Social Work Student Handbook

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Introduction/Welcome

The faculty and staff of the Department of Sociology and Social Work welcome you and wish you well in your pursuit of a career in social work. Becoming a professional social worker can be a positive step toward a very rewarding career that can make a difference in the lives of individuals, families, groups, organizations, communities, and society as a whole. As a helping profession, social work involves working with people from diverse backgrounds in a variety of situations and across a multitude of practice settings. With a focus on enhancing human well-being, social workers strive to meet the needs of all people and empower those who are vulnerable, oppressed, and/or living in poverty.

The social work curriculum at UW-Stevens Point is designed to prepare students for entry-level professional social work as well as graduate study in social work. Our program has a unique and important emphasis in preparing students to serve rural and tribal communities. We are pleased that you have chosen our program and look forward to assisting you as you progress through the social work major. This student handbook describes our social work major and provides guidance to students related to admission, curriculum, policies and procedures, and resources and services.

History of Social Work at UWSP

For some time prior to 1992, the Department of Sociology offered a 12 credit emphasis in social work for sociology majors. Due to student interest in careers in social work, the Department of Sociology added a 31-credit minor Native American and Rural Social Work in 1992. With Council on Social Work Education (CSWE) accredited programs becoming the standard and with the emergence of social work certification and licensure in 1994, it became clear the Department of Sociology needed to further develop and structure its social work program to best serve students. As such, the UW System was approached, and authorized approval for the implementation of a social work major in 2008. The Department of Sociology formally began working with CSWE in 2009 to work towards accreditation and became the Department of Sociology and Social Work in the spring of 2010. The UWSP social work program earned its initial CSWE accreditation in the summer of 2014.

Accreditation

The Department of Sociology and Social Work at UW-Stevens Point earned accreditation of its social work program by the Council on Social Work Education (CSWE) in the summer of 2014. The program will be reviewed by CSWE again in 4 years and then every 8 years thereafter.

UWSP Mission and Purpose

UW-Stevens Point shares in the mission of the University of Wisconsin System:

> *The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.*

As an institution in the University Cluster of the University of Wisconsin System, UW-Stevens Point shares the following core mission with other universities of the cluster. Each university in the cluster shall:

> *Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extra-curricular programs. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level. Offer a program of pre-professional curricular offerings consistent with the university's mission. Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff. Support activities designed to promote the economic development of the state.*

The select goals and responsibilities of UW-Stevens Point are to:

> *Provide a broad foundation of liberal studies and selected degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built. Provide undergraduate professional programs in communicative disorders, teacher education, home economics*, the visual and performing arts, paper science, and natural resources with emphases on the management of resources. Provide graduate programs in teacher education, communicative disorders, natural resources, home economics*, communication, and other select areas clearly associated with this university's undergraduate emphases and strengths. Provide programs in wellness and health promotion. Provide quality undergraduate and graduate instruction through innovative methods using print and non-print library resources, computing, communication technology, and direct student assistance. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission. Cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in outreach activities.*
>
> * *The former home economics programs are now offered as child and family studies, dietetics, early childhood education, family and consumer education, human development, nutrition, and interior architecture.*

Social Work Program Overview

Mission, Goals, and Objectives

The National Association of Social Workers (NASW) states in its 1999 Code of Ethics that 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. Building upon this, the mission of the Social Work Program at UW-Stevens Point is to:

> *Prepare students for entry level generalist social work practice, attending to the needs and resources of diverse populations and the understanding of global issues (such as oppression) that affect the human condition. The program prepares students to be competent and professional community leaders who implement humane social policies, services, and programs that seek social and economic justice for individuals, families, groups, communities, and the broader global society. A unique emphasis of the program is a commitment to the well-being of those living in Rural Central Wisconsin communities as well as to the sovereign cultural identity of Native American communities within this region.*

Definition of Generalist Practice

Undergraduate students of social work are prepared to be generalist practitioners. According to the Council on Social Work Education:

> *"Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice."*

Social Work Values and Ethics

Consistent with the NASW Code of Ethics, the Social Work Program at UWSP supports the values of:

- *Service,* and recognizes social workers' primary goal to help people in need and to address social problems

- *Social Justice,* and the role of social workers in challenging social injustices

- *The Dignity and Worth of the Person,* and the need for social workers to treat each person with care and respect, mindful of individual differences

- *Importance of Human Relationships,* and the understanding that relationships between and among people are an important vehicle for change

- *Integrity,* and the need for social workers to behave in a trustworthy manner

- *Competence,* and the expectation that social workers will practice within their areas of competence and develop and enhance their professional expertise

Upon admission into the social work program, students are expected to familiarize themselves with the NASW Code of Ethics and to follow all ethical principles and standards described. The NASW Code of Ethics can be found at: http://www.socialworkers.org/pubs/code/default.asp.

Social Work Program Curriculum

Degree Requirements

In addition to completing the requirements listed below, students must fulfill the UWSP General Education Requirements and the UWSP requirement of 120 credits for graduation. Students completing a Bachelor of Arts must additionally fulfill the foreign language requirement. *Note: Course credit will not be granted for life experience or previous work experience.*

1. Collateral courses—9 credits—take all of the following:
    - Political Science 101 (American Politics)
    - Psychology 110 (Introduction to Psychology)
    - Communications 280 (Introduction to Interpersonal Communication)

2. Supporting Sociology courses—10 credits—take all of the following:
    - Sociology 101 (Introduction to Sociology)
    - Sociology 350 (Sociological Theory)
    - Sociology 351 (Social Statistics)
    - Sociology 352 (Research Methods)

3. Supplemental Diversity courses—6 credits—take two of the following:
    - Anthropology 110 (Cultural Anthropology)
    - Anthropology 339 (Native Cultures of North America)
    - Anthropology 380 (Medical Anthropology)
    - Human Development 366 (Families in Cross Cultural Contexts)
    - History 288 (Racial and Ethnic Groups in the United States)
    - History 290 (African American History since 1877)
    - History 292 (Native American History)
    - History 293 (Asian American History)
    - Psychology 322 (Psychology and Culture)
    - Religious Studies 111 (Religious Diversity in Modern America)
    - Religious Studies 311 (American Religious History)
    - Sociology 270 (Minority Groups)
    - Sociology 320 (Sociology of Gender)

- Sociology 327 (Social Inequality)
- Sociology 343 (Cultural Perspectives of Family)
- Women's and Gender Studies 105 (Introduction to WGS)
- Appropriate study abroad experience (see Director of Social Work Program if considering this option)

4. Core Social Work courses—27 credits—take all of the following:
    - Social Work/Sociology 261 (Introduction to Social Work and the Social Services Field)
    - Social Work/Sociology 262 (Social Welfare Policies and Programs)
    - Social Work 316 (Child Welfare Practice)
    - Social Work 359 (Social Work Methods: Casework)
    - Social Work 361 (Social Work Methods: Groups and Families)
    - Social Work 362 (Social Work Methods: Community Organization and Social Service Administration)
    - Social Work/Sociology 364 (Social Services in Native American Communities)
    - Social Work 365 (Social Work with Native American and Other Culturally Diverse Families)
    - Social Work/Sociology 376 (Human Behavior and the Social Environment)

5. Communication in the Major—6 credits—take two of the following (repeat with different subtitles for six credits total):
    - Social Work 301 (Social Investigations II)
    - Sociology 301 (Social Investigations II)

6. Capstone Experience—9 credits—take all of the following:
    - Social Work 494 (Social Work Practicum)
    - Social Work 495 (Social Work Practicum Seminar)

Students who major in social work do not have to select a minor in order to graduate. There are, however, several other majors and minors offered at UW-Stevens Point that would complement this major well including sociology, psychology, gerontology, child and family studies, human development, public policy and administration, religious studies, women's studies, and family life education.

Field Education (SW 494/495)

Field Education (sometimes called practicum or internship) is considered the "signature pedagogy" or "capstone" in the social work curriculum. This means that it is the central form of instruction and learning in which the profession socializes its students to perform the role of practitioner. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. All social work students must complete at least 400 hours of internship in an approved agency and meet in a weekly seminar each semester that they are interning. This experience typically takes place during the student's senior year and requires a formal application process. The Department of Sociology and Social Work has established relationships with numerous community agencies spanning a six county area and involving many

different client populations. Students are encouraged to review the Field Education Manual available on the Department website for further details.

Special Work in Social Work and Social Administration (SW 498)

Upper class majors in social work may arrange for special work/independent study. Credits will be based on the scope of the project. This is a way to work independently at applying concepts and skills learned in previous courses to an independent study of a particular project or to study a topic which is not available as a regular course in the Department.

How to Apply:

1. Develop a brief written statement of your topic and plan for the work you propose.
2. Look at the faculty specializations in this handbook to learn which professor might be interested in supervising your work. Contact the professor and ask whether she/he has the preparation, time, and interest in being your supervising professor.
3. Get a copy of the Special Work/Independent Study Registration Form and Special Work/Independent Study Information Sheet from the Department Office.
4. Make an appointment with the faculty member you will ask to supervise your study. Meet and develop a mutually acceptable plan. Together you will negotiate and write a Special Work Course Description Agreement.
5. Have all forms signed by the faculty member and yourself and submit the completed forms to the Department Office for approval by the Department Chair.

CSWE Core Competencies

Graduates of the social work major are expected to demonstrate the integration and application of the nine core competences identified by CSWE, as evidenced by the associated student outcomes for each competency. Throughout courses, and upon successful completion of field education, students should be able to demonstrate all of the expected knowledge, skills, and values-based learning outcomes identified in this section.

1. **Demonstrate Ethical and Professional Behavior**
   a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
   b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
   d. Use technology ethically and appropriately to facilitate practice outcomes.
   e. Use supervision and consultation to guide professional judgment and behavior.
2. **Engage in Diversity and Difference in Practice**
   a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
   b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice

a. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
b. Engage in practices that advance social, economic, and environmental justice.

4. Engage in Research-Informed Practice and Practice-Informed Research

a. Use practice experience and theory to inform scientific inquiry and research.
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
c. Use and translate research findings to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice

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

6. Engage with Individuals, Families, Groups, Organizations, and Communities

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

7. Assess Individuals, Families, Groups, Organizations, and Communities

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations and Communities

a. Critically choose and implement interventions to achieve goals and enhance capacities of clients and constituencies.
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
    a. Select and use appropriate methods for evaluation of outcomes.
    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
    c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
    d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Program Assessment

As a professional degree program accredited by the Council on Social Work Education (CSWE) and consistent with the assessment policies of UW-Stevens Point, the Social Work Program undertakes a detailed, ongoing assessment of student achievement and learning outcomes. This process includes evaluations of student performance in field, surveys upon entrance and exit to the Social Work Program, and an exit exam. Further, assessment of the supervisors and sites associated with the Field Education Program is conducted on an ongoing basis.

Admission into the Social Work Program

Declaring a Social Work Major

Students who wish to major in social work but have not yet been officially accepted into the major will be titled intended majors. To declare an intended major in social work, students should visit the Department of Sociology and Social Work office to complete the form necessary to do this. Once a student is officially accepted into the social work major, his or her status will be changed to social work major by the Department of Sociology and Social Work Academic Program Associate.

Advising

Students declaring an intended major in social work will be assigned a faculty advisor within the Department of Sociology and Social Work. All department faculty members are prepared to advise both sociology and social work students. Students admitted into the social work major will be assigned one of the full-time social work faculty members as advisors.

Admission Requirements

The Social Work Program Committee is pleased to accept applications from interested and qualified students for the social work major. Seats in the major are limited to ensure an acceptable faculty-to-student ratio, with a commitment to providing quality classroom, advising, and internship experiences. The Social Work Program Committee reserves the right to admit a limited number of students each semester. Meeting the minimum standards does not guarantee that a student will be admitted into the major. Only students who meet the admission guidelines and show strong potential to succeed in social work practice by demonstrating interest, commitment, interpersonal skills, relevant experiences and academic ability will be considered for the program.

This formal application for admission is the first step in meeting the requirements for graduation with a social work major. A second application process and additional eligibility requirements are necessary for admission into the internship program.
Students seeking admission must:

- Have completed at least 45 credits of undergraduate coursework at the time of application (application for admission typically takes place at the end of the sophomore year).

- Have earned a minimum grade point average of 2.5 from all accredited institutions attended.

- Have earned a minimum grade point average of 2.5 in the required pre-admission coursework (Sociology 101 and Social Work/Sociology 261).

- Have earned a minimum grade of C- in Social Work 261 (Introduction to Social Work)

- Be in good academic standing in the semester in which they apply.

- Conviction of past criminal activity or conduct will not be used as a criterion for denial of admission into the social work major. However, past or future criminal activity or conduct may limit or inhibit the student from securing a social work internship which is required for completion of the social work degree. In addition, the student may be ineligible to receive state certification or licensure to practice social work. For advising purposes, the student should discuss any questions with a social work faculty member.

Admission Application

A complete application (submitted online through the Department website) contains:

- A social work admissions application

- A copy of a current UW-Stevens Point Degree Progress Report.

- Two letters of recommendation (letters should be from professors or advisors outside of the Department of Sociology and Social Work, work or volunteer supervisors, and/or mentors who know you well).

- A personal narrative statement expressing your interests, motivations, experiences, and goals related to the social work profession.

Admission Process

The admission process takes place two times per year, once during each regular semester.

1. Students submit application materials through the Department of Sociology and Social Work website by October 10 or March 1.

2. Applications are reviewed and decisions made by the Social Work Program Committee. The Committee is comprised of the full-time social work faculty and one additional faculty member within the Department. Personal interviews are used to select candidates when necessary.

3. Applicants earning admission and those denied admission are notified by November 1 (for fall semester) or April 1 (for spring semester) by the Social Work Program Coordinator. Applicants will be notified by mail.

4. Documentation of students' applications will be maintained in the Department of Sociology and Social Work.

5. Students not earning admission may reapply during the next admission cycle. Such students may request a meeting with any member of the Social Work Program Committee to discuss reasons for denial and suggestions for strengthening their application.

6. Students not earning admission may appeal the decision using the process described below.

7. Any student who withdraws from the social work major or who does not take classes at UW-Stevens Point for two or more consecutive semesters must reapply for admission into the major.

Procedure for Appeals of Denial of Admission

1. The student must respond in writing within 10 working days of receipt of his or her letter informing of denial of admission to the social work major. The letter should be addressed to the department chairperson, with a copy sent to the student's advisor.

2. The appeal must indicate specific reasons as to why the Social Work Program Committee should reconsider the application.

3. An Appeals Board comprised of three Department members, not to include the student's advisor, will be formed by the department chairperson to review all appeals.

4. If the student has evidence that the Appeals Board has made its decision in violation of the program's policies, the student may appeal the Board's decision in the following sequence: 1) to the Department Chair, and 2) to the Dean of the College of Letters and Science.

Academic Policies

Academic Standards for Performance

The Social Work Program follows the grading policy and interpretation of grades of UW-Stevens Point as found in its current undergraduate catalog. The program reserves the right to recommend dismissing students who fail to meet minimum standards for academic performance from the program and/or to deny or delay permission to proceed into internship until satisfactory performance is achieved. Classroom performance is assessed on the basis of assignments as outlined in each course syllabus. Attendance criteria and timely delivery of papers are factored in as outlined in the instructor's syllabus. Additional program standards for academic performance are as follows:

- Maintain 2.5 GPA in social work major and supporting coursework.

- Maintain 2.5 cumulative GPA in all UW-Stevens Point and transfer credits attempted.

- Maintain a "C-" or better in each required social work course.

- Comply with the standards for professional conduct and the NASW Code of Ethics as outlined in this manual.

Students failing to meet either the University or Social Work Program's standards for academic performance and/or who are on academic probation are expected to notify their social work faculty advisor immediately. Students violating any of the above retention standards will be allowed a two-semester probationary period in which they can attempt to bring themselves into compliance with the standards while remaining in the major. If, following their probationary period, they are still not in compliance with the retention standards, they will be dropped from the Social Work Major.

Academic Dishonesty and Disciplinary Procedures

As stated in the UW-Stevens Point Handbook, "The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

The Social Work Program follows the guidelines set forth by UW-Stevens Point to address issues of academic dishonesty. Students are advised to examine the UW-Stevens Point Handbook for additional details: http://www.uwsp.edu/admin/handbook/.

Confidentiality

During the course of pursuing a social work education, it is only natural that certain cases, agencies, clients and situations be discussed in class or explored in written assignments. Students are expected to disguise the name and any identifying information of clients and individuals in order to protect their confidentiality. Further, any information presented in class of a sensitive or confidential nature is not to be discussed outside of the class.

An important part of social work education is the development of self-awareness. As such, students may be asked to divulge information about themselves during reflective assignments and class activities. Students and instructors are expected to maintain confidentiality with respect to student personal information. Exceptions for upholding student confidentiality include if the student is expressing a threat to themselves or another person, is disclosing a situation involving current child maltreatment, or is disclosing issues of academic dishonesty.

Sexual Harassment and Nondiscrimination

The Equity and Affirmative Action office (http://www.uwsp.edu/equity/**)** has a goal of ensuring that all members of the UW-Stevens Point community are able to engage in academic pursuits, obtain and maintain employment, and utilize university services without experiencing discrimination based upon race, religion, creed, color, sex, gender identity/expression, ancestry, national origin, age, marital status, relationship to other employees, sexual orientation, disability,

veteran's status, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or this state, arrest or conviction record, political affiliation, or other protected status. The office also collaborates with the university community to create and maintain an environment that is equitable and comfortable for all. Students are encouraged to utilize the services and resources provided through the Equity and Affirmative Action office as needed.

Prior Learning (Experiential Credit)

Though the Department recognizes the value of life, volunteer, and work experiences to student academic and professional development, course credit will not be granted for such experience. The Council on Social Work Education (CSWE) does not permit the Social Work Program to give credit for life experience for any core social work courses or for the practicum.

Course Waivers and Substitutions

Courses taken at institutions other than UWSP are automatically accepted if determined by UWSP Registration and Records as appropriate course equivalents. Students with courses not determined to automatically transfer via the UW Transfer Information System are advised to see the Social Work Program Director to determine if course equivalence can be secured. Students who believe that they have taken a course equivalent to a required course in social work may submit a copy of the course syllabus and transcripts to the Social Work Program Director for consideration of a substitution or waiver. Course substitutions for core social work courses are only considered if the course was completed satisfactorily at a CSWE-accredited institution.

Grading Policy

The Social Work Program follows the numerical grading system and policies outlined in the undergraduate catalog. Incomplete grades will be considered only when the cut-off date for withdrawal has passed and in cases of severe hardship beyond the control of the student that prevents completion of the course requirements. By University policy, work to remove an incomplete grade must be completed during the following semester, unless an extension is granted by the instructor. Instructors also reserve the right to impose more stringent deadlines for the completion of work.

Leave of Absence

The curriculum of the Social Work Program is currently organized as a four semester, two year sequence with students entering into the program in the junior year. Courses are offered sequentially and students who must take a leave of absence or withdraw from the program will likely be out sequence upon their return and may be required to wait until the following year to resume courses in the proper sequence. Students must see their advisors to discuss the circumstances of the leave of absence and to discuss plans for return. If a student does not resume studies within two semesters of withdrawal from the Social Work Program, he or she must reapply for admission. Students are required to see their advisors prior to resuming studies and to plan remaining coursework and practicum.

Student Privacy

The Social Work Program maintains a file on all admitted students into the program which contains your application for admission, advising documents, copies of your field practicum evaluations and other routine correspondence relating to your schedule and plan of study. You will be provided with a copy of any formal correspondence involving concerns about your performance in the program that is retained in your file. You have the right to review your file in the presence of your advisor. As a professional degree program, the faculty, field instructors, and faculty field liaisons will informally discuss a student's progress in the program. These discussions are intended to support you and your success in the program. Any concerns arising from these discussions that necessitate your attention will be brought to your attention by your advisor.

Standards for Professional Conduct

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 requires that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to review a student's motivation and suitability for a career in social work.

The Social Work Program has the responsibility for evaluating, screening and monitoring students for suitability in the social work profession. A formal assessment is done when students make application to the program and again when they prepare to enter field practicum. However, students are monitored throughout the program. When serious concerns arise, they will be brought to the attention of the student's advisor. If they are serious enough to jeopardize the student's continuing in the program, a Professional Standards Review Committee may be convened.

Expected professional conduct for social work students includes ethical behavior, treating others with respect and dignity, demonstrating tolerance, compassion, and competence, possessing adequate interpersonal skills and the necessary psychological well-being sufficient to interact positively and constructively with others (Cobb and Jordan, 1989). Examples of unprofessional conduct include, but are not limited to:

- Inability to form adequate relationships with others
- Inability to accept feedback
- Disruptive behaviors that undermine the teaching, learning and morale of others
- Inability to perform due to personal problems
- Inadequate work skills such as absences and tardiness
- Inability to recognize and respect personal/professional boundaries
- Non-compliance with agency policies and procedures

In addition, social work students are also expected to adhere to the *NASW Code of Ethics* (http://www.socialworkers.org/pubs/code/default.asp). The *NASW Code of Ethics* is the standard used for evaluating potentially unethical behavior on the part of students. Examples of unethical behaviors include:

- Participation in dishonest, fraudulent, deceitful or misrepresentative behavior
- Plagiarism
- Failure to treat others with respect

- Exploitation of others for personal advantage
- Engaging in sexual activities with clients
- Being intoxicated or hung over during class and/or internship

Performance Problems Outside of Field

Students violating any of the academic retention standards are allowed a two-semester probationary period in which they can attempt to bring themselves into compliance with the standards while remaining in the social work major (as long as they have not been dismissed from the University). They are advised to consult with their advisor regularly to identify ways to overcome academic challenges they are facing. If, following their probationary period, they are still not in compliance with the retention standards they are dismissed from the program.

In accordance with the UWSP University Handbook (http://www.uwsp.edu/admin/handbook/), students may also be terminated from enrollment in the social work program for reasons of academic misconduct. The potential reasons for dismissal and associated procedures are described at length in the Handbook. Reference is made to this section of the University Handbook in the Social Work Student Handbook.

Procedures for terminating a student's enrollment in the Social Work Program are as follows:

1. When concerns arise regarding student performance or conduct in the program, the faculty member involved discusses the concerns with the student. Generally speaking, students should be given the opportunity to correct their behavior by having expectations clarified or by developing a plan for improvement.
2. If the concerns are not resolved or are of a serious enough nature, the problem is put in writing by the involved faculty member and forwarded to the student's advisor. If the involved faculty member is also the student's advisor, another social work faculty will be advised of the problem and asked to participate. A meeting with the two faculty members and the student will then take place as soon as possible to address the issues and outline further action. Documentation of this activity is noted in the student's file.
3. If the issues continue to be unresolved and are serious enough to possibly warrant the student's suspension, termination, or probationary status in the program, the Department Chairperson is asked to review the matter and determine if a Professional Standards Review Committee (PSRC) should be convened.
4. The PSRC consists of members of the social work and sociology faculty and other individuals as deemed appropriate by the Department Chairperson. Students may identify a support person to attend the meeting, but who is not permitted to participate in the discussion.
5. The student is notified in writing of the time and place of the PSRC, members in attendance, the concerns to be addressed, and is advised of the process and potential outcomes.
6. The PSRC is chaired by the Department Chairperson. All parties are provided with opportunities to present information and discuss the matter. At the close of the meeting, the student is dismissed and the committee deliberates and reaches a decision. If a consensus decision cannot be reached, the Department Chairperson calls for a vote of the faculty members in attendance. Potential outcomes of the PSRC include but are not limited to:

- Development of a learning contract or plan for the student's further growth and ultimate success within the program
- Conditional status within the program, along with expectations and procedures identified for a resumption to full status
- Termination from the program

7. The student will be notified in writing within seven working days by the Department Chairperson of the PSRC's decision. Students appealing any decision made may follow the due process protections and grievance procedures outlined in the termination or dismissal. Such students have seven days from the date of notification to appeal the decision and must follow the procedures outlined in the University's Student Handbook.

Performance Problems in Field

Fieldwork is different from most other university courses in that it entails not only educational objectives, but also professional responsibilities to clients, social agencies, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered. Further, considerable time and effort is spent on the part of faculty and agency supervisors to plan and deliver a quality field placement. Thus, it is important to recognize and respond to performance problems of students early, particularly those of a serious nature.

Some students may face limitations and external demands that impair their performance. Some may struggle with circumstantial limitations such as lack of transportation, financial difficulties, part-time employment, family responsibilities, or commuting difficulties. Others may need to cope with more chronic or long-term situations such as a language barrier, physical disability, or chronic illness. These students may perform very well, given the opportunity and appropriate support. It is the responsibility of students to make the Field Coordinator and their field supervisor aware of such issues and seek out appropriate sources of support. The Field Coordinator and field supervisors have the responsibility to intervene when these limitations and demands compromise student performance in the field experience.

Personal or emotional issues of a more serious nature can present great difficulty for students. Such issues may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol use, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of confidentiality are rare. Most common performance problems have to do with deficits in competence, understanding, or excessive absences. These problems usually present an interrelated set of concerns that require monitoring, communication, and professional judgment on the part of the Field Coordinator and field supervisor. The main concerns are the rights of clients to adequate service and professional care, the functioning of the agency, the educational needs of the student, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student. Most students and professionals deal quite well with personal struggles and problems of daily life and do not let them interfere with their practice. However, when students' personal problems impair field performance and professional behavior to the extent that client and agency obligations are not being met properly, the Field Coordinator and field supervisor have a responsibility to intervene.

Student Request for Termination

A student may decide to terminate his or her enrollment in the field experience due to issues of health, impairment, finances, or other life events. Students should notify the Field Coordinator and field supervisor as soon as possible so that a careful termination can be facilitated. Prior to reenrolling in field, the student must demonstrate, to the satisfaction of the Field Coordinator, that the reasons for discontinuance have been adequately addressed and that the student is ready to carry out field responsibilities in a professional manner. If the student is not able to demonstrate this satisfactorily, he or she will not be able to complete the requirements for field and as such, will be terminated from the social work major.

Faculty Field Coordinator or Field Supervisor Request for Termination

The Field Coordinator and/or Field Supervisor may request termination of a field placement due to inferior student performance or student personal problems that interfere with performance expectations. Examples include, but are not limited to:

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

If concerns about impaired or inferior performance arise while the student is carrying out field responsibilities and/or participating in seminar:

- The concerns must be fully documented. Documentation should include statements addressing the student's skill assets and deficits, a description of the problem behaviors and/or attitudes, instructional or supervisory interventions, the student's response to those interventions, and the student's current level of functioning. This documentation and related recommendations should be submitted to the Field Coordinator.
- The Field Coordinator will call and conduct a meeting with the student, field supervisor, and Director of the Social Work Program. The student may bring a representative of his or her choice as well.
- At this meeting, all parties will be allowed to present information and perspectives related to the student's performance and present recommendations for possible solutions.
- Based on these insights and recommendations, the Field Coordinator will make a ruling regarding termination or continuance in field.
- A ruling for continuance may require extending the placement, repeating the placement, or transferring to another agency for field training (field supervisors ultimately have the right to discontinue student placement within their particular agency).
- A decision for termination will require the student to withdraw from field or receive an "F," depending on the point in the semester in which termination occurs. Termination results in the inability to meet the requirements for field, and as such, the student will be dropped from the social work major.

- Documentation of the meeting and the outcome decision will be completed by the Field Coordinator and placed in the student's file.
- The Field Coordinator will be responsible for informing the student about the procedures for appeal.

Student Rights and Responsibilities/Grievance Procedures

To address potential violations of students' personal or academic rights, the following protocol has been established.

1. The student should first attempt to address his/her concern with the person thought to have made the violation (e.g. faculty, other student, field supervisor, field coordinator, or advisor). As will be the case in their professional lives, students are encouraged to respond to such concerns in a professional manner, with discretion, integrity, respect, and effective communication.
2. After talking to the individual involved, if the problem continues
    a. If the concern is with a faculty member or another student, the student should then discuss the matter with his/her advisor.
    b. If the concern is with their field supervisor, because it is related to the student's field experience, it should then be shared with the field coordinator.
3. If the problem persists, then the student should notify the Social Work Program Director, in writing, about the concern.
4. If the problem continues or is in relation to the Social Work Program Director, then the student should notify the chairperson of the Department of Sociology and Social Work, in writing, about the concern.
5. If the problem remains unresolved, the student may contact the office of the UWSP Dean of Students, which among other responsibilities, responds to concerns regarding student rights. Information on this office and student rights and responsibilities can be found at: http://www.uwsp.edu/dos/Pages/default.aspx.

Additionally, the Division of Academic Affairs at UW-Stevens Point outlines a number of policies related to the rights and responsibilities of students and the broader university community. At their website (http://www.uwsp.edu/acadaff/Pages/gradeReview.aspx) are links to resources/ procedures related to grade review, student academic standards and disciplinary procedures, the UWSP Community Bill of Rights and Responsibilities, and the UWSP Office of Student Rights and Responsibilities. Students are advised to visit the Division of Academic Affairs website for access to these policies and procedures, as well as important contact information for assistance in resolving concerns.

After Graduation

There are many things to think about as you are approaching graduation. Students are encouraged to discuss options with their advisors, field supervisors and colleagues, and to visit UW-Stevens Point Career Services. Three issues that many social work students often consider as they approach graduation are social work certification, employment, and graduate study.

Social Work Certification

Each state has a different process for certifying and/or licensing social workers. In Wisconsin, the State of Wisconsin Department of Safety and Professional Services (http://drl.wi.gov/) facilitates this process. Though there are multiple levels of certification/licensure in Wisconsin, undergraduate students graduating from accredited schools of social work are eligible for the basic "social worker" certification. Students are strongly encouraged to review information about social work certification at the Department of Safety and Professional Services website and to talk with their advisors for clarification if needed. Social work certification involves an application, fee, and exam process, as well as certain requirements for maintaining certification once it is earned. NASW WI offers information about exam preparation workshops. Please review their website for details: http://www.naswwi.org/index.asp.

The title of "social worker" is protected in Wisconsin. Only those with social work certification/licensure are permitted by law to utilize it. Therefore, one must be certified/licensed as a social worker to gain employment in certain positions. Not all social service jobs require social work certification, though it is desirable for most. Students planning to continue directly on to graduate school after completing their undergraduate studies may decide not to become certified at the undergraduate level, since they will be eligible for the "advance practice" credential after earning their MSW.

Employment

Bachelor's level social workers are eligible for entry-level employment in a wide variety of practice areas including child and family, mental health, substance abuse, medical, aging, disabilities, and criminal justice. Examples of specific job titles include child protective services worker, foster care case manager, aging and disability specialist, crisis counselor, mental health case manager, discharge planner, nursing home social worker, and job coach. Students are encouraged to start exploring career options and job opportunities early in their academic careers, so that by the time they graduate, they are aware of options in their fields of interest. In addition to the resources provided at the UW-Stevens Point Career Services website, the following websites may be helpful to students in their employment searches:

Job Center of Wisconsin: https://jobcenterofwisconsin.com/

Social Work Jobs.com: http://www.socialworkjobs.com/

Social Work Job Bank: http://www.socialworkjobbank.com/site/

Social Service Network.com: http://www.socialservicenetwork.com/

Graduate Study

Earning a master's degree in social work (MSW) is an excellent way to advance your knowledge and skill for a career in social work. Doing so opens doors to certain areas of practice that require a master's degree such as school social work, dialysis social work, and clinical social work. It also tends to increase marketability, pay, and chances of obtaining supervisory and/or administrative positions.

MSW programs typically require two years of additional study for students graduating with undergraduate majors other than social work and one year of additional study for students graduating from an undergraduate social work programs accredited by the Council on Social Work Education (CSWE). The special standing that undergraduate students graduating from accredited schools of social work receive is called "advance standing."

There are over 200 schools throughout the United States that offer graduate programs in social work accredited by CSWE. CSWE provides a mechanism for searching for schools by state at: http://www.cswe.org/Accreditation/organizations.aspx. Graduate students are typically asked to choose a concentration or specialization, and schools vary greatly in the foci they offer. Graduate school bound students should investigate the concentrations offered by schools they are considering, as well as such things as geographic location, cost, scholarships and aid, and admission requirements.

Student Resources and Services

NASW

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 145,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Social work students are encouraged to become members of NASW, and special student rates are available. Students should visit the NASW website for additional information: http://socialworkers.org/.

Student Awards, Recognitions, and Scholarships

Gordon Shipman Memorial Scholarship: In the spring of 1992, upon his death, a scholarship was established to honor Dr. Gordon Shipman, Professor of Sociology and Department Chair, who served at UWSP with distinction from 1966 to 1974. Students and faculty remember Dr. Shipman as an enthusiastic, energetic, concerned and caring teacher as well as an activist and leader in local political and community life.

George Dixon Memorial Scholarship: The fund for this scholarship was inaugurated through contributions from his colleagues and former students during the department's 40th anniversary celebration in the spring of 1995. Professor Dixon is remembered for his personal commitment and encouragement of students to perform community service, work for social change, and promote social justice.

Virginia Fish Scholarship: This fund was established September 2006 by Arthur Fish, husband of emeritus sociology faculty member Virginia Kemp Fish, to honor her longtime dedication and service to the department. The scholarship is specifically designated for students who have a deep interest in women's studies and gender issues, or social deviance.

***Wolensky Family Scholarship**:* In 2006 this scholarship was established by Sociology Professor Robert Wolensky. The scholarship is distributed annually to a sociology or social work major studying with UW-Stevens Point in either Poland, England, Australia, or Germany. It is one of several scholarships within the International Programs scholarship Endowment (IPSE) which is part of the UW-Stevens Point Foundation. IPSE was created 10 years ago by the former faculty leaders and alumni who wanted to facilitate study abroad participation at UW-Stevens Point.

For each of the above scholarships offered through the Department of Sociology and Social Work, a student must have a 3.0 overall grade point average and a 3.5 grade point average in their sociology or social work major.

Eligible students will receive notification of their eligibility in the spring semester of each academic year. They will then be asked to provide a written statement verifying that they:

- are a sociology and/or social work major
- are at least a first semester junior, and not a graduating senior
- have completed at least 12 credits of sociology or social work courses at UW-Stevens Point
- are a full-time student
- will be enrolled as a full time student at UW-Stevens Point for at least one more semester
- are eligible for financial aid

They will also be asked to write a 150-200 word essay on one of the following topics:

- assess the ways in which a major in sociology and/or social work has contributed to your understanding of social justice and the processes of social change *(For Shipman and/or Dixon Scholarship consideration)*
- assess the contributions of your sociology and/or social work major to your undergraduate education in general *(For Shipman and/or Dixon Scholarship consideration)*
- assess how study in sociology and/or social work can contribute to a more full understanding of gender and women's studies issues, or issues involving social deviance *(For Fish Scholarship consideration)*

Scholarship recipients will be informed in writing and will be honored at the Department of Sociology and Social Work reception that occurs during the spring semester each year.

UW-Stevens Point Academy of Letters and Science: Each spring the Department of Sociology and Social Work nominates two majors who are then selected by the UWSP Academy of Letters and Science for recognition with the Distinguished Achievement Award. The award is presented at a banquet in the spring to which a department representative and parents are also invited.

Student Organizations and Service Opportunities

Sociology and Social Work Student Organization

The Sociology and Social Work Student Organization provides an opportunity for both sociology and social work students to organize around their academic, service, and career interests. Leadership opportunities are available through officer, committee, and membership activities. The Organization receives guidance from both sociology and social work faculty advisors. Activities are determined by current organization officers and members. Examples of past activities include field trips/tours of prisons and mental health institutions; guest speakers from professionals and

consumers in the local community; local service projects such as clothing drives, assisting at a homework center, and participating in Habitat for Humanity; and service trips to larger cities. The organization meets twice a month throughout the academic year.

Phi Alpha Honor Society
The Department of Sociology and Social Work has a chapter for this national social work honor society. Students who meet the required academic standards are invited to join in the spring of each academic year and will be recognized at the Department's recognition event. The purpose of the Phi Alpha Honor Society is "to provide a closer bond among students of social work and promote humanitarian goals and ideals…Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work" (http://www.phialpha.org/). As a student organization, officers and members of Phi Alpha promote excellence in social work by encouraging participation of students in educational opportunities outside of the required social work curriculum, such as workshops, conferences, training sessions, and guest lectures.

Service Opportunities for Social Work Students
Social work students are strongly encouraged to engage in community service/ volunteer work throughout their collegiate experience. Service to others is a key component of the social work profession, and such efforts demonstrate commitment to the social work profession. Further, service experiences assist social work students in their personal and professional development, as students gain exposure to and experience with various client populations, service organizations, and community issues.

UW-Stevens Point abounds with opportunities for students to engage in community service. Students might learn of opportunities through the UW-Stevens Point Student Involvement and Employment Office (SIEO) (https://www.uwsp.edu/centers/sieo/) and/or the United Way of Portage County (http://www.unitedwaypoco.org/).

Opportunities to Engage in Research and Professional Development

L and S Research Symposium
The College of Letters and Science Undergraduate Research Symposium provides students with an opportunity to showcase their research efforts. All students in the college are given a forum in which they can present their research in a professional setting. Guests, faculty, and administrators are invited to the symposium, which takes place once per year. Students are encouraged to ask their instructors and/or advisors for more information.

UW-Stevens Point Online Journal
The *UWSP Journal* (http://www.uwsp.edu/admin/grantSupport/studentResearch/index.html) is devoted to highlighting the best work of students from across our four colleges. This on-line journal is an example of the commitment to student-centered excellence at UW-Stevens Point. Each year selected work from the previous academic year is published. The selection process is rigorous and is conducted by an editorial board comprised of faculty representing each college. The work selected is submitted to a faculty referee who is a specialist in the particular field. The *UWSP Journal* is designed to encourage our students to work toward publication and presentation of their work. While the *Journal* is a stand-alone publication, it is the hope of the editorial board that the student authors and artists will consider this publication as a beginning, rather than an end-point, for presenting their work.

Social Work Support Fund
The Social Work Support Fund was initiated by Professor Amy Zlimen. The fund is supported by contributions made by department faculty and alumni. Its purpose is to provide support for student professional and academic activities including research projects, professional training sessions, and attendance at professional meetings. Students are encouraged to ask their advisors for more information.

UW-Stevens Point Grant Support Services
The UWSP Grant Support Services Office (http://www.uwsp.edu/admin/grantSupport/studentResearch.aspx) has a number of funding sources for students who wish to engage in research. Students are encouraged to explore these options and work with their advisors to facilitate the application process.

International Opportunities for Social Work Students

Social work students are encouraged to participate in international programs during their time at UW-Stevens Point. Such experiences foster learning about diverse ways of living, develop leadership and collaboration skills, and provide a context for developing skills in cultural competence. Students are encouraged to visit the UW-Stevens Point International Programs Office (http://www.uwsp.edu/studyabroad/index.aspx) to learn about opportunities.

Student Services at UW-Stevens Point

Tutoring and Learning Center
The UW-Stevens Point Tutoring and Learning Center (http://www.uwsp.edu/tlc/) is an excellent resource for students in need of additional guidance and support to accomplish their academic goals. They provide a variety of online and in-person services to assist students with their reading, writing, computer, and subject-specific skills. Students may also gain valuable social work-related experience by becoming peer tutors.

UW-Stevens Point Student Counseling Center
The UW-Stevens Point Counseling Center (http://www.uwsp.edu/counseling/) is a mental health facility providing counseling and psychological services to students and staff of UW-Stevens Point to develop mental health that enhances the learning experience. At the Counseling Center students meet with mental health professionals to discuss ways to enhance education, career and personal development. Counseling is an opportunity to talk about life experiences with an objective person. It helps students learn new skills and ways of looking at situations so they can more successfully resolve their presenting concerns. The counseling experience can help sort through feelings, identify strengths, and explore options relative to many issues and concerns. Some common concerns of college students are self-esteem, worry, depression, relationship problems, career indecision, study skills, and the stress of being a college student. Consultation is available to faculty and staff on issues that affect students.

UW-Stevens Point Disability Services Center
The Disability Services (http://www.uwsp.edu/special/disability/) mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UW-Stevens Point programs and academic pursuits. Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973 and the Americans with Disabilities Act-1990.

UW-Stevens Point Career Services Center

The Career Services (http://www.uwsp.edu/career/) staff provides assistance to UW-Stevens Point students and alumni through individual contact, group presentations, classroom instruction, their website, and print materials accessible the office resource room. Career Services staff assist with exploring majors and careers, preparing for job search, locating jobs and other practical experiences, and pursuing graduate or professional schooling.

UW-Stevens Point Native American Center

Unique within the University of Wisconsin System, the Native American Center (http://www.uwsp.edu/multicultural/NativeAm/Index.htm) otherwise known as the NAC, was established in 1978 to *"respond to the self-defined needs and goals of Native American communities throughout Wisconsin"*. Historically, many of the NAC's activities have sought to "empower Wisconsin Indian people through quality education programs and technical assistance." The NAC provides tribal and community outreach, a Native American resource collection, services to recruit and retain Native American students at UW-Stevens Point, and two Native American student organizations.

UW-Stevens Point Multicultural Resource Center

The Multicultural Resource Center (http://www.uwsp.edu/multicultural/mcrc/index.htm)is designed to meet the specific needs of students from traditionally underrepresented groups. Conveniently housed in 208 Dreyfus University Center, the MCRC provides students with academic and social opportunities, seeking to encourage the success of UW-Stevens Point's Native American, Asian American, African American, and Hispanic American students.

Concluding Remarks

We again welcome you to the Social Work Program at UW-Stevens Point. The faculty, staff and administration are committed to providing you with a quality learning environment that prepares you for an exciting career in social work. We value your ideas and suggestions and encourage you to explore the many opportunities available to become involved formally and informally in helping to make the program even more responsive to the needs of our students and community.

Courses in Social Work

SW/SOC 201. Social Investigations I. 3 cr. Written and verbal methods of investiagation and communication in Sociology and Social Work. Subtitle will designate area. May repeat for credit with different subtitles. Prereq: 101, 102, or cons instr.

SW/SOC 261 Introduction to Social Work and the Social Services Field. 3 cr. Development of social welfare; contemporary public and private programs and appropriate settings; philosophy and principles of social work; orientation to the National Association of Social Work Code of Ethics. May not earn credit in both SW 103/261 and SOC 103/261.

SW/SOC 262. Social Welfare Policies and Programs. 3 cr. Development and philosophy of social welfare as an institutional system; critical analysis of programs, policies and issues; their interrelationship with other aspects of the social system. May not earn credit in both SW 262 and SOC 262.

SW/SOC 301. Social Investigations II. 3 cr. Written and verbal methods of investigation and communication in Sociology and Social Work. Subtitle will designate area. May repeat for credit with different subtitles. Prereq: 101, 102, or cons instr.

SW 316 Child Welfare Practice. 3 cr. This course will focus on the foundational skills and knowledge of child welfare practice that includes basic interviewing skills; assessment; case planning; protective services; extended family and foster family care; family centered services; their effects on Native American and other minority cultures; and child welfare policies such as ICWA, ASFA, WI Children's code. May not earn credit in both SW 316 and SOC 316. Prereq: SW 261; Admission into Social Work Major or Consent of Instructor.

SW 359. Social Work Methods: Casework. 3 cr. Principles of generic social work in microsystems; concepts and casework practice with individuals, interviewing, relationships, social diagnosis, and treatment. Prereq: Admission to Social Work Major.

SW 361. Social Work Methods: Groups and Families. 3 cr. Principles of generic social work in mesosystems; concepts of group work and family counseling, principles of model development, assessment, and treatment. Prereq: SW 359; Admission to Social Work Major.

SW 362. Social Work Methods: Community Organization and Social Service Administration. 3 cr. Principles of generic social work in macrosystems including planning, action, and advocacy; social service administrative concerns including relationships between organizations, and issues within the organization including supervision, consultation, research, and continuing education. May not earn credit in both SW 362 and SOC 362. Prereq: SW 361; Admission to Social Work Major.

SW/SOC 363. Social Services in Rural Communities. 3 cr. Evaluation of nonmetropolitan, regional social services and delivery systems; characteristics of rural populations and community analysis; concept and function of generalist social worker in nonmetropolitan areas. May not earn credit in both SW 363 and SOC 363. Prereq: SW 261; Admission into Social Work Major or Consent of Instructor.

SW/SOC 364. Social Services in Native American Communities. 3 cr. Introduction to values, beliefs, customs, and histories of Native Americans emphasizing Wisconsin tribal nations and their social service needs. May not earn credit in both SW 364 and SOC 364. Prereq: SW 261; Admission to Social Work Major or Consent of Instructor.

SW 365. Social Work with Native American and Other Culturally Diverse Families. 3 cr. Awareness and understanding of Native American values and lifestyles; principles of social work that apply to problems affecting Native American and other culturally diverse families. May not earn credit in both SW 365 and SOC 365. Prereq: SW 364; Admission to Social Work Major or Consent of Instructor.

SW/SOC 376. Human Behavior and the Social Environment. 3 cr. Theories of interaction between individuals and the social environment that apply to the practice of social work. May not earn credit in both SW 376 and SOC 376. Prereq: Admission into Social Work Major or Consent of Instructor.

SW/SOC 378. Problems in Family Interaction. 3 cr. Theories and modalities used in treatment of contemporary family problems. Examine families in social, economic, environmental, and cultural contexts. Prerq: SOC 101 or SW/SOC 261, or cons instr.

SW 395. Special Topics in Social Work. 1-3 cr. Subtitle will designate area. May repeat for credit with different subtitles. Prereq: SW 261 or cons instr.

SW 494. Social Work Practicum. 4-8 cr. Observe and practice social work under guidance of cooperating field placement supervisors in an approved social service agency; emphasis on guided social work. Prereq: SW 361; Admission into Field; Concurrent Registration in SW 495.

SW 495. Social Work Practicum Seminar. 1-2 cr. Weekly meetings to discuss application of social work practice theory to the agency setting, and to increase knowledge and identification with social work profession. Prereq: SW 361; Admission into Field; Concurrent Registration in SW 494.

SW 498. Special Work in Social Work and Social Administration. 1-3 cr. Upperclass social work majors may arrange for independent study with cons chair. Credit based on scope of the project. May apply 3 credits max to major.

Faculty in Sociology and Social Work

Please see the Department of Sociology and Social Work Website for additional information about faculty: http://www.uwsp.edu/sociology/Pages/faculty.aspx.

Social Work Faculty

Amy Zlimen, MSSW, Ph.D., Professor, Social Work Program Director and Department Chairperson: *teaches SW 359, SW 361 and SW/SOC 301 (End-of-Life Issues and Care).*

Jess Bowers, MSW, APSW, Assistant Professor and Social Work Field Coordinator: *teaches SW/SOC 262, SW 359, SW 494 and SW 495.*

Alton "Sonny" Smart, MSW, Professor: *teaches SW 316, SW/SOC 364, SW/SOC 365, SW/SOC 376, and SW/SOC 378.*

Adjunct Social Work Faculty

Michelle "Mitch" Fournier, MSW: *teaches SW/SOC 261*

Kate Kipp, MSW: *teaches SW 362.*

Teresa Kovach, MSSW: *teaches SW/SOC 261*

Todd Stage, MSW: *teaches SW 361*

Sociology Faculty

Helena Alden, Ph.D., Associate Professor*: teaches SOC 101, SOC 350, SOC 352, and elective courses in sociology such as sociology of gender and sexualities.*

Sue Bailey, Ph.D., Associate Professor*: teaches SOC 101, SOC 351, SOC 352, and elective courses in sociology such as sociology of medicine.*

David Barry, Ph.D., Assistant Professor*: teaches SOC 101, SOC 350, and elective courses in sociology such as the sociology of globalization and inequality.*

David Chunyu, Ph.D., Assistant Professor*: teaches SOC 101, SOC 351, SOC 352 and elective courses in sociology such as the sociology of immigration and minority groups.*

Dorothy De Boer, Ph.D., Professor*: teaches SOC 101, and elective courses in sociology such as deviance, criminology, juvenile delinquency, and mental health.*

Maggie Bohm-Jordan, Ph.D., Assistant Professor: *teaches SOC 101, and elective courses in sociology such as marriage and the family, cultural perspectives of family, sociology of childhood and adolescence, and population problems.*

Krishna Roka, Ph.D., Assistant Professor*: teaches elective courses in sociology such as social problems, environmental sociology, and urban sociology.*

Adjunct Sociology Faculty

Barbara Jascor, M.S.: *teaches SOC 333*