designed to be taken concurrently with field instruction. The student will engage in a semester long process of exploring the integration of social work/social welfare practice knowledge, skills, values and ethics with organizational tasks, responsibilities and policies preparatory to their entering the field of generalist practice. **Prerequisite:** concurrent registration in SWK 472. (F)

481 Integrating Practice and Research

3 cr. hrs.

An integrative course exploring advanced social work practice issues as they are influenced by social welfare research. Taken concurrently with Social Work 472, students are assisted in evaluating and utilizing their own skills within an agency setting in signal subject design, survey research, program evaluation, etc. **Prerequisites:** SWK 380 and concurrent registration in SWK 472. (Sp)

490 Readings in Social Work

1-3 cr. hrs.

The course is designed for social work majors. Students must complete an application and receive department approval before registering. Students are limited to two credits per semester and a total of four credits. **Prerequisite:** SWK 215. (F, SP)

499 Independent Study

1-3 cr. hrs.

The course is designed for social work majors. Students must complete an application and receive department approval before registering. Students are limited to two credits per semester and a total of four credits. **Prerequisite:** SWK 215. (F, SP)

Definition of Generalist Practice

In order to understand the above outcomes and the Program Mission Statement it is necessary to understand the term "generalist practice." The basic principle of generalist social work practice is that the social worker must be able to utilize a problem solving/helping process to intervene effectively with various size systems including individuals, families, groups, organizations, and communities. Generalist practitioners utilize a systems perspective which focuses the efforts of the worker on the interactions between individuals and between individuals and systems in their social environment (e.g., families, schools, other agencies, governmental entities, etc.). The expectation is that the social worker will play a variety of roles, many of them simultaneously. These include facilitator, advocate, educator, broker, enabler, case manager and mediator. The knowledge and skills of the generalist are transferable from one setting to another, one population to another, as well as from one problem-area to another. The effective generalist practitioner must be able understand and demonstrate how Social Work Knowledge, Values, Skills, and Research inform each other, and the professional.

Social Work Writing Policy

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

1. All social work courses will contain assignments requiring students to engage in writing. This may include research papers, term papers, article reviews, essay test questions or any other assignments which allow the student to demonstrate an appropriate level of writing skill.
2. Some of the criteria used for grading all writing assignments within the social work courses will be correct grammar, punctuation and spelling as well as appropriate organization and clarity of content.

Academic Credit for Life and Work Experience

The University of Wisconsin-River Falls does not allow credit for life experience and/or previous work experience, in whole or in part, in lieu of field placement or academic course work.

Non-Discrimination and Diversity

The Social Work Program of the University of Wisconsin-River Falls is committed to a policy of providing equal opportunity for all qualified individuals regardless of race, religion, creed, color, sex, national origin, ancestry, age, disability, marital status, pregnancy, sexual orientation, political affiliation, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin.

ADMISSION

The completion of a BSW at UW-RF requires the student to proceed through three stages of admission. The first stage involves securing admission to UW-RF and declaring social work as a major. The second is applying for formal admission to the major itself. The last step is the application for admission to field placement.

Admission to the Social Work Program

Students wishing to major in social work may either declare social work as a major when entering the university or complete an official university *Change of Major Form*. The student will then be assigned a social work advisor and be permitted to enroll in the first three social work courses: Intro to Social Work Services (SWK 150), Introduction to Social Work and Social Welfare (SWK 205) and Use, Abuse, & Addiction (SWK 250).

The second step identified above, applying for admission to the social work program, is designed to accomplish two goals. First, it is based on the need to maintain a program of excellence in the classroom and to assure the availability of quality field experience placements by limiting the number of students admitted to the program. Second, it is intended to identify and admit to the program those students who may reasonably be expected to complete the program academically, to be accepted by agencies for field placement and to perform competently as professionals upon graduation.

All students who meet the minimum requirements for the Social Work Program are invited to apply. No student will be denied admission on the basis of race, sex, disability, age, religion, or sexual orientation. This program is committed to having a diverse student body. Students should be aware however, that meeting the minimum standards does not guarantee admission to the program. The program reserves the right to limit the number of students admitted to the program each semester. Students have the right to appeal a denial of admission to the program by following the procedures outlined later in this Student Handbook.

Requirements

1. Completion of 36 semester credit hours prior to admission.
2. Attainment of a minimum cumulative grade point average of 2.25 on a 4.0 scale at the time of application.*
3. Attainment of a minimum cumulative grade point average of 2.5 at the time of application in all social work prefix (Swk) courses including a "C" or better in all social work courses.*

**Grades for course work accepted at UW-River Falls as transfer credit will be included in the computation of both cumulative and social work course G.P.A.*

4. Completion of Social Work 150 and 205.
5. Completion of 30 hours of certified, post-high school volunteer service in community agencies. (Verification and evaluation of this experience is submitted to SWK 150 instructor by the student prior to the completion of that course. This document is placed in the student's application file by the Program Assistant.)
6. Submission of a writing sample as specified by the faculty member teaching SWK 205.
7. Securing a copy of the Social Work Student Handbook via www.uwrf.edu/socialwork.

8. Approval by the social work faculty: Approval is based upon an assessment of the criteria listed below. Sources of information by which to evaluate students include the evaluations completed by social work faculty at the conclusion of each social work course, the evaluation completed by volunteer work supervisors and from any other information presented by social work and/or other faculty members who have had personal contact with the student. Factors included in the assessment include:
 - a. class attendance.
 - b. appropriate participation in classroom activities.
 - c. ability to meet deadlines.
 - d. ethical conduct.
 - e. ability to maintain positive relationships with faculty and other students as well as clients and supervisors in volunteer placements
 - f. willingness and beginning ability to examine own values and biases as they relate to social work practice.
 - g. ability to communicate effectively both in written and oral form.
 - h. maintenance of at least one year in recovery if student has history of chemical dependency.
 - i. reasonable emotional stability and maturity (serious questions raised by social work faculty in this areas will result in a requirement that student complete a psychological/psychiatric assessment by a professional agency approved by the student's advisor at the student's expense.)
 - j. presence of any criminal record which would indicate a history of physical violence, sexual misconduct or any other offense which would make the student unemployable as a social work professional.
9. Any student who withdraws from the social work program or does not take classes at UW-RF for three or more sequential semesters must reapply for admission into the program.
9. A student accepted into the University as a transfer student, who has not been turned down for admission to another accredited Social Work Program, must complete a minimum of one semester of courses at UW-RF, including at least one social work course, prior to admission to the Social Work Program. Such a student may be provisionally admitted to the program for a semester, pending review by the social work faculty upon completion of the required semester. This admission may be denied due to space availability within the program.
10. A student accepted into the University as a transfer student, who has been refused admission to another Social Work Program, will be asked to sign a release of information allowing the UW-RF Social Work Program Director to communicate with the faculty at the previous Social Work Program. Whether the students will be accepted or not will depend upon the number of students already admitted to the program, the reason for the student not being admitted from the previous program, and the results of an interview with the Program Director.

Procedure

Students seeking admission to the social work major will do the following:

1. Secure a copy of the Student Handbook from www.uwrf.edu/socialwork.
2. Submit the following required materials to the secretary for the Social Work Program, Deans' Office College of Education Building, by the first Monday in December.
 - a. Completed *Application for Admission to the Social Work Major* form available at www.uwrf.edu/socialwork/forms.
 - b. Current DARS.
 - c. Designated writing sample.

Upon receipt of all required admission materials, the Social Work Program faculty will:

1. Review the application materials.
2. Require an interview with the faculty if deemed necessary or appropriate.
3. Notify applicants in writing within forty five (45) days of the decision regarding admission to the major.

Students transferring into the UW-RF Social Work Program from another accredited social work program/department who have not been denied admission to that program will:

1. Complete the above described process.
2. Provide verification of a minimum of 30 hours of social work relevant volunteer work with supervisory evaluation, completed while enrolled at previous university/college, or complete 30 hours of social work relevant volunteer work during first semester enrolled at UW-RF and again providing verification and evaluation from supervisor.
3. Be granted provisional status (if designated as a part of the accepted pool of students) for one semester.
4. Complete one semester, taking at least one social work prefix course, before the provisional status will be reviewed by the social work faculty. Acceptance will either be confirmed or denied at that point.

Students transferring into the UW-RF Social Work Program from another accredited social work program/department who have been denied admission to that program will:

1. Complete the above described process.
2. Be asked to discuss the reason for denial of admission with the Program Director. Student will also be asked to allow the advisor to communicate with the prior social work program/department regarding the reason for the denial of admission.
3. Complete one semester, taking at least one social work prefix course, before being considered for admission to the major.

Students have the right to appeal a denial of admission to the social work major according to the procedures outlined in this handbook.

Admission to Field Placement

Because students will be working directly with individuals in a helping relationship, it is necessary that they meet certain standards for admission to field placement.

Requirements

1. Admission to the social work major at UW-RF.
2. Completion of the following courses: SWK 300, SWK 325, and SWK 350.
3. Attainment of a minimum cumulative grade point average of 2.25 overall on a 4.0 scale at the time of application.*
4. Attainment of a minimum cumulative social work (all social work courses) grade point average of 2.50 on a 4.0 scale at the time of application (including a grade of "C" or better in all social work courses).*
5. Submission of most current DARS.
6. Agreement to take SWK 480 and 424 concurrently with field placement in the fall semester as well as SWK 426 and 481 concurrently with field placement in the spring semester.
7. Agreement to adhere to the NASW Code of Ethics.
8. Approval of the social work faculty.

**Grades for course work accepted at UW-River Falls as transfer credit will be included in the computation of both cumulative and social work course G.P.A.*

Approval by the social work faculty is based upon the above requirements as well as an assessment of the following criteria resulting from faculty evaluations and assessments. These assessments verify students' ability to:

1. Demonstrate the knowledge, skills and professional value system necessary to:
 - a. develop and implement a plan for improving the well being of people, organizations, and communities based on problem assessment and exploration of obtainable goals and available options.
 - b. enhance the problem-solving, coping and developmental capacities of people.
 - c. link people with systems that provide needed resources, services and opportunities.
 - d. intervene effectively on behalf of minorities and populations most vulnerable and discriminated against.
 - e. promote the effective and humane operation of organizations.
 - f. evaluate the extent to which the practice objectives were achieved.
 - g. maintain and apply professional qualities of maturity and self-directedness throughout the intervention process.
 - h. contribute to the improvement of service delivery by demonstrating and upholding the standards and ethics of the profession.
 - i. evaluate one's own professional growth, development, and performance through assessment of practice, knowledge, behaviors, skills, and personal values.
 - j. communicate effectively with all systems relevant to a planned change process.
2. Demonstrate commitment to preparing for a professional degree by:
 - a. regular class attendance
 - b. appropriate participation in classroom activities.
 - c. observation of deadlines.
 - d. ethical conduct.
 - e. maintenance of positive relationships with faculty and other students as well as clients and supervisors in volunteer placements.

- f. willingness and ability to examine own values and biases as they relate to social work practice.
- g. effective communication in both written and oral form.
- h. maintenance of at least one year in recovery if student has history of chemical dependency.
- i. reasonable emotional stability and maturity (serious questions raised by social work faculty in these areas will result in a requirement that student complete a psychological/psychiatric assessment by a professional agency approved by the student's advisor at the student's expense.)
- j. lack of a criminal record indicating a history of physical violence, sexual misconduct or any other offense which would either make the student unemployable as a social work professional or be a potential threat to vulnerable client populations.

Procedure

Students seeking admission to social work field placement must do the following:

1. Secure a copy of the Social Work Field Manual at www.uwrf.edu/socialwork
2. By the second Monday in February, the following must be submitted to the Social Work Program Assistant, room 203 Wyman Education Building.
 - a. Completed *Application for Admission to Social Work Field Placement* form
 - b. Current DARS
 - c. Updated resume
 - d. Copy of valid driver's license
 - e. Proof of current automobile insurance coverage as required by the state within which the student will be completing the field placement

Upon receipt of all required admission materials, the social work faculty will:

1. Review the application materials.
2. Require additional information or an interview with the social work faculty if deemed necessary or appropriate.
3. Notify applicants in writing within sixty (60) days of the decision regarding admission to the field placement program. (Responsibility of Field Placement Coordinator)

Students have the right to appeal a denial of admission to social work field placement according to the procedures outlined in the Student Handbook at www.uwrf.edu/socialwork.

Securing the Field Placement

At the end of the Fall Semester, the Field Placement Coordinator meets with the juniors to provide an orientation to the process for applying for and securing a field placement. Students will be given the *Field Placement Application*, *Student Statement of Interest Form*, an explanation of the process of securing a placement and information about potential agency settings with due dates for all material. Once the student is accepted into field per the process described above, the Field Placement Coordinator will begin the process of matching the student's interests and needs with potential field placements. The Field Coordinator will contact current Field Supervisors and identify and meet with additional potential supervisors in order to match agencies with students. The Coordinator will meet with the rest of the social work faculty to review possible placement matches. After consulting with the social work faculty, the Coordinator will provide students with information about possible placements. Students will inform the Coordinator whether or not he/she wishes to proceed with the suggested placement or meet with the Coordinator to discuss other possibilities. The Coordinator will contact the

appropriate Field Supervisor giving that person the name of the student seeking placement. The student is then responsible for making an appointment with the potential Field Supervisor, making available a current resume and whatever else is required for application to that particular agency. The Field Supervisor will interview the student and with the student, will determine whether this is an appropriate placement. Both the Field Supervisor and student will let the Faculty Liaison know if the placement is acceptable. If both the student and Field Supervisor are in agreement, then the placement will be confirmed in writing as official by the Field Placement Coordinator.

If a student is not offered the placement after the interview she/he will meet with the Coordinator to talk about another possibility. If a student interviews in three agencies and is not successful in securing a placement, the Coordinator may choose not to offer any further placements. Placements that do not work out because of factors not related to the student's interview do not count toward the three. The student would need to meet with the faculty as a whole to talk about how to proceed. The options would be for the Coordinator to continue seeking further interviews; for the Program to require further coursework on the part of the student or for the student to be discontinued as a social work major. The student has the right to appeal any such decision per the appeal process described in the Social Work Student Handbook.

Process is as follows:

1. Student receives approval of admission.
2. Field Coordinator offers student a potential placement with contact information.
3. Student informs the Field Coordinator, via email, whether or not he/she wishes to interview with this placement. If not interested, the student and Field Coordinator will continue a conversation about alternative placements.
4. Student arranges interview with potential Field Supervisor and completes interview.
5. Student notifies Field Coordinator as to whether he/she wants this placement or not.
6. Student writes thank you note to interviewer(s).
7. If student wants placement, she/he informs Field Supervisor of that fact if that wasn't made clear at interview.
8. Field Coordinator makes contact with interviewer to find out whether or not student is accepted.
9. If student does not want or get placement, he/she will communicate with the Field Coordinator who will secure another interview.
10. When student's placement is finalized, Field Coordinator will send a written confirmation to the Field Supervisor with a copy to the student.

TERMINATION

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. The **criteria** established for this decision will include one or more of the following:

1. Inadequate Academic Performance. Students who fall below the 2.25 overall grade point average requirements, below 2.5 for social work prefix course or who receive less than a "C" in a social work course may be subject to termination from the Social Work Program.
2. Lack of Adaptation to the Goals of the Social Work Program. A student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and this is understandable as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to reject social work values or does not comply with the NASW Code of Ethics will be encouraged to select another major and may be terminated from the Social Work Program.
3. Inadequate Interpersonal Relationship Skills. Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills is in relationship to clients, faulty relationships with faculty and peers may raise serious questions about the student's ability to perform effectively in a helping relationship.
4. Personal Problems. A student may have personal problems which are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice. Such students will be referred for appropriate help.
5. Violation of Ethical Standards. A student may also be terminated from the social work program if a violation of ethical codes has occurred. A violation may include, but is not limited to:
 - a. behavior judged to be in violation of the N.A.S.W. Code of Ethics.
 - b. academic cheating, lying, or plagiarizing.
 - c. documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission.
 - d. misrepresentation on *Application for Admission to the Social Work Program* or on the *Application for Admission to Field Placement*.

No student will be denied the opportunity to major in social work without diligent efforts first being made to accommodate the student. However, the social work profession is not for everyone who wants to pursue it, and the program has an obligation to discourage and deter those few individuals who may be better suited for a different career. This may happen in one or two ways. First, the student and faculty liaison may reach an informal agreement that withdrawal from the program is appropriate. Second, a formal termination process may be initiated as described below.

Procedure

Students who have been identified by faculty as not meeting suitability requirements in either the academic or behavioral areas are referred to the Director of the Social Work Program. The Director will establish a termination committee consisting of two faculty, and one member of the Social Work Program Advisory Board with the Program Director serving as an ex officio member. Students are advised of the fact that they are being referred to the committee, the purpose of the committee, and their rights and the possible recommendations and actions that could occur.

The student appears before the committee to present the situation which will be reviewed thoroughly by the committee. At this point in the process, the Director does not participate as a member of the committee. The committee then makes one of the following recommendations to the Director: (1) Permit the student to continue in the program under specified conditions that must be met within a stated time period. However, there must be evidence that the student has the potential and motivation to correct or make satisfactory improvement; or (2) not allow the student to continue in the social work program. The committee would then recommend that the student receive appropriate counseling to make a different career choice.

After the committee's recommendation is forwarded to the Director, the Director in the capacity of ex officio member of the committee meets with the committee to reach a final decision. Once a final decision is made, the committee prepares a written report which is submitted to the student, and a copy of the report is placed in the student's file.

Students who are not in agreement with the committee's decision can utilize the program's grievance mechanisms to voice their appeal.

ADVISING

Each student declaring a major in social work (including those not yet formally admitted to the major) is assigned a social work advisor. As majors and as developing practitioners, students require and benefit from the assistance and counsel of program faculty. Advisement is both academic and professional. The goals of advisement include, but are not necessarily limited to:

- A. Providing role modeling in the areas of social work values and professionalism.
- B. Assisting students in assessing their aptitude and motivation for a career in social work.
- C. Providing academic guidance in the areas of course choice consistent with the objective of preparation for practice and related to student interests.
- D. Providing for regular review of the student's educational performance in all facets of the social work program.
- E. Being available to discuss personal/academic concerns of students and serving as a broker to link students to needed services.
- F. Assisting students in their efforts to obtain employment upon graduation.
- G. Providing information about graduate school opportunities and assisting students interested in pursuing this option.

Students may request, in writing to the Program Director, a change in advisor and whenever possible this request will be honored. Advisors will assist students in meeting all university and departmental requirements, but students are ultimately responsible for completing all requirements.

STUDENT RIGHTS AND RESPONSIBILITIES

Equal Opportunity and Affirmative Action

The University of Wisconsin-River Falls is committed to equal opportunity for all persons regardless of age, sex, race, color, sexual orientation, developmental disability, ancestry, marital status, arrest or conviction record, national origin, creed, or religious affiliation in its educational programs, activities, and employment policies. The University has an affirmative action program and plan. Direct inquiries to the Assistant to the Chancellor for Affirmative Action and Equal Opportunity, 114 Hathorn Hall.

Student Educational Files

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Students' folders are available in the office of the student's advisor for review by the student and by faculty. Student major admission files are kept in the Office of the Program Director.

Student Academic Grievance Procedures

The University of Wisconsin-River Falls has established an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. This information is contained in the UW-RF student handbook called On Falcon Wings available at the Admissions Office, 112 South Hall.

Student's Right to Evaluate Their Educational Experience

Students have the right and the opportunity to participate in the evaluation of their educational experience. The Social Work program operationalizes this opportunity through a variety of mechanisms. Students have a chance to provide feedback to the Department on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided; the field liaison roles performed by faculty; and the field experience itself.

Appeal Procedures for Student Denied Admission to the Program, Terminated from the Program or Field Placement

A student who has been denied admission to or removed from the Social Work major or field placement experience may appeal that decision to the Director of the Social Work Program or his/her designee.

Such a request shall be in writing, and must be received within fourteen (14) calendar days of the decision to deny the student's application or of the decision to remove the student from the social Work major or the student's field placement experience.

Within fourteen (14) calendar days of receipt of the student's appeal, the Director shall convene a three-person panel appointed for that purpose. Panel members shall be the Director of the Social Work Program or his/her designee, a member of the Social Work Program Advisory Committee, and a non-social work faculty member from the College of Education and Professional Studies who will be appointed by the Dean of that college. The Director of the Social Work Program or her/his designee shall serve as chairperson. The student may be assisted or represented by a person of his/her choice, at his/her expense.

The panel shall provide the student and his/her assistant or representative an opportunity to present his/her position in person or in writing. Among the factors enumerated without limitation that the panel may consider are: the specific statement(s), misstatement(s) or omission(s) that are at issue; the likelihood that the student's purported condition, or prior experience might adversely affect the clientele served or the student himself/herself or the participating school/agency/University. The panel may meet separately with the student and with others with whom it is consulting, and not necessarily on the same day. Unless otherwise requested by the student, the panel shall meet in closed session, except that the panel, on its own motion, may convene in closed session to deliberate and make recommendations in a case.

The panel shall submit its recommended findings and recommendations in writing to the student. The panel's findings are final except that a student may appeal the decision for good cause to the Dean of the College of Education and Professional Studies in accordance with University policy.

Class Attendance

Regular attendance is one way to demonstrate a commitment to preparing for a professional degree. Consequently, class attendance is not only an expectation, but also one basis for grading in each social work course. Further, attendance is one of the factors considered for admission to the social work program and to field placement. Each course syllabus will define specifically the attendance policy for that course.

Course Expectations

At the beginning of each semester, the student will be provided (in social work classes being taken) a course syllabus which outlines the course of study, textbooks to be used and objectives. Students will also be provided a written description of criteria by which the student will be evaluated and on which the course grade will be based, and the grading scale. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required, and a listing of appropriate dates and deadlines.

Makeup Examinations

Makeup examinations will be given at the discretion of the individual instructor. Legitimacy of a reason for missing a scheduled exam is to be determined by the course instructor(s), and the time, place, and nature of the makeup examination will be determined by the instructor(s) in consultation with the student.

Incomplete Grades

The incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control was unable to complete a course requirement such as a term paper, outside reading assignment, project, or an examination. It also indicates that the student received consent from the instructor to complete the work for which an "I" grade was given. The "I" grade is not to be used to allow a student to do additional work to raise a deficient grade or to repeat the course.

Following consultation with the student, the instructor will determine the date by which the incomplete shall be removed, at which time an incomplete grade report will be completed. The date and the requirements for removing the incomplete will be recorded on the Incomplete Grade Contract form signed by both the faculty member and student. In no case will that date exceed one calendar year or the time of graduation, whichever is earlier. After this period, the incomplete grade becomes an "F" and is recorded on the cumulative record. Incomplete grades are not removed until recorded in the Office of the Registrar. An incomplete grade will result in denial of admission to the social work major and social work field placement.

STUDENT OPPORTUNITIES

Student Social Work Association

In 1989 a student organization was established at the University open to majors and minors in Sociology and BSW candidates. In 1996, as the Social Work Program became free-standing, the Social Work Student Association was created. The club offers opportunities for students to meet socially at several events during the year. It encourages the exploration of career options by presenting speakers from different occupations relevant to social work. It also sponsors or co-sponsors events related to issues important to all students attending the university. Many of these events are also open to everyone in the area communities. The club offers students opportunities to participate in service activities sponsored by the club both at the university and community level.

The Student Social Work Association meets once or twice a month during the school year. For further information contact Professor Ruth A. Kalms, faculty advisor, Room 229, Wyman Education Building.

National Association of Social Workers

The National Association of Social Workers (NASW) is the professional organization for practicing social workers in the United States. It provides leadership on social issues at the national level, supports a wide variety of social legislation beneficial to social workers and their clients, publishes a monthly journal entitled Social Work, and is dedicated to encouraging high standards of social work practice. The Wisconsin Chapter of NASW has several divisions including one which covers the River Falls area. Students are strongly encouraged to join NASW and to attend local meetings. The student's advisor will have the necessary information regarding joining that organization. Applications are available in the department office.

Outstanding Social Work Student Award

As a means of recognizing academic excellence and social commitment, the social work faculty present an "Outstanding Social Work Student Award" each year to a social work major recommended by the Sociology/Social Work faculty. The criteria for the award include: 1) academic excellence and 2) valuable contributions to the social work profession, i.e., volunteer work, student representation, etc.

Social Work Staff Meetings

Two social work students act as non-voting representatives of the student body at the social work staff meetings each month. Their input is a valuable part of the decision making process.

SOCIAL WORK PROGRAM FACULTY AND STAFF

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Don Gjesfjeld, Training Manager

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Social Work Website: www.uwrf.edu/socailwork

APPENDIX A



Date received in office:

APPLICATION FOR ADMISSION TO SOCIAL WORK PROGRAM

Name _____

Hometown Address _____

_____ (city/state) _____ (zip code) _____ (phone number)

Campus Address _____

_____ (city/state) _____ (zip code) _____ (phone number)

Advisor _____

Are you planning on registering for classes next semester for which admission to the program is required? Yes No

Are you planning on being a full time or part time student?

Are you a member of the Student Social Work Association? Yes No

Total credit hours earned to date _____

Overall grade point average _____

"C" or better in all social work classes Yes No

DARS attached Yes No

Verification of volunteer work attached Yes No

Writing sample attached Yes No

1. Have you ever been admitted to, then withdrawn from or been asked to withdraw from an accredited social work program. Yes No
If yes, explain.

2. Have you ever been charged with, convicted of, pled guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, excluding only minor traffic violations? Yes [] No [] If yes, explain.
3. Have you ever been suspended, expelled, placed on probation or otherwise disciplined by any college or university or from any program of a college or university other than for academic reasons? Yes [] No [] If yes, explain.
4. Are there any reasonable accommodations which you believe the Program needs to make for you because of a physical or mental disability? Yes [] No [] If yes, please indicate what they are.

I _____ hereby apply for admission to the Social Work Program as a major in Social Work. I have read all of the information pertaining to this process, understand it, and believe that I meet the qualifications as presented in this application. I understand that my admission requires that I meet the requirements as established by the Social Work Program.

I understand that falsification or omission of information relevant to the application may constitute grounds for denying me admission or terminating my admission if falsification or admission is discover after admission. I agree to inform the Program Director if circumstances occur which would change my responses.

I also recognize that an affirmative response to any question does not necessarily mean that I will be denied admission. I realize information will be considered only as it substantially relates to the duties and responsibilities of professional social work practice. I understand that I will be contacted to explain any affirmative response and that additional information may be requested with my consent if necessary.

(Applicant)

(Date)



**ADMISSIONS DECISION REGARDING
APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM**

Name: _____

This student has completed the admissions process, and following action has been taken:

- Approved as a social work major
- Disapproved as a social work major
- Approved on condition (to be specified in writing)
- Decision deferred for further consideration.

Conditions:

Reasons for deferral:

Program Director

Date

c/ student's departmental file



VOLUNTEER WORK EVALUATION

Student's Name _____ Date _____

Agency Name _____

Supervisor _____ Phone _____

Please indicate the extent to which the student demonstrated the following during his/her volunteer experience by checking the appropriate box

		Consistently	Most of the Time	Seldom
1.	Student demonstrated the ability to maintain positive relationships with peers, supervisors, and clients (respectful, honest, courteous, and fair).			
2.	Student demonstrated responsibility for volunteer work schedule, including working consistently, calling when sick, basic accountability.			
3.	Student was aware of basic issues concerning the client population and problems dealt with by the agency.			
4.	Student demonstrated a beginning understanding of beginning, maintaining, and ending helping relationships.			
5.	Student adhered to the values and ethics of social work including confidentiality			

Comments:

I verify that the above student served _____ hours in volunteer work activities during this semester.

 Signature of Supervisor



OUTSTANDING SOCIAL WORK STUDENT AWARD APPLICATION

As a means of recognizing both academic excellence and social commitment, the social work faculty will present an "Outstanding Social Work Student Award" each year to a social work major. The criteria for the award include academic excellence as well as community and/or university service.

Students who wish to nominate themselves or another student may do so by filling out this application form themselves or by giving the form to the student whom they wish to nominate to fill out. The completed form must be returned to the Social Work Program Assistant in room 210, Wyman Education Building by 4:30 P.M., the first Monday of March. The social work faculty will determine who will receive the award.

Students being nominated must meet the following criteria:

1. Senior status (90 credit hours) by March 1, this academic year. (This may include students who have graduated during this academic year.)
2. Minimum of an overall and major grade point average of 3.0 as of the last grading period.
3. Volunteer (non-paid) services to the community and/or university.

In order to apply for the award, the following information must be completed.

Name _____

Address _____ (local)

Phone _____

Number of credit hours completed as of end of last grading period _____.

Grade point average as of the last grading period _____

Attach a list of all volunteer services while attending the University. This may include services provided while at another college or university if you are a transfer student. Include: 1) the name of the agency or organization; 2) address of the agency or organization; 3) supervisor(s); 4) dates during which the service was provided; and 5) the type of volunteer service provided.

APPENDIX B

**Code of Ethics of the
NATIONAL ASSOCIATION OF SOCIAL WORKERS**

As adopted by the Delegate Assembly of August 1996

(The following is not the entire Code of Ethics. It does not include the "Preamble" nor the "Statement of Purpose.")

Ethical Principles

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

VALUE: Service

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

VALUE: Social Justice

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

VALUE: Dignity and Worth of the Person

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

VALUE: Importance of Human Relationships

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

VALUE: Integrity

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

VALUE: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

© In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent. (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

© When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm, the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' culture and to differences among people and cultural groups.

© Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. Occasionally, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, political or business interests.

© Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers

& acute; professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing service or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with a valid consent from a client, or a person legally authorized to consent on behalf of a client.

© Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and

obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards. **1.08 Access to Records**

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

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers --

not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship -- assume the full burden for setting clear, appropriate, and culturally sensitive boundaries. © Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers -- not their clients -- who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status. © Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

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

2.06 Referral for Services

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

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or

contact

with current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, in order to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Reporting Unethical Conduct

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

© Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

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

3. Social Workers' Ethical Responsibilities in Practice Setting

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

© Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services. (d) Social workers should store records following the termination of service to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided, and specifically by whom the service was provided in the practice setting.

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

social work practice.

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance t

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

(g) Social workers should never design

or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information. (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society.

6.01 General Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX C



Council on Social Work Education

Educational Policy and Accreditation Standards

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Preamble

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

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

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

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

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

Functions of Educational Policy and Accreditation

1. Educational Policy

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

2. Accreditation

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

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

3. R relationship of Educational Policy to Accreditation

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

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

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

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

1.1 Purposes of Social Work Education

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

1.2 Achievement of Purposes

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

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

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

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

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

2.1 Program Renewal

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

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

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

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

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

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

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

4. Foundation Curriculum Content

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

4.0 Values and Ethics

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

4.1 Diversity

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

4.2 Populations-at-Risk and Social and Economic Justice

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

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

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

4.7 Field Education

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

5. ADVANCED CURRICULUM CONTENT

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

Accreditation Standards

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

[Note: This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]

3: Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited

program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master's social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited

program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.