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# CONCORDIA UNIVERSITY



Christian Faith, Service and Social Justice

## Department of Social Work

2019-2020

# BSW Student Handbook

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**Concordia University**  
**Student Handbook 2019-2020**  
**Bachelor of Social Work (BSW) Program**

*“The spirit of the Lord God is upon me; to proclaim good news to the poor; to heal the brokenhearted; to liberate captives; to comfort all who mourn; to give beauty for ashes, the oil of Joy for mourning and a garment of praise instead of a spirit of anxiety. They shall rebuild the ruined cities and feed Your children. The sons of the immigrant shall work the land. They will be called servants of God. Instead of confusion the people will rejoice in their portion and in their land they shall possess double; everlasting joy shall be theirs. For the Lord loves justice. He will direct this work in truth and all shall acknowledge that those who serve are blessed of the Lord.” –from Isaiah 61*

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

# BSW Student Handbook 2019 – 2020

(Revised Fall 2019)

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## Concordia University 2019 – 2020

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## Welcome to the BSW Program

Dear Social Work Student,

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

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

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

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

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

Blessings,

*Sarah Collins*

Sarah Collins, DSW, MSW

Associate Professor and BSW Program Director

Department of Social Work

Concordia University -Wisconsin campus

## Mission Statements

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

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

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

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

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

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

## History of Social Work at Concordia University

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

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

After CUW officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). In addition to the traditional BSW program on the main CUW campus, the program expanded in 2015 to offer an adult-accelerated BSW program through CUW's Green Bay and Miller Park Way Accelerated Learning Centers. The BSW program began to be offered at CUW's sister campus CUAA in Ann Arbor, Michigan, in fall of 2016. Finally, a Master of Social Work (MSW) program at the CUW campus began in fall 2017. Online options for BSW and MSW are in the works as well.

### **Accreditation**

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

### **Social Work Values**

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

### **Social Work Program Goals**

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

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

### **Generalist Practice**

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

### **Definition of Generalist Practice**

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

### **Council on Social Work Education (CSWE) Competencies**

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

#### **Competency 1–Demonstrate Ethical and Professional Behavior**

Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social Workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social Workers recognize the

importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social Workers also understand emerging forms of technology and the ethical use of technology in Social Work practice. Social Workers:

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

### **Competency 2 –Engage Diversity and Difference in Practice**

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

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

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

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

goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

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

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of Social Work and in evaluating their practice. Social Workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social Workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

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

#### **Competency 5 –Engage in Policy Practice**

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

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

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

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

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

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

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

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

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

## **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

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

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

### **Academic & Professional Advising**

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

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

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

### **Application to the Social Work Major**

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

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

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

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

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

### ***Traditional Students***

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

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

### ***Accelerated Learning Center Students at CUW***

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

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

### ***Transfer Students***

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

## **Program Completion Requirements**

In order to graduate from Concordia University with a Bachelor of Social Work (BSW) degree, students must complete all program requirements. These include the Concordia core curriculum, Social Work major, minor, and elective requirements.

### ***Curriculum Requirements***

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

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

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

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

### ***Service Learning***

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning may be required for certain classes because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may also participate in campus wide or organization's service learning opportunities.

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

### ***Interprofessional Education (IPE) at CUW Only***

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

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

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

### **Social Work Student Rights and Responsibilities**

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

## **Ethics**

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

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

### **Professional Affiliation**

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

- National Association of Social Workers (NASW), [www.naswdc.org](http://www.naswdc.org)
- National Association of Social Workers – Michigan, [www.nasw-michigan.org/](http://www.nasw-michigan.org/)
- North American Association of Christians in Social Work (NACSW), [www.nacsw.org](http://www.nacsw.org)
- International Federation of Social Workers (IFSW), [www.ifsw.org](http://www.ifsw.org)

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

## **Social Work Student Groups**

### ***Student Social Work Organization***

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

The Student Social Work Organization engages in various activities throughout the academic year, including regular meetings, issue focused seminars, and social events. Members are free to utilize the organization in ways that will enhance their learning, their preparation for Social Work practice, and for their personal growth, intellectual development, and enjoyment. This organization must observe all of the rules of the university as they pertain to officially chartered student organizations. The SSWO has not yet be established at CUAA yet, but if you are interested in starting it contact the BSW Program Coordinator.

The Social Work faculty advisor works directly with the organization officers who are elected by the Social Work students. Serving as advisor to the SSWO is Eric Shanburn, CUAAs BSW Program Coordinator.

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

Feel free to contact a member of the CUW's SSWO Board with any questions regarding this student organization. The 2019-2020 Board for CUW is:

**President:** Michaela Nix

**Vice President:** Hailey Schicker

**Secretary:** Clare Schultz

**Treasurer:** Courtney Herriges

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

### ***Phi Alpha Honor Society for Social Work***

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

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

- Declared Social Work as a Major
- Achieved junior status
- Completed 15 credits of required Social Work courses
- Achieved an overall GPA of 3.0 on a 4.0 scale
- Achieved a 3.25 GPA in required social work courses

After becoming eligible, students will receive an invitation letter informing them of the next steps to become a member. For more information on the Phi Alpha Honor Society for Social Work, go to <http://www.phialpha.org> or contact a member of the Phi Pi Board or the BSW Program Coordinator.

## Resources

### ***Library***

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

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

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

### ***On-Line Resources***

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

NASW – Social Work Safety

[www.socialworkers.org/pressroom/events/safety1006/default.asp](http://www.socialworkers.org/pressroom/events/safety1006/default.asp)

NASW – Code of Ethics

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

CSWE – 2015 Educational Policy

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

CUW and CUAU Department of Social Work

[www.cuw.edu/socialwork](http://www.cuw.edu/socialwork)

[www.cuaa.edu/socialwork](http://www.cuaa.edu/socialwork)

CUW Department of Social Work Facebook Page

[www.facebook.com/cuwsocialworkdepartment](https://www.facebook.com/cuwsocialworkdepartment)

CUAA Department of Social Work Social Network Pages

[www.facebook.com/cuaasocialwork](https://www.facebook.com/cuaasocialwork)

[www.instagram.com/cuaasocialwork](https://www.instagram.com/cuaasocialwork)

[www.linkedin.com/company/cuaasocialwork](https://www.linkedin.com/company/cuaasocialwork)

Association of Social Work Boards (ASWB)

[www.aswb.org](http://www.aswb.org)

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

American Psychological Association (APA) – APA Style CENTRAL  
[www.apastyle.org](http://www.apastyle.org)

## Department of Social Work Policies

### *Termination Policy*

Students who enter the Social Work major are required to meet high standards in academics and their personal conduct. The profession of Social Work is often involved with dealing with sensitive, confidential issues, and with vulnerable populations. This reality requires that students approach their coursework and fieldwork in a manner that upholds Social Work core values and the National Association of Social Work (NASW) Code of Ethics (<http://www.naswdc.org>).

The Social Work faculty require that students admitted to the Social Work program be successful in the Social Work major. Students who are in good standing with the Department's requirements for maintaining professional standards, a 2.75 in all Social Work courses and a cumulative 2.5 GPA, will graduate with a Bachelor of Social Work degree (BSW). In cases where students do not meet the standards of the Social Work program, they will be subject to involuntary termination for academic and/or nonacademic reasons.

### *Academic Reasons for Termination*

Students can be terminated from the BSW program for any of the following academic reasons:

- Failure to maintain a 2.5 cumulative GPA
- Failure to maintain a 2.75 GPA in all Social Work classes
- A grade of C- or less in any Social Work course
- A grade less than a B- in any required field education course

Social Work students who fail to maintain the required GPA will be placed on probation, will receive a warning letter, and will be given one more semester to regain the required GPA. Students who receive a "C-" or less in any Social Work course are required to re-take the course before they can return to non-probationary status in the major. A "C-" in a Social Work course has serious implications because Social Work courses are sequential and often times only offered one time a year. ***Students may not take higher level courses if they have not been successful in the prerequisite course(s).*** This situation could result in a student needing an additional year to be eligible for the next sequence of Social Work courses.

### ***Nonacademic Reasons for Termination***

Students can be terminated from the BSW program for any of the following non-academic reasons:

- If evidence exists that shows the student's conduct to be in serious violations of the NASW Code of Ethics.
- If evidence exists that shows the student's conduct to be in serious violation of the CUA Student Code of Conduct, administered by the Provost's Office of Student Life.
- If evidence exists that shows the student's conduct to be in serious violation of the CUA Department of Social Work Code of Conduct.
- If a student has engaged in conduct which significantly disrupts the ongoing functioning of the Social Work Program or Field Placement, or
- Within the fieldwork setting, the student continues to be unable to complete the essential functions or requirements of the program or field work.

### ***Student Reviews***

Students are encouraged to work with their professors and program advisor to resolve academic problems or behaviors that may be in violation of the BSW program's requirements for maintaining good standing within the program. If a successful resolution has not been achieved through informal measures of meeting with instructors and /or program advisors, a Student Review will be initiated. The Student Review is the formal procedure for resolving a student's failure to meet the expectations of the program.

The request for a Student Review is initiated in writing by a faculty member. The student will be notified in writing of the date, time, and location of the review and the reason(s) for the review.

The Student Review Notification letter will:

- Identify the problem
- Suggest solutions and/or set forth required actions to resolve the problem
- Set a date upon which the matter will be reviewed to determine whether further action, up to and including termination, is appropriate

The Student Review will consist of a discussion of the problem and possible solutions. The faculty and student will explore the possibilities for corrective action that would enable the student to meet the expectations specified by the program. The review may also result in the termination of the student from the program. The student has the right to provide additional information about the situation, or present mitigating circumstances which may have led to their inability to meet the program's expectations. All recommendations, actions and specified time frame expectations of the Student Review, including the faculty's decision to terminate the student from the program, will be recorded in writing.

If the decision is not to terminate the student from the major, compliance with the written recommendations is the responsibility of the student. The setting of corrective action and time-

frames is the responsibility of the faculty. The student's failure to comply with corrective action will result in termination of the student from the program.

### ***Termination Process***

In serious cases, to be determined by the BSW Program Coordinator and the Chair of the Department of Social Work in consultation with other Social Work faculty, a student may be terminated immediately from individual courses, field instruction settings, and/or the program entirely. In less serious cases, the student will be given the opportunity to correct academic or non-academic conduct that is in violation of the requirements of the Social Work program.

The student has the right to appeal decisions made by the Department of Social Work. During the appeals process, a student will normally be allowed to attend classes, with the exception of seriously disruptive cases. If termination resulted from conduct in a field instruction setting, the student's placement at that site may be immediately suspended and a future field placement is not guaranteed.

## **Concordia University Policies**

*Note: For more information on Concordia University Policies, please see the Code of Student Conduct at <https://www.cuw.edu/about/offices/compliance/assets/Code%20of%20Student%20Conduct.pdf>*

***Harassment Policy:*** Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) that threaten, harm or intimidate a person, stalking, voyeurism (or peeping), or any other form of unwanted contact.

***Anti-Discrimination Policy:*** As a matter of policy, Concordia University admits students of any age, race, color, gender, and national and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Further, Concordia University does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs.

***Disability Policy:*** In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Services:

- Ann Arbor campus (734) 995-7552 or [www.cuaa.edu/arc](http://www.cuaa.edu/arc)

***Academic Integrity Policy:*** Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

**Cheating:** includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

**Plagiarism:** includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

**Fabrication:** the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

**Academic Misconduct:** intentionally or recklessly interfering with teaching, research, and/or other academic functions.

**Sanctions:** Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

***General Academic (Grade) Grievances, for all students. (University Policy).***

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

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

**Step II:** Face-to-face Ann Arbor students should proceed to step III.

Traditional undergraduate students submit a written grievance to the BSW Program Coordinator, within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the BSW Program Coordinator will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the BSW Program Coordinator. Within 5 working days of receiving the instructor's report, the BSW Program Coordinator will send a written response to the student and the instructor. Adult learners follow this step with their Center Director.

**Step III:** If the student is still not satisfied, s/he may file a written complaint with the Department Chair in which the course was taught within 10 working days of receiving the step II report (if applicable). Students on the Mequon campus and those in the Accelerated program will contact the Department Chair of the Department of Social Work. Students in Ann Arbor will also contact the Department Chair of the Department of Social Work, who will facilitate or appoint a representative on the Ann Arbor campus. The Department Chair or her representative, will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) within 10 working days of receiving the grievance.

### ***Non-Academic Grievance Policies & Procedures***

For non-academic grievances the following procedures should be followed.

1. Appropriate Communication between individuals is essential to maintain the integrity of any Social Worker in any Social Work situation. It is important to carefully follow appropriate steps for all communication **before** considering any type of grievance.
2. If the grievance pertains to an academic issue, **the student must first go to the professor.** In order to assure that issues are understood completely, the student should put their concerns in writing and present this written communication to the professor 24 hours before the first meeting with the professor. The professor has 24 hours to respond after the meeting. The response will be in writing.
3. If the Social Work student is still not satisfied with the way the grievance is handled by the instructor(s), she/he should go to the BSW Program Coordinator to discuss the matter.
4. If after discussing the matter with the BSW Program Coordinator, the grievance remains unresolved, the student should provide a written appeal to the BSW Program Coordinator, describing the problem, including dates of events and discussions, explaining what steps have been taken to resolve the problem and how the problem could be resolved. Any additional documentation regarding the grievance is also useful. The goal is to resolve the grievance at the department level.
5. If the issue is still not resolved, the student should inform the Chair of the Department of Social Work in writing that the grievance is not resolved. The student should then submit the written appeal to the Dean of the School of Health Professions and request a meeting with the Dean.
6. Students who do not follow the steps outlined above will not have their grievance addressed.
7. It is recommended that the student's follow this procedure in academic grievances before proceeding with the University Grievance policy.

### **Academic Probation and Dismissal Policy**

#### ***For traditional undergraduate students***

In general, a traditional undergraduate student is considered in good academic standing if s/he maintains a cumulative grade point average (GPA) of 2.0 or higher. Academic standing is assessed at the end of each semester. When a student's cumulative GPA dips below 2.0, s/he is placed on academic probation. The student remains on probation if subsequent semester GPAs are 2.0 or above, but his/her cumulative GPA remains below 2.0. However, if at any time on probation, the student's semester GPA again dips below 2.0, s/he will be dismissed from the University. Furthermore, students must have a 2.0 GPA or higher in order to graduate. **It should be noted, however, that some undergraduate programs have their own standards for academic good standing and program completion, which work in conjunction with the aforementioned general standards. As seen throughout this handbook, the Department of**

**Social Work's standards are greater than those in the above policy and therefore supersede these general standards.**

***Appeal Process for Traditional Undergraduate Students***

Traditional undergraduate students who are dismissed from a particular academic program, but not from the University, may appeal their dismissal within the process established by their program. Students who are dismissed from their program and whose appeal was denied by their program may only appeal to the Academic Office if they believe that their program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Academic Office. The appropriate Chief Academic Officer (CAO) or designee will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving his/her request.

Students who are dismissed from the University may schedule an appeal with the Traditional Undergraduate Academic Appeals Committee (TUAAC) through the Academic Office. In advance of their appeal appearance, students must send a letter to the Academic Office that explains why they were not successful and what they plan to do to improve their academic performance should they be readmitted. In most cases, the TUAAC will render a decision immediately after meeting with the student. Students who lose their appeal must sit out at least one semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period. The TUAAC on the Mequon campus consists of the AVP of Academics for Student Success (who chairs the committee), the Registrar or designee, the Director of Advising, the Director of the Learning Resource Center, a representative from Student Life, the student's academic advisor, and one of the student's instructors. The TUAAC on the Ann Arbor campus consists of the CAO (who chairs the committee), the Asst. Registrar, the ARC Director, the Coordinator of Student Success and Retention, the Dean of Students, the student's academic advisor, and one of the student's instructors.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

***For Adult Learners***

In general, an undergraduate student is considered in good academic standing if s/he maintains a cumulative grade point average of 2.0 or higher. Academic standing is assessed at the end of each semester and must include at least two courses. When a student's cumulative grade point average dips below 2.0, s/he is placed on academic probation. The student remains on probation if subsequent semester GPAs are 2.0 or above, but his/her cumulative GPA remains below 2.0. However, if at any time on probation, the student's semester GPA again dips below 2.0, s/he will be dismissed from the University. In general, students must have a 2.0 GPA or higher in order to graduate. **It should be noted, however, that some undergraduate programs**

**have their own standards for academic good standing and program completion, which work in conjunction with the aforementioned general standards. As seen throughout this handbook, the Department of Social Work's standards are greater than those in the above policy and therefore supersede these general standards.**

### ***Appeal Process for Adult Learners***

Adult learners who are dismissed from the University may appeal their dismissal in writing to their Center Director or to the Executive Director of Continuing and Distance Education if the student is a full-time online student. The appeal should include an explanation of what went wrong and a plan for improvement. The Center Director or Executive Director of Continuing and Distant Education will then consult with any appropriate academic staff to offer a recommendation to the Assistant Vice President of Academics for Student Success if the student is a Mequon student or to the Chief Academic Officer (CAO) at Ann Arbor if it involves an Ann Arbor student. The AVP of Academics for Student Success or the Ann Arbor CAO will then notify the student of their decision. Stipulations may be attached to a favorable decision. Students who lose their appeal must sit out at least one traditional, 15-week semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

(RLF, Spring 2016)

## **Field Placement**

### ***Preparation for Field Placement***

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

### ***Field Instruction Sequence: General Information***

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

During both semesters, a student will spend an average of 16 hours per week at the placement agency, for a total of at least 450 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

Traditional students are required to enroll concurrently in SW 327 Field Education I and SW 328 Field Seminar I for the fall semester, and SW 427 Field Education II and SW 428 Field Seminar II for the spring semester. Each field course is equivalent to three credit hours, so the student earns a total of six credit hours of field each of the two semesters. Accelerated students are only able to enroll in Field Education and Field Seminar once all core social work classes are completed. Accelerated students must follow the academic schedule as arranged per the Centers.

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

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

### ***Prerequisite Courses for Field Placement***

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

- SW225 Social Work & Social Welfare
- SW235 Introduction to Child Welfare
- SW306 Social Welfare Policy & Programs
- SW326 & 426 Skills & Methods of Social Work Practice I & II
- SW346 & 347 Human Behavior & the Social Environment I & II (HBSE)
- SW310 & 410 Research Methods I & II
- SW436 Skills & Methods of Social Work Practice III<sup>1</sup>

### ***Placement in Field***

The Field Coordinator will facilitate the decision about an appropriate field placement. The Department of Social Work has field contracts with a variety of agencies throughout the State of Wisconsin. The Field Coordinator will work with students to determine suitable placements. The Department also has the ability to develop new placements based on student

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

interest. Over the year prior to the field placement, the Field Coordinator will work with and help student prepare for and establish their field placement.

### ***Procedure for Traditional Students Field Placement***

The procedures for field placement are as sequenced:

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

### **Procedure for CUW's Accelerated Learning Students Field Placement**

The procedures for field placement are as sequenced:

1. The Field Coordinator will begin meeting with students four months prior to the start of the Field Education sequence.
2. Completion of the Application for Field Placement Form.
3. The Application form will be submitted to the Field Coordinator by the required due date set by the Field Coordinator.
4. A meeting between the student and Field Coordinator will occur to discuss the student's strengths and interests in fieldwork.
5. The Field Coordinator and the student will explore possible available internship placements, which would have the potential to be a good match.

6. The creation of a professional résumé, which will be completed by a date to be determined by the Field Coordinator.
7. The Field Coordinator will give final approval of the student's résumé before it will be sent to any potential placement agencies.
8. Field Coordinator identifies potential placement agency and student interest in the agency(s) is verified.
9. Field Coordinator makes initial contact with Field Agency and willingness to supervise a student intern is confirmed.
10. Field Coordinator gives student Field Agency contact information to submit résumé.
11. Within 48 hours of obtaining contact information student will submit résumé to Field Agency contact person.
12. Field Agency contact determines whether to interview student.
13. Field Agency and student schedule interview.
14. Field Agency will notify student of placement decision to either decline or accept intern.
15. Student is to inform Field Coordinator of placement decision within 24 hours.

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

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

### ***Words of Wisdom***

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

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

We want you to do well, to have a wonderful learning experience, and to grow as a professional Social Worker. A good experience will render you many opportunities, good letters of recommendation, and often an opportunity for employment in your field agency. An experience where you must work out your own issues that suddenly surprise you by emerging as you begin working with clients will only derail your field experience and leave you wondering if you made the right decision. Once you are degreed and have practice experience, you will be better able to handle those difficult issues and situation.

### ***Criminal Background Check/Drug and Alcohol Screening***

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

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

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

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

## **Appendices**

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

## ***Appendix A – Advising Partnerships***

### Advising Partnerships

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

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

### Your role in the advising partnership

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

### Your advisor's role in the advising partnership

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

### Who is responsible for monitoring my progress toward a degree?

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

### Degree Evaluations

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

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

## *Appendix B – Social Work Curriculum*

### **DEPARTMENT OF SOCIAL WORK Bachelor of Social Work Curriculum**

#### **Social Work Major – 45 Credits**

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

#### **Prerequisites**

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

MATH 205 Statistics (3 Credits)

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

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

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

<sup>+</sup>Offered both fall and spring semesters.

**Social Work Electives**

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

- SW 245—Agency Centered Volunteer Social Work Experience – 3 Credits
- SW 365—Drugs, Society & Human Behavior – 3 Credits
- SW 375—Understanding Death & Dying – 3 Credits
- SW 392—Aging and the Social Environment – 3 Credits
- SW 425—Social Work Practice in Health Care – 3 Credits
- SW 430—Dual Disorders: Integrated Treatment for Co-occurring Mental Health and Substance Abuse Disorders – 3 Credits

## CUW's Accelerated Program

Semester #1 (Fall 2017)			Credits	Weeks	
A		OPEN			July/Aug 2017
B	SW 225	Social Work and Social Welfare	3	6	8/14-9/23
D	SW 235	Intro to Child Welfare	3	6	9/25-11/4
E	SW 306	Social Welfare Policy & Programs	3	6	11/6-12/31
<b>Total</b>			<b>9</b>	<b>18</b>	

Semester #2 (Spring 2018)			Credits	Weeks	ESTIMATED DATES
F	SW 346	Human Behavior in the Social Environment I	3	8	1/1/18-2/23/18
G	SW 326	Skills & Methods of SW Practice I	3	8	2/26/17-4/27/18
H	SW 347	Human Behavior in the Social Environment II	3	8	4/30/18-6/22/18
<b>Total</b>			<b>9</b>	<b>24</b>	

Semester #3 (Fall 2018)			Credits	Weeks	
F	SW 426	Skills & Methods of SW Practice II	3	8	7/2/18 – 8/24/18
G	SW 310	Social Work Research Methods I	3	8	8/27/18 – 10/19/18
H	SW 410	Social Work Research Methods II	3	8	10/22/18 – 12/14/18
<b>Total</b>			<b>9</b>	<b>24</b>	

Semester #4 (Spring 2019)			Credits	Weeks	
F	SW 436	Skills & Methods of Social Work Practice III	3	8	1/1/19 – 2/22/19
G	SW 327*	Field Education I	4	16	2/25/19 – 6/15/19
G	SW 328*	Field Seminar I	2	16	2/25/19 – 6/15/19
<b>Total</b>			<b>9</b>	<b>24</b>	

Semester #5 (Fall 2019)			Credits	Weeks	
F	SW 427*	Field Education II	4	16	7/1/19 – 10/18/19
F	SW 428*	Field Seminar II	2	16	7/1/19 – 10/18/19
H	SW 490	Senior Integrative Seminar	3	8	10/21/19 – 12/13/19
<b>Total</b>			<b>9</b>	<b>24</b>	

\* Note: Field Education and Field Seminar (SW 327 & SW 328 and SW 427 & SW 428) courses must be taken concurrently

<b>CUW's Accelerated Program</b>
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Semester #1 (Fall 2018)			Credits	Weeks	Estimated Dates
A		OPEN			July-Aug 2018
B	SW 225	Social Work and Social Welfare	3	6	Aug-Sep
D	SW 235	Intro to Child Welfare	3	6	Sep-Nov
E	SW 306	Social Welfare Policy & Programs	3	6	Nov-Dec
		<b>Total</b>	<b>9</b>	<b>18</b>	

Semester #2 (Spring 2019)			Credits	Weeks	Estimated Dates
F	SW 346	Human Behavior in the Social Environment I	3	8	Jan-Feb 2019
G	SW 326	Skills & Methods of SW Practice I	3	8	March-April
H	SW 347	Human Behavior in the Social Environment II	3	8	May-June
		<b>Total</b>	<b>9</b>	<b>24</b>	

Semester #3 (Fall 2019)			Credits	Weeks	Estimated Dates
F	SW 426	Skills & Methods of Social Work Practice II	3	8	July-August
G	SW 310	Social Work Research Methods I	3	8	Sept-October
H	SW 410	Social Work Research Methods II	3	8	Nov-December
		<b>Total</b>	<b>9</b>	<b>24</b>	

Semester #4 (Spring 2020)			Credits	Weeks	Estimated Dates
F	SW 436	Skills & Methods of Social Work Practice III	3	8	Jan-Feb 2020
G	SW 327*	Field Education I	4	16	March-June
G	SW 328*	Field Seminar I	2	16	March-June
		<b>Total</b>	<b>9</b>	<b>24</b>	

Semester #5 (Fall 2020)			Credits	Weeks	Estimated Dates
F	SW 427*	Field Education II	4	16	July-October
F	SW 428*	Field Seminar II	2	16	July-October
H	SW 490	Senior Integrative Seminar	3	8	Oct-December
		<b>Total</b>	<b>9</b>	<b>24</b>	

\* Note: Field Education and Field Seminar (SW 327 & SW 328 and SW 427 & SW 428) courses must be taken concurrently

## Appendix C – Curriculum Course Tracking Form

### Social Work Major – Curriculum Course Tracking

<b>Core Curriculum:</b>		STUDENT: _____				
Common Core	18 credits	FOO# _____				
LA Dimensions	27 credits	MINOR: _____				
<b>Total Core</b>	<b>45 credits</b>	DBL MAJOR: _____				
<b>Social Work Major</b>		ADVISOR: _____				
	<b>45 credits</b>					
<b>Minor/Electives</b>	<b>30 credits</b>					
<b>TOTAL</b>	<b>120 credits</b>	NOTES:				
		<b>CUW Liberal Arts Core Requirements</b>		<b>CR</b>	<b>Sem</b>	<b>Grade</b>
<b>CONCORDIA COMMON CORE (18 Credits)</b>						
Bible Content:	REL 100 The Bible	3				
Christian Doctrine:	REL 110 Christian Faith	3				
Western Culture & Worldview:	CCE 110	3				
Western Thought & Worldview:	CCE 120	3				
Christian Citizen:	CCE 130	3				
Science & Humanity:	CCE 140	3				
<b>LIBERAL ARTS DIMENSIONS (27 Credits)</b>						
Faith & Life:	REL above 204	3				
Society & Culture:	Core Choice <i>(see core electives sheet)</i>	3				
Natural World:	Natural Science w/Lab	4				
	MATH 205 – Statistics* <sup>SW</sup>	3				
Communication & Language:	COMM 201, 105 or Foreign Language	3				
	ENG 104 – Introduction to Writing	3				

Human Beings & Being Human:	HHP 100 – Stewardship of the Body	1		
	HHP Activity ( <i>range: 104-169</i> )	1		
	Core Choice ( <i>see core electives sheet</i> )	3		
Creative Expression:	Core Choice ( <i>see core electives sheet</i> )	3		
<b>ELECTIVES</b>				

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

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

**Social Work students complete all of the courses listed below.**

<b>THE SOCIAL WORK MAJOR (45 Credits)</b>	<b>CR</b>	<b>Sem</b>	<b>Grade</b>
SW 225 Social Work & Social Welfare*	3		
SW 235 Introduction to Child Welfare*	3		
SW 306 Social Welfare Policy and Programs	3		
SW 346 Human Behavior in the Social Environment I	3		
SW 347 Human Behavior in the Social Environment II	3		
SW 310 Research Methods I	3		
SW 410 Research Methods II	3		
SW 326 Skills & Methods of Social Work Practice I	3		
SW 426 Skills & Methods of Social Work Practice II	3		
SW 436 Skills & Methods of Social Work Practice III	3		
SW 327 Field Education I	3		

SW 427 Field Education II	3		
SW 328 Field Seminar I	3		
SW 428 Field Seminar II	3		
SW 490 Senior Integrative Seminar	3		

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

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**Attach Minor/Double Major Checklist Here:**

**CREDIT SUMMARY**

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**CRS.**

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## ***Appendix D – Course Descriptions***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Social Work Elective Courses**

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

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

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

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

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

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

## ***Appendix E – Complementary Minors – Traditional Program***

### **Complementary Minors**

Below are several options for Minors. Many other options are available. Talk to your advisor to find the best option to fulfil your educational and career goals. There may be differences between CUW and CUAA.

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

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

#### **Psychology Minor (24 Credits)**

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

#### **Criminal Justice and Public Policy Minor (18 Credits)**

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

**Lay Ministry Certificate/Minor (24 Credits)**

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

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

**Political Science Minor (18 Credits)**

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

**Spanish (Non-Education) Minor (24 Credits)**

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

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

**Music Minor (24 Credits)**

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

**Business Minor (18 Credits)**

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

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

**Public Relations Minor (18 Credits)**

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

**Social Work / Psychology Double Major**

Course #	Course Name	CR
<b>Required Core Courses</b>		
COMM 105	Public Speaking	3
MATH 205	Statistics	3
BIO 146	Essentials of Anatomy & Physiology	4
		<b>10</b>
<b>Social Work</b>		
SW 225	Social Work & Social Welfare	3
SW 235	Intro to Child Welfare	3
SW 306	Social Welfare Policy & Programs	3
SW 346	Human Behavior and the Social Environment I	3
SW 347	Human Behavior and the Social Environment II	3
SW 310	SW Research Methods I	3
SW 410	SW Research Methods II	3
SW 326	Skills & Methods of SW Practice I	3
SW 426	Skills & Methods of SW Practice II	3
SW 436	Skills & Methods of SW Practice III	3
SW 327	Field Education I	3
SW 328	Field Seminar I	3
SW 427	Field Education II	3
SW 428	Field Seminar II	3
SW 490	Senior Integrative Seminar	3
		<b>45</b>
<b>Psychology</b>		
PSY 101	General Psychology	3
PSY XXX	Developmental Course - 221, 222, 223, OR 230	3
PSY 205	Theories of Learning	3
PSY 201	Interpersonal Communication	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 245	Research Methods	3
PSY 425	Abnormal Psychology	3
PSY 492	Research Proposal	1
PSY 490	Senior Project/ Seminar	3
PSY XXX	300/400 level elective	3
PSY XXX	300/400 level elective	3
		<b>34</b>

\* SW 327 & SW 328 replaces PSY 450

***Appendix F – Upper Division Application – Traditional Program***

**SOCIAL WORK DEPARTMENT  
UPPER DIVISION APPLICATION**

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

The Criteria\* for admission into Upper Division Status includes:

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_ Student ID# F00 \_\_\_\_\_

City/St/Zip: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Campus Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

City/St/Zip: \_\_\_\_\_ Email: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_ Double Major/Minor: \_\_\_\_\_

Number of Credits Completed: \_\_\_\_\_ Current GPA: \_\_\_\_\_

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

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

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

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

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

## **TRANSFER STUDENTS**

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

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

## **STATEMENT OF AGREEMENT**

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

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

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

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

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

---

Applicant's Signature

---

Date

Application and narrative should be submitted in person to the Social Work Department

Eric Shanburn BSW Program Coordinator, with any questions or concerns via phone: (734) 995-7520  
or email: [eric.shanburn@cuaa.edu](mailto:eric.shanburn@cuaa.edu)

## *Appendix G – Upper Division Narrative*

### **SOCIAL WORK DEPARTMENT PERSONAL NARRATIVE INSTRUCTIONS**

(REQUIRED FOR ACCEPTANCE TO THE BSW PROGRAM)

#### **Narrative is due with application to the BSW Program**

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

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

If you have questions about the application process, please contact Eric Shanburn BSW Program Coordinator, with any questions or concerns via phone: (734) 995-7520 or email: [eric.shanburn@cuaa.edu](mailto:eric.shanburn@cuaa.edu)

Please submit your narrative as follows:

**Traditional Ann Arbor Campus Students:** Submit in person to Eric Shanburn BSW Program Coordinator, along with your other application materials.

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

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

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

## **NARRATIVE OUTLINE**

### A. Description of self

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

### B. Life experiences and socialization

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

### C. Choosing Social Work as a career

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

### D. Long range goals

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

### E. Criminal History\*

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

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

**Appendix H –CUW's Verification of Service/Volunteer Hours – CUW ONLY**

**VERIFICATION OF SERVICE/VOLUNTEER HOURS**

**Student:** \_\_\_\_\_

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

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

Choice Activities may include, but are not limited to:

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

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

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

**Upon Completion Return Form to:**  
 Richele Hackbarth – HS 110

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

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

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

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

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

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

\*Use additional sheets as needed

## *Appendix I – Application for Field Placement*

### **Application for Field Placement BSW Program**

First Name \_\_\_\_\_ M.I. \_\_\_\_ Last Name \_\_\_\_\_

Email \_\_\_\_\_ Preferred Phone \_\_\_\_\_

Home Address \_\_\_\_\_

Current Address \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

What type of setting would you like for field experiences?

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

\_\_\_\_ Children

\_\_\_\_ Youth

\_\_\_\_ Adults

\_\_\_\_ Families

\_\_\_\_ Older Adults

\_\_\_\_ Persons with Disabilities

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

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

\_\_\_\_ Advocacy/social justice

\_\_\_\_ Family preservation/child welfare

\_\_\_\_ Addiction

\_\_\_\_ Mental Health

\_\_\_\_ Homelessness/low income

\_\_\_\_ Medical Social Work

\_\_\_\_ Domestic Violence

\_\_\_\_ Other Interests \_\_\_\_\_

\_\_\_\_ Social Work Administration

\_\_\_\_ Community Action

\_\_\_\_ Political Advocate

\_\_\_\_ Disability

\_\_\_\_ School Social Work

\_\_\_\_ Older Adult Settings

\_\_\_\_ Hospice

Briefly explain why you selected these areas:

What are your career goals?

Do you drive? \_\_\_ Yes \_\_\_ No      Do you have access to a car? \_\_\_ Yes \_\_\_ No

Can you provide proof of car insurance? \_\_\_ Yes \_\_\_ No

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

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

Do you hold any certifications or licenses? \_\_\_ Yes \_\_\_ No

If yes, please list:

Title of Certification/License

License State

License Number

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

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

- 1.
- 2.
- 3.

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

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

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

1. Describe any Service Learning experiences and places where completed.
2. Describe your attendance history for completed classes.
3. How did you manage barriers, if any, to attendance and meeting deadlines for assignments?
4. Any legal arrests or citations? Please explain in detail.
5. How do you care for yourself during stressful periods?

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

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

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

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

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

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

## ***Appendix J – Guidelines for Risk Prevention and Management Strategies***

### **For Social Work Field Placements**

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

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

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

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

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

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

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

### **General Personal Risk Reduction Guidelines for Social Work Students**

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

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

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

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

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

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

**Safety First and Always!!!**

## ***Appendix K – Résumé Sample – BSW Graduate***

### **Jane C. Doe**

12800 North Lake Shore Drive  
Ann Arbor, Michigan  
(262) 222-2222  
[Jane.Doe@cuaa.edu](mailto:Jane.Doe@cuaa.edu)

#### **Education**

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

#### **Inter-Professional Education Certificate**

May 2017

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

#### **Field Placement**

Fox County Homeless Coalition  
Fox, Michigan

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

#### **Service Learning/Volunteer Experience**

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

**Jane C. Doe**

Page 2

**Employment**

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

**Professional Conferences**

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

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

- Terrorism – October 2015
- Child Abuse – February 2016
- Safety – March 2016

(References upon request)

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

### **Professional Readiness Checklist for Undergraduate Social Work Students**

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

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

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

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

## **Department of Social Work Student Code of Conduct**

The Council on Social Work Education (CSWE) requires Social Work programs to establish policies and standards to determine if students are competent and capable of practicing in the field as a Social Worker. The Department of Social Work expects its students to abide by the CUAA Code of Student conduct, [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation), adhere to and comply with the NASW Code of Ethics, [www.nasw.org](http://www.nasw.org), and increasingly demonstrate professional maturity as they matriculate through the social work program.

The following are professional standards with areas of concern that may indicate a student is unable or unwilling to follow the standards for professional Social Work set forth by the profession. The following is not all inclusive and is subject to amendment. Failure to comply with these professional standards will result in a *student review* and potentially dismissal from the social work program. The Department of Social Work reserves the right to refuse enrollment or continuation in the Social Work Program, to any student, who in the judgment of the faculty, has displayed evidence of poor academic performance and behavior that would be detrimental to the welfare of the clients whom s/he would serve.

### **Expected Performance**

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends classes regularly and is punctual
- Notifies the instructor via email and in advance when student will be absent
- Participates productively as a member of the class
- Maintains the required cumulative and social work GPA

### **Performance Indicators of Concern**

- Poor organizational skills
  - Requests for extensions on assignments and exams
  - Turns in assignments late or incomplete
  - Multiple absences from class per class syllabus
  - Multiple absences from field placement
  - Is absent when exams are given
  - Is consistently late for class or field placement
  - Student's GPA has fallen below the expected cumulative and/or social work GPA
-

### **Expected Conduct/Behavior**

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions
- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk
- Conducts him/herself according to the NASW Code of Ethics

### **Conduct & Behavior Indicators of Concern**

- Violation of the NASW Code of Ethics, CUA Student Code of Conduct, or the Department of Social Work Code of Conduct
  - Disrespectful behavior toward faculty on or off duty
  - Appears to create conflict in class which impedes learning and/or building effective relationships
  - Consistently late for class, or leaves class early
  - Consistently late for field placement
  - Sleeps during class periods
  - Disrupts class process by talking to others
  - Use of cell phone/text messaging while in class
  - Uses derogatory language or demeaning remarks
  - Appears unwilling/unable to accept feedback
  - Monopolizes class discussions
  - Consistently complains about class workload to the point of impeding class process
  - Unwilling/unable to develop understanding of people different from oneself
  - Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
  - Physical action directed at clients, faculty, staff, or fellow students
  - Unethical professional behavior
  - Academic misconduct
- 

### **Expected Emotional Self-Control**

- Demonstrates appropriate interpersonal or professional skills
- Uses self-disclosure appropriately (for example, student seems to have an understanding and has resolved the issue s/he is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's own personal limits
- Understands the effect of one's behavior on others

### **Emotional Self-Control Indicators of Concern**

- When engaging in self-disclosure, the student appears to be working through unresolved issues
  - The student appears to overreact to, or resent feedback (e.g., takes it personally)
  - Appears unable/unwilling to control emotional reactions
  - Faculty concern regarding possible alcohol/drug abuse, mental health issues
  - Yelling, talking down to faculty/staff/clients/students, verbal threats directed at clients, faculty, staff, or students
  - Demonstrates impaired judgment, decision-making, or problem-solving skills
  - Consistent failure to demonstrate ability to form effective client/social worker relationships (e.g., shows a judgmental attitude)
- 

### **Expected Communication Skills (*Written*)**

- Shows consistency in written communication. Written assignments demonstrate accurate spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g. plagiarism)
- Demonstrates use of critical thinking skills

### **Communication Skills Indicators of Concern**

- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
  - Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement
  - Appears to have plagiarized the work of others
- 

### **Expected Communication Skills (*Verbal*)**

- Has the ability to communicate clearly ideas, thoughts, concepts, etc.
- Has working proficiency of the English language even when English is not the student's primary language

### **Communication Indicators of Concern**

- Appears to have difficulty expressing him/herself when speaking
- Difficulty communicating so that others can hear or understand
- Lacks a working proficiency of the English language when communicating

## ***Appendix M – Consent to Record Picture and Voice Form***

### Consent to Record Picture and Voice

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

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

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

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Phone Number: \_\_\_\_\_

FOO #: \_\_\_\_\_

## *Appendix N – Student Acknowledgement Form*



CONCORDIA UNIVERSITY  
SOCIAL WORK

### **Department of Social Work**

#### **Acknowledgement Form**

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

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

In addition, I have read and will abide by the CUAA Code of Student Conduct found online at <https://www.cuw.edu/about/offices/compliance/assets/Code%20of%20Student%20Conduct.pdf>

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

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

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

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Print Name & FOO #

---

Signature

---

Date