

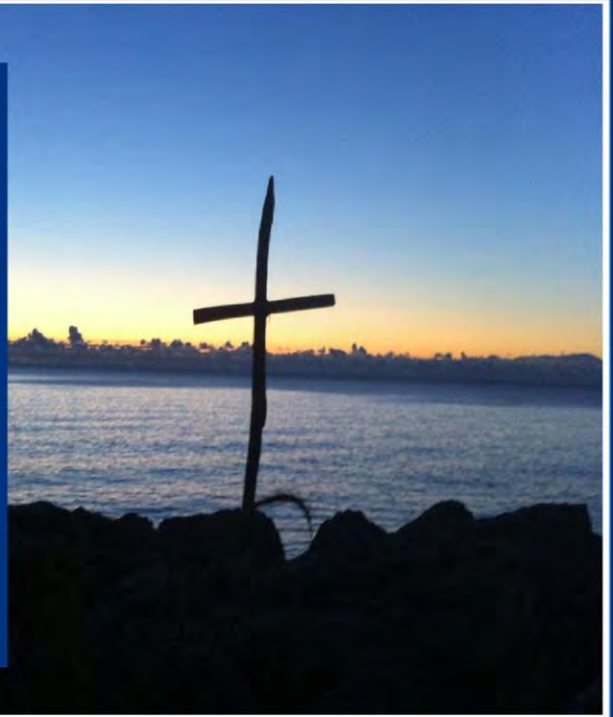
CONCORDIA UNIVERSITY

*Christian Faith, Service,
and Social Justice*

Bachelor of

Social Work Program

2025 - 2026



BSW Student Handbook

Concordia University Wisconsin

BSW Program

12800 N. Lake Shore Drive

Mequon, WI 53097

262.243.2166



Concordia University
Student Handbook 2025-2026
Bachelor of Social Work (BSW) Program

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

For Further Information and Assistance:

BSW Program

12800 N. Lake Shore Dr.

Mequon, WI 53097

Phone: (262) 243-2166

www.cuw.edu/socialwork

* Contents of the Student Handbook are subject to change.

*Contents include information on both the traditional and online programs. If you are unsure of a policy or procedure, please contact the BSW Program Director.

BSW Student Handbook 2025 – 2026

(Revised August 2025)

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Welcome to the BSW Program

Dear Social Work Student,

I would like to welcome you to the BSW program at Concordia University! We are excited to have you! You made a great choice. Social Work is one of the fastest-growing professions in the United States. The U.S. Bureau of Labor Statistics indicates that each year there will be 7% growth and 63,800 open Social Work positions in the U.S. Clearly, the projected outlook for future employment is excellent.

Our BSW program is available in two formats: 1) a traditional seated program in Mequon, WI, and 2) an online program that offers one course at a time, designed for the working adult who needs a certain level of flexibility.

Social Work is a very special field of practice. The charge for a social worker carries serious responsibilities. We work in many different fields of practice with individuals, families, groups, communities, and 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. 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, an International Conversation Series where you can engage with Social Work professors and students from across the globe, Social Work month celebrations, and more. We participate in Lobby Day at the State Capitol sponsored by NASW-WI. We also have a travel study program to Austria in which we attend the International Crossroads in Social Work Conference and explore the country's social service network.

Our program is fully accredited by the Council of Social Work Education (CSWE). Graduating from an accredited BSW program allows graduates the opportunity to request *advanced standing* when applying for a graduate MSW program at any university. You may choose to go on to graduate school as soon as you graduate, or you may wait a few years. Regardless, we want your BSW education and experiences to establish a solid foundation upon which to build a rewarding career and opportunities for advancement. When you leave our program, we want you to look back on your time at CUW and remember the good things that happened to you here, and know that you are moving toward becoming the person you want to be. Finally, as a program in a Christian University, we want you to have a solid foundation in the integration of your faith with social work practice.

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.

Professor Nichole Ostrowski, MSW, CAPSW
BSW Program Director & Assistant Professor

Mission Statements

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

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

CUW BSW Program Mission. The Concordia University BSW mission is to prepare graduates for baccalaureate-level, generalist social work practice and graduate-level education. Our program is delivered within the context of Christian faith, in which we hold all people to be created equally in the image of God, while honoring our professional social work values of advocacy, service, justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Graduates will be prepared to work inter-professionally with individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels from an anti-oppressive and person-in-environment framework. Our graduates will be strengths-based, ethically-grounded, culturally-responsive, equity-driven, and human rights-centered.

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 the property on 31st Street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

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

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work

Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has remained fully accredited since that time.

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). There are two program options, including:

- A traditional BSW program on the Mequon (CUW) campus
- An online accelerated BSW program

Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor's and graduate levels 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 at any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

Social Work Values

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

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.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.
7. Develop students who can apply critical reflection, self-awareness, and self-regulation to ensure cultural humility and ethical practice.

Generalist Practice

BSW 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 their junior and senior years. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

Definition of Generalist Practice

Baccalaureate programs in social work prepare students for professional practice at a generalist level. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice

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 seven 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 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of

oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4 –Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5 –Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with

individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

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 in 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.

Traditional Students

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 1110 Social Work & Social Welfare* and *SW 1200 Introduction to Child Welfare*, the prerequisite, *Math 2050 Statistics*, and the core curriculum prior to beginning the upper-level Social Work courses. The upper-level courses start in the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year.

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 choose a double major may take longer to complete the program due to additional course requirements from other majors. Students should seek advisement from their social work advisor to ensure graduation in a reasonable time frame.

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

1. Complete SW 1110 Social Work & Social Welfare and SW 1200 Introduction to Child Welfare and have a minimum of a “B-“ or better in both courses.
2. Complete MATH 2050 Statistics with a minimum grade of “C”.
3. Under no circumstances will credit be given for prior work or life experience.
4. Students must be on track to complete the core curriculum by the end of their sophomore year.
5. Have a minimum cumulative grade point average of 2.5 overall and a B- or better in all Social Work classes.
6. Ability to demonstrate effective verbal and written communication.
7. Students of sophomore status who have completed SW 1100 and SW 1200 can apply for upper-division status. They should request an application from the BSW Program office prior to or during the month of January.
8. To complete timely advising for fall course planning, all application materials from traditional students should be received by the first week in February.
9. 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 E)

- A completed Upper Division Narrative (Appendix F)
 - Submitting a copy of current academic transcript
 - A completed resume reviewed and signed off by Academic and Career Advisor
 - An interview with the BSW Program Director and/or Admissions Committee if needed.
10. The BSW Program Director 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.

Online Students

Online students must complete the core and prerequisites before beginning the Upper Division courses. Online 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 B- or better in any Social Work courses.
3. Completion of an entrance essay (Personal Narrative) (Appendix F)
4. Official transcripts from all post-secondary institutions attended must be sent directly to CU. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted.
5. Under no circumstances will credit be given for prior work or life experience.

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 BSW Program Director 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. Only those social work courses in which the student earned a B- or better will be considered. Under no circumstances will credit be given for prior work or life experience. Current CU 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.

Academic & Professional Advising

Upper Division Social Work majors in the traditional program work with a Social Work faculty member as their advisor. Social Work majors in the online program work with an Academic and Career Advisor and a Social Work Advisor from the program. 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 offers career guidance. The advisor assists in problem resolution or grievance procedures. The advisor maintains an electronic academic file that includes the student's schedules, transcripts, and a checklist of courses taken, evaluations, and any other relevant notes.

Academic Advising

Academic advising is an essential component of student success in the BSW program. Each student is assigned a faculty advisor and is required to meet with their advisor at least once per semester before registering for courses. Students are expected not to register for classes without first consulting with their advisor to ensure that course selections align with their academic and professional goals, as well as program requirements.

Students are ultimately responsible for tracking their academic progress, but faculty advisors play a key role in guiding students through course planning, program milestones, and preparation for field education and post-graduation pathways. To make the most of advising sessions, students should bring their academic planning materials, including the BSW Academic Checklist, and be prepared to discuss their current schedule, graduation timeline, and any questions related to electives, minors, or potential double majors.

Advisors maintain regularly posted office hours and are available via phone or email. Students are encouraged to take initiative in scheduling their advising appointments and maintaining communication throughout the semester.

The program provides each student with a comprehensive Academic Checklist, which outlines all required coursework for the BSW degree, including university core requirements and major-specific courses. Advisors can also help students explore and integrate options such as minors or double majors, which are reflected in the advising plan as needed.

This collaborative advising process supports not only academic success but also personal and professional development, helping students prepare for meaningful and ethical social work practice.

Professional Advising

Professional advising is a collaborative process involving classroom faculty, field faculty, and field instructors. Through both academic and field-based experiences, these faculty members play a key role in supporting students' professional development across various areas of study and practice.

Classroom and field faculty offer valuable insight into career opportunities within the social work profession, particularly those aligned with their areas of expertise. They serve as a critical resource in guiding students toward professional success by offering support in the following

areas:

- Resume and cover letter development
- Licensing requirements and processes
- Career exploration and pathways
- Interview preparation and strategies
- Facilitate networking or connecting students to informational interviews
- Mentorship and professional guidance
- Accessing relevant academic and community resources

This comprehensive advising approach is designed to help students build the knowledge, skills, and confidence needed to thrive in their professional social work futures.

Program Completion Requirements

To graduate from Concordia University with a Bachelor of Social Work (BSW) degree, students must complete all program requirements. These include the CU core curriculum, Social Work major, minor if required, and elective requirements, as well as Service and Inter-professional Education (IPE) requirements.

Curriculum Requirements

Traditional

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 2050, Statistics
- Electives/Minor (30 credits) (add language around requirement)
- 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.

Complementary Minors

There are several options for minors, including psychology, social science, justice and public policy, lay ministry, political science, music, business, and public relations. Talk to your advisor to find the best option to fulfill your educational and career goals.

Accelerated Online

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 2050, Statistics
- Electives (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.

Service

Service 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 gives students an opportunity to explore and interact with a professional agency and gain insight into the work that social workers do. This insight helps students narrow down the area of social work for an internship. Students may begin accumulating service hours when they become a CUW freshman. It is advised that students complete the service hours freshman and sophomore years, so that they can work on IPE hours junior and senior years.

Service activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with service agencies and other organizations that help vulnerable populations. Students may also participate in a mission trip through their church or through CUW, be a camp counselor, Bible school teacher, tutor, or find another option not listed. Although many options exist for Service activities, students should double-check with the BSW Program for further ideas.

Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields. 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 experiences during their junior and senior years through activities coordinated by the BSW Program.

Service and IPE Hour Requirements for CUW BSW students

Concordia University Social Work Students will complete the Service and IPE requirements by accumulating forty (30) hours of activities:

- Twenty (20) hours of Service activities
- Ten (10) hours of IPE activities

Service and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your

competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

Students receive a Verification of Service/IPE Hours form to track and verify hours as they are completed. Once an activity is completed, students must obtain a signature from their supervisor verifying the activity and the number of hours. (See Appendix G)

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 academic advisor.
3. Social Work majors and other students interested in Social Work and supportive of Social Work's values are encouraged to develop and participate in the Student Social Work Organization (SSWO).
4. Criteria for admission to the Social Work major are available through the BSW Program Office, the Social Work website, 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 the criteria used to evaluate academic and field performance on each respective course syllabus.
7. Students are expected to take responsibility for their own learning experience by attending all classes, being prepared and actively participating, and attending added-value learning opportunities.
8. Students are expected to use their CUW e-mail address and check it daily. The faculty will use CUW e-mail as the official form of communication when needed.
9. Students are expected to identify with the ethics and values of the Social Work profession by reading and abiding by the CUW Student Code of Conduct, the BSW Student Handbook, the BSW Field Manual, the Social Work Code of Conduct, and the NASW Code of Ethics.
10. Students are expected to complete course and midterm surveys 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 BSW faculty adheres to the NASW Code of Ethics and expects all BSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. Students will also receive a hard copy of the Code of Ethics.

National Association of Social Workers: Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

(NASW, 2021).

Using Generative AI:

Generative AI tools do not “think” like humans, can offer inaccurate responses to prompts, and should not be trusted without follow-up research. The AI tool is not “the author” of its output. AI-generated output contains no original work or ideas. These tools draw exclusively on content generated by authors who were the creators of original work, but whose identities and qualifications have been lost. The use of AI tools cannot replace academic study, critical thinking, and problem-solving that students need to do themselves to develop effective academic and life skills.

Unless indicated in writing by the instructor, AI-assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response (like Chat GPT, Google Bard, Microsoft Bing/Copilot, etc.) may not be used in this course and will be considered cheating under the university's Academic Honesty policy

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), <https://www.socialworkers.org/>, www.naswwi.org, www.naswmi.org
- North American Association of Christians in Social Work (NACSW), www.nacsw.org
- International Federation of Social Workers (IFSW), www.ifsw.org

The BSW Program 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 interprofessional international trips offered by Social Work and various departments within the School of Health Professions. If students participate in international trips, we will try to connect them with a local school of Social Work through our affiliates.

Social Work Student Groups

Student Social Work Organization

The Student Social Work Organization (SSWO) is the official Social Work organization chartered by the Student Government Association (SGA). This organization must observe all the university rules as they pertain to officially chartered student organizations. This organization receives a budget allocation from the university.

SSWO has at least one service project each year and is expected to have one fundraiser per year to support its activities. The Student Social Work Organization engages in various activities throughout the academic year, including regular meetings, issue-focused seminars, and social events. Members are free to utilize the organization in ways that will enhance their learning, their preparation for Social Work practice, and their personal growth, intellectual development, and enjoyment. The SSWOs have active social network pages and will communicate with members through this avenue.

Phi Alpha Honor Society for Social Work

The Phi Alpha Honor Society for Social Work provides a closer bond among students of Social Work and promotes 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." Social Work at CUW established the Phi Pi chapter of Phi Alpha in the spring of 2016.

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

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

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

AMERICANS WITH DISABILITIES ACT (ADA)

Concordia University and the Program in Social Work intend to comply with the federal ADA. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. If you are a student with a documented disability and will need accommodations to access course content, please inform your instructor as soon as possible and contact the campus Resource Center. NOTE: any disability must be appropriately documented in writing; Concordia University does not provide disability testing. An ADA accommodation is administered from the point of request forward. Retroactive ADA requests are not considered.

ACADEMIC USE OF STUDENT WORK

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

students.

Resources

Library

CUW Rincker Library

The Concordia Library is an important part of the academic community. It is one of the primary learning resources offered to students. The Rincker Library has a robust collection of print and electronic books and journals specific for all School of Health Professions programs. All resources are requested through the library website

<https://www.cuw.edu/departments/library/index.html>.

As an information commons, the library is equipped with computers and high-volume printers in an environment of collaborative work spaces, as well as a designated quiet study area. The library is open 106 hours per week during the Fall and Spring and 64.5 hours during the summer semester. Librarians provide a wide variety of reference and research assistance ranging from in-person to technologically mediated interactions. The students receive additional service and support of library resource use with instruction sessions through a librarian who serves as subject liaison to the Health Professions programs. Timely access and assistance in using full-text reference resources related to the curriculum are assured. Online materials, including e-journals and e-books, are available with 24/7 access.

The library facilitates access to extensive online databases, including journals and full-text books, also accessible through Primo. Primo is a discovery platform that provides access to the majority of subscriptions and is openly accessible, including digital, print, audio, video, single articles and entire Ejournals searchable through one simple search box based on a relevancy-ranking. With subscriptions of over 150 electronic databases, those relevant to the discipline of Social Work include CINAHL Complete, Soc Index with Full Text, Psych INFO, Sociology Database, Psychology and Behavioral Sciences, and ProQuest Social Sciences Search. The Rincker Library holds over 174,000 items, maintains over 350 print and/or online periodical subscriptions and has access to over 47,000 unique full-text journal titles through various database subscriptions. Students have electronic access to peer-reviewed journals in their discipline.

Additional Online 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

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Guidelines-for-Social-Worker-Safety-in-the-Workplace>

NASW – Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

CSWE – 2022 Educational Policy

<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

Association of Social Work Boards (ASWB)

www.aswb.org

Wisconsin Department of Safety and Professional Services (DSPS)

<https://dsps.wi.gov/pages/Home.aspx>

American Psychological Association (APA) – APA Style CENTRAL

<http://www.apastyle.org>

SHP Policy for Professional Behavior

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program will follow this policy INSTEAD of the policy located in the University Catalog.

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Professional behaviors also include ethics, honesty, integrity, and conduct expectations. This policy document serves to identify, define, and describe what is and is not expected of students in demonstrating *Professional Behaviors*; if the student requires clarity they should consult with the specific program policies, handbooks, and/or program director.

Academic Ethics

Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavioral are serious breaches of the academic contract.

Academic Honesty

Academic honesty is the foundation of our education at Concordia. Honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Provost's Office. Examples of **academic dishonesty** can be defined in the following manner:

- 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, class assignment, clinical assessment, interview, 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: includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of instruction, falsification of documents.
- Academic misconduct: includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Professional behavior violations may include, but are not limited to these categories:

Electronic Communication

Inappropriate electronic communication between student and faculty, supervisors/preceptors, including:

- Unauthorized use of cell phone or any smart technology while in the classroom and/or on a clinical rotation.
- Unauthorized use of AI technology while in the classroom and/or on a clinical rotation. If students are unsure of what electronic tools are authorized, please refer to your faculty, student handbook or supervisor.

Social media

Students are never to refer to specific clinical facility staff, workplace issue, or patient care issue in any way, on any social media site. This is a violation of the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the clinical affiliation agreement contract. Students are never to reference faculty, staff, or other CUW employees in social media posts without their expressed consent.

Confidentiality

- Release of ANY patient information and identity outside the program environment
- Discussion of patient information and identity in a general environment (hallways, cafeteria, etc.)
- Access of patient records for any purpose other than education. If you are unsure of the method of disclosure, DON'T until you get clarification.
- HIPAA and/or Protected Health Information (PHI) or other regulations of the clinical location or placement are not followed
- Breaching confidentiality

Additional Unprofessional Behaviors

- Tardiness
- Unexcused absences
- Late assignments
- Dressing inappropriately for the classroom, school sponsored event, or clinical environment

- Inappropriate verbal or nonverbal interaction between students and faculty, patients, families, and supervisors/preceptors
- Unprofessional boundaries and/or relationships at the University or on clinical experience(s)
- Engagement, participation, and/or interactions with others that detract from the educational experience of self or others (aggressive/disruptive, passive/distractive)
- Disrespectful behavior toward teaching aids, equipment at the clinical site, others' property including, but not limited to, the destruction, damage or defacing and items that are not owned by the student.
- Being unprepared or unwilling to participate in class or clinical rotation assignments or activities.
- Violating the University and/or clinical site policies as it relates to weapons and drugs
- Violating the Social Work Professional Readiness Checklist (Appendix K)

Disciplinary Action Process

- Initial instance: The faculty will document the behavior for the program and complete the appropriate University form*. The faculty member determines the penalty. This may include, but not limited to, the following: an opportunity to re-do the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course or program.
- Subsequent instance(s) – Step One: The incident is reported to the Program Director/Chair by the faculty involved and then reviewed by the departmental committee or the Interprofessional Review Board (IPRB) where further sanctions can be recommended to the Program Director/Chair. The committee must document recommendations and, if necessary, complete the appropriate University form*.
- Subsequent instance(s) – Step Two: The recommendation from the committee is reviewed by the Program Director/Chair. The Program Director/Chair may accept the recommendations or impose additional sanctions including probation or dismissal based on policy.

If the student believes that the process was not followed, the student may provide a written appeal to the dean within 5 (five) business days of a decision. The dean will respond in writing within 5 (five) business days. The dean's decision is final.

*Please note that the Dean of Student Life and the Academic Office of CUW will be notified of any and all infractions.

FINAL GRADE APPEAL

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds for A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure for Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered. The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than five (5) business days after the final grade is posted on the transcript. The instructor has five (5) business days after receiving the appeal to respond to the student, in writing. If the student is satisfied with the outcome, the matter is settled.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair/director of the department in which the instructor involved is a member. If the instructor is the chair/director, the student may appeal to the department's review committee/board (refer to student handbook) if applicable; otherwise the appeal would be reviewed by the Interprofessional Review Board (IPRB). This appeal must be brought within five (5) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was

assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The student appeal will be reviewed and a decision will be given to the student in writing within five (5) business days of receiving the student's appeal, and a written record of the decision and its basis must be shared with the instructor. The decision of the department chair/director or committee is final unless noted in a department's specific policy.

SHP ACADEMIC PROBATION

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

Each department within SHP will follow their own academic probation policy.

BSW Academic Probation Policy:

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

1. Students must maintain a 2.5 overall GPA and a B- or better in every social work course, every semester in the SW program. If a student has a semester under this requirement, (s)he is automatically placed on academic probation, must retake the relevant SW course(s) in which this requirement was not met, and will be temporarily halted from moving forward in the SW course sequence until the 2.5 overall GPA and/or the B- or better is achieved. A student is only allowed to retake a course one time. Since courses are normally offered once per year, this may delay a student's anticipated graduation date. When a student is placed on academic probation, they will meet with BSW Program Director and BSW Faculty Advisor to complete a Student Review and the Student Action Plan for Success (Appendix O).
2. If the student has less than the 2.5 overall GPA and/or a B- or better in every social work course requirement, in any subsequent semester, (s)he will be dismissed from the program. A student will be notified of a recommendation of dismissal from the Program by the BSW Program Director, in writing, within 5 working days of faculty submission of final course grades each semester. If the BSW Program Director recommends dismissal, then the decision will be reviewed by the Interprofessional Review Board (See SHP Academic Dismissal Policy).

BSW Professional Probation Policy:

Students may be placed on professional probation for behaviors that violate the National Association of Social Workers (NASW) Code of Ethics, Concordia University policies, Social Work Student Code of Conduct, or as assessed by a professional behavior assessment tool. A student who has been identified as demonstrating inappropriate professional behaviors through either formal assessments and/or by a member of the faculty (academic or Field) will be asked to meet with the BSW Program Director, the student's faculty advisor, and the faculty member who identified the professional issue/behavior in question to complete a Student Review and the Student Action Plan for Success. (Appendix N)

Placement on professional probation more than once during the student's tenure in the program is grounds for dismissal. Probation can last more than one semester if more time is needed, as determined by the BSW Program Director, the student's faculty advisor, and/or the faculty member who identified the professional issue/behavior in question, for the student to show improvement in the targeted behavior. However, probation may not last more than one calendar year. Professional probationary status might affect the timing and selection of Field placements.

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

SHP ACADEMIC DISMISSAL

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

Each department within SHP will follow their own academic dismissal policy.

BSW Academic and/or Professional Behavior Dismissal Policy:

The Social Work faculty are responsible for exercising professional judgment in determining a student's competence to continue in the professional program. The faculty have therefore established standards for both academic performance and professional behavior (see SHP Academic Probation Policy, SHP Policy for Professional Behavior, Social Work Professional Readiness Checklist, Social Work Student Code of Conduct).

To progress toward the SW degree, students must demonstrate competence in both academic and professional behavior areas. Academic competence is defined as a grade of a B- or better in every didactic course, in all Field courses, AND a semester and cumulative GPA of at least 2.5 at the end of each semester. This cumulative GPA includes all courses taken in Fall, Spring or Summer semesters.

BSW Professional Behavior Dismissal: The BSW Program will adhere to the Disciplinary Action Process as described in the SHP Policy for Professional Behavior.

BSW Academic Dismissal: If a student has a semester under the above requirement, (s)he is automatically placed on academic probation, must retake the relevant SW course(s) in which this requirement was not met, and will be temporarily halted from moving forward in the SW course sequence until the 2.5 overall GPA and/or the B- or better is achieved. If the student has less than the 2.5 overall GPA and/or a B- or better in every social work course, in any subsequent semester, (s)he will be dismissed from the program. A student will be notified of a recommendation of dismissal from the Program by the BSW Program Director, in writing, within 5 working days of faculty submission of final course grades each semester. If the BSW Program Director recommends dismissal, then the decision will be reviewed by the Interprofessional Review Board. The IPRB may choose to meet with the student to obtain further information. The IPRB can uphold or overturn the dismissal based on the department policies. The IPRB will have ten (10) business days to respond in writing to the student.

Appeal Process:

If a student believes the department or IPRB did not follow policy the student may appeal to the Dean in writing. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final.

Readmission:

Students who have been dismissed from the program can be considered for readmission into the program through the following procedure:

1. A written request for consideration of readmission will be submitted by the student to the BSW Program Director within 30 calendar days of the notification of dismissal from the program.
2. A face-to-face meeting will be scheduled within 14 calendar days to discuss the readmission request. Attendees at the meeting will include the following persons: the student, the BSW Program Director, the student's advisor or faculty designee, and at least 1 other faculty member with classroom knowledge of the student's academic performance. In the meeting, the student will be expected to present a written plan with specific strategies for successful remediation of deficiencies. An outline of the meeting discussion and recommendations will be documented and signed by all attendees.
3. The faculty involved in the face-to-face meeting (Readmission Committee) will make a recommendation regarding readmission and provide this decision in writing (including any special conditions for readmission) to the student within 7 calendar days of the meeting. The decision will be based on a majority vote of the Readmission Committee members.
4. While the Readmission Committee can impose specific conditions on readmission, the following minimum general conditions will apply to all readmissions:
 - a. The student will successfully repeat any academic course in which a grade below the requirement was earned. Successful completion of a repeated Social

Work course requires a grade of a B- or better and a cumulative semester GPA of 2.5 or better. Since courses are normally offered once a year, this will delay the student's graduation. Students will not be allowed to begin any Field coursework until the previous semester's academic courses have been successfully completed. If a student is unsuccessful in achieving the required grade in any repeated class, the student is dismissed from the program without an option to be readmitted again.

SHP GENERAL GRIEVANCE

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU. Grievances applicable under this policy: Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student; Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or Administrative error in the application of a policy or procedure. Grievances not applicable under this policy (but which may be covered under other existing policies): Accessibility services (e.g., student accommodations through the ARC); Final grade appeals; Academic misconduct; The Code of Student Conduct and the conduct system; Title IX (e.g., sexual harassment); Residence Life; Parking tickets; Financial debt to the University; Financial Aid appeals; and University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeframes outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered. Students and faculty should make every effort to resolve concerns directly with those involved within no more than five (5) business days of the occurrence. If the student is dissatisfied with the results than the following steps should be followed:

Step 1: Student complaints should first be communicated in writing within five (5) business days of the incident to the chair/director. This communication must take place within five (5) business days after speaking to the person(s) involved. If the chair/director is involved, the student may appeal to the Dean of the School of Health Professions. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final

Step 2: If the student is dissatisfied with the decision made by the chair/director and a CU employee is involved in the grievance, the student may appeal in writing within five (5) business days to the Dean. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final.

If the student is dissatisfied with the decision made by the chair/director and a CU employee is not involved in the grievance, the student may appeal in writing within five (5) business days to the Interprofessional Review Board (IPRB). The IPRB will have five (5) business days to respond in writing to the student.

Step 3 – If the student is dissatisfied with the decision made by the IPRB, the student may appeal to the Dean. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final.

School of Health Professions (SHP)

Leave of Absence Policy

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program will follow this policy INSTEAD of the policy located in the University Catalog.

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and the program director/chair, about whether to request a leave of absence. Students may not be granted a leave of absence if they are not in good academic standing per department policy.

Definition A leave of absence

A Leave of Absence ("leave") is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question).

A leave may be utilized for national service, career opportunities, or for personal or financial reasons (medical and mental health issues are covered under the Medical Leave of Absence Policy). Since certain academic programs, departments, or schools may have additional specific

criteria for leave, a student considering a leave should consult his or her chair/director of the program in writing. A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. For students not yet in a lockstep program (cohort model) a leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W's assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student's cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University or department rules, regulations, policies, or practices.

Duration of Leave

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Implications of a Leave of Absence

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status. Students on clinical placements and/or enrolled in cooperative programs need to speak with their respective programs to understand the impact of a leave of absence.

If active in coursework at the time of the leave, the student will be financially responsible for expenses as described in the Refund Policy.

Procedure

Planning for a Leave of Absence

When planning a leave of absence, a student must take the necessary steps to initiate the leave of absence:

- The student should discuss a leave of absence with his/her programs, departments, or schools,
- The student should discuss a leave of absence with his/her academic advisor,
- The student should discuss a leave of absence with his/her financial aid counselor,

- The student should arrange payment for any outstanding balance,
- If the student is residential, the student should discuss a leave of absence with his/her resident director,
- The student must submit in writing to the Director/Chair of the Department their intent to take a leave of absence from the program.
- The Director/Chair of the Department must indicate in writing the consequences of the leave of absence as it relates to coursework and readmission.
- The student must complete the Change of Enrollment Survey to notify university personnel of their intent to take a leave of absence, as well as an anticipated return date. The student will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Leave of Absence

When the student is ready to return from a leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student needs to submit a written request to the Director/Chair of the Department at least 30 days prior to the start of the term.
- The Director/Chair will respond to the student in writing within 10 (ten) business days.
- The student should contact his/her financial aid counselor to indicate the intent to reenroll,
- If the student intends to live on campus, the student must contact the Residence Life Office,
- The student must meet with his/her advisor to enroll in courses for the intended return term.

Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University. It may be possible for accommodations to be designed to enable the student to remain in school and meet academic standards. All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition. Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy.

[Title IX: Pregnant and Parenting Policy](#)

<https://www.cuaa.edu/about/offices/title-ix/pregnant-parenting.html>

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to

request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from University enrollment so that the student may receive medical and/or mental health treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question).

A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). **Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy.** A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

This policy may not be used in lieu of disciplinary action to address any violations of university and department rules, regulations, policies, or practices.

Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that students return to the University with an increased opportunity for academic success.

Implications of a Medical Leave

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses

Procedure

Planning for a Medical Leave of Absence

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

The student should discuss a leave of absence with his or her Program Director/Chair and academic advisor to discuss program progression and implications.

The student's medical provider must submit the Request for Medical Leave of Absence form

(<https://falcon.cuw.edu/formrepo/UploadedForms/RequestforMedicalLeaveofAbsenceForm.pdf>) directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.

Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence. Notification will include department policies as it relates to a return from a medical leave of absence.

If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

The student should arrange a payment plan for any outstanding balance

Students will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Medical Leave of Absence

During the medical leave, the student will be expected to obtain treatment for the condition that warranted the medical leave. When the student is ready to return from a medical leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student will contact the Health & Wellness Committee, in writing, of his/her intent to return at least 45 calendar days prior to the beginning of the term in which the student wishes to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student. Please note that taking a leave will likely result in an extension of the length of time in the program.
- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>). *Fulltime as identified by the program.

- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (3) and, how the student plans to ensure a successful return. The student is invited to be open and honest in this statement; however, the student is not required to provide private health information.
- Once a student has sent in all the required documentation, the Health & Wellness Committee will review the materials and schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of additional participants prior to the scheduled meeting. During the Health & Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University.
- Following the Health & Wellness Meeting, the student will contact his/her Program Director/Chair and advisor to re-enroll.

While the return process is time-intensive for the University as well as for students, it is designed to ensure that a student will be in the best possible position to thrive when he or she returns to school.

Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required for a medical leave in excess of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the most current academic catalog.

Withdraw from the University

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

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

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

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

Complaints should be addressed to:

BSW Program Director
Concordia University
12800 N Lake Shore Drive
Mequon, WI 53097-2402

Following the reception of a complaint against the Program:

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

CSWE Grievance Procedures

If a student has followed the previously described grievance procedure and is still dissatisfied, any person may submit to the Commission on Accreditation in Social Work Education Council on Social Work Education a complaint about the Social Work Program at Concordia University of Wisconsin. Complaints must allege a violation of the 2022 Educational Policies and Standards (EPAS).

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

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

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

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

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

Field Placement

Signature Pedagogy

Field education is the signature pedagogy of social work education. It is the intersection where students in the field can apply and utilize knowledge and theory learned in the classroom. Field education is different from employment because it offers students a laboratory where they can practice under supervision of a social work professional. In field placements students are expected to practice applying the knowledge base of the profession. Students are expected to demonstrate the BSW level behaviors that highlight the achievement of the nine competencies and practice behaviors.

Concurrent Model for Field Education

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their field placement over a period of semesters while they are enrolled in classes. This is a traditional academic model specifically designed to give students the opportunity to utilize and integrate into practice social work skills supported by knowledge and theory as it is being learned. We believe this contributes to more depth and breadth in knowledge and application.

The philosophy behind this model is for the optimal integration of the knowledge base of the profession. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in a field placement for educational purposes and to allow them to learn social work practice in an educationally supportive environment without the pressure of job responsibilities. Over the course of two semesters, students complete a total of at least 400 clock hours as student interns.

Additional details and full disclosure of the policies and procedures that inform and guide field placements can be found in the BSW Field Manual. If you have any questions regarding field education or anything within the Field Manual, please contact the BSW Field Coordinator.

Preparation for Field Placement

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

Field Instruction Sequence: General Information

Students will spend two consecutive semesters 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 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters. Students are not permitted to complete their placements early. They must remain in placement until the end of the academic semester.

Students are required to enroll concurrently in SW 4100 Field Education I and SW 4110 Field

Seminar I for the first semester of field, and SW 4200 Field Education II and SW 4210 Field Seminar II for the second semester of field. 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.

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 formally admitted to the Social Work program and have completed all prerequisite Social Work courses. It is required that students earn a minimum grade of a B- or better in all Social Work courses and maintain an overall GPA of 2.5.

Placement in Field

The Field Coordinator will facilitate the decision about an appropriate field placement. The Social Work Program has field contracts with a variety of agencies. The Program can also develop new placements based on student interest. During the year prior to the field placement, the Field Coordinator will work with and help students prepare for and establish their field placements.

Criminal Background Check/Drug and Alcohol Screening

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Students complete the background check at the time of their initial application to the program. Students must use the CUW provider for the background check. Students are responsible for paying for the background check and for providing access to the report to the Social Work Program.

Students must be aware that certain convictions may preclude a student from being accepted into a placement or from obtaining a license after graduation. Depending on the seriousness of the conviction, the student may be prohibited from seeking licensure and /or certification. Placement agencies have the right to decline a student for acceptance as a student intern. Students unable to obtain a placement may not complete the Bachelor of Social Work (BSW) program. In addition to CUW's background check, students may be subject to a background check and/or a drug and alcohol screening by their field agency.

If a student has concerns related to the results of the background check, they should contact the BSW Field Coordinator. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should any new situations occur that would affect the outcome of a background check, students must notify the BSW Field Coordinator immediately.

Please refer to the BSW Field Manual for additional information.

Appendices

- A. Advising Partnerships**
- B. Social Work Plan of Study - Traditional**
- C. Social Work Plan of Study – Online**
- D. Course Descriptions**
- E. Upper Division Application – Traditional Program**
- F. Upper Division Application Narrative**
- G. Verification of Service/IPE Form**
- H. Application for Field Placement**
- I. Guidelines for Risk Prevention and Management Strategies**
- J. Résumé Sample**
- K. BSW Program Professional Readiness Checklist & Code of Conduct**
- L. Consent to Record Picture and Voice Form**
- M. Student Acknowledgement Form**
- N. Consent Form for Students' Field Education Experiences**
- O. BSW Program Student Action Plan for Success**

Appendix A – Advising Partnerships

Advising Partnerships

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

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

Your role in the advising partnership

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

Your advisor's role in the advising partnership

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

Who is responsible for monitoring my progress toward a degree?

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

Degree Evaluations

We encourage you to use the Degree Evaluation tool 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.

Appendix B – Social Work Plan of Study (Traditional)

STUDENT EDUCATIONAL PLAN FOR				DATE	
 Bachelor of Social Work					
START YOUR JOURNEY HERE				ADVISING NOTES	
SEMESTER 1 FALL				credits	completed
Course #	Course Name	Course Notes			
SW 1200	Introduction to Child Welfare		3	☐	
ENG 1040	Introduction to Writing		3	☐	
CCE 1010	Christian Citizen		3	☐	
Core Choice	Communication & Language		3	☐	
Core Choice	Creative Expression		3	☐	
TOTAL CREDITS			15		
SEMESTER 2 SPRING				credits	completed
SW 1110	Social Work & Social Welfare		3	☐	
REL 1100	Christian Faith		3	☐	
CCE 1020	Western Culture & Worldview		3	☐	
Core Choice	Science with Lab		4	☐	
Core Choice	Human Creativity & Expression		3	☐	
TOTAL CREDITS			16		
SEMESTER 3 FALL				credits	completed
MATH 2050*	Statistics I		3	☐	
CCE 1040	Science & Humanity		3	☐	
REL 1000	The Bible		3	☐	
HHP 1100	Stewardship of the Body		1	☐	
Minor/Elective			3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			16		
SEMESTER 4 SPRING				credits	completed
SW	Social Work Elective (optional)		3	☐	
CCE 1030	Western Thought & Worldview		3	☐	
Core Choice	Faith & Life (REL>2030)		3	☐	
Core Choice	HHP Activity Course		1	☐	
Minor/Elective			3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			16		
Apply for Upper Division status					
SEMESTER 5 FALL				credits	completed
SW 3100	SW Research Methods I	satisfied by transfer class:	3	☐	
SW 3110	Human Behavior/Social Environment I		3	☐	
SW 3120	Skills/Methods of SW Practice I		3	☐	
SW	Social Work Elective (optional)		3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			15		
SEMESTER 6 SPRING				credits	completed
SW 3200	SW Research Methods II	satisfied by transfer class:	3	☐	
SW 3210	Human Behavior/Social Environment II		3	☐	
SW 3220	Skills/Methods of SW Practice II		3	☐	
SW 3230	Social Welfare Policy and Programs		3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			15		
SEMESTER 7 FALL				credits	completed
SW 4100	Field Education I	satisfied by transfer class:	3	☐	
SW 4110	Field Seminar		3	☐	
SW 4120	Skills/Methods of SW Practice III		3	☐	
Minor/Elective			3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			15		
SEMESTER 8 SPRING				credits	completed
SW 4200	Field Education II	satisfied by transfer class:	3	☐	
SW 4210	Field Seminar		3	☐	
SW 4230	Senior Integrative Seminar		3	☐	
Minor/Elective			3	☐	
TOTAL CREDITS			12		
REQUEST DEGREE EVAL					
APPLY FOR GRADUATION					
*a C grade or higher is required in this class ADDITIONAL CORE REQUIREMENTS:					

Appendix C – Social Work Plan of Study (Online)

STUDENT EDUCATIONAL PLAN FOR				DATE	
CONCORDIA UNIVERSITY WISCONSIN				Bachelor of Science	
SOCIAL WORK					
Total Program Electives: 23 credits		Total Transfer Electives:		ADVISING NOTES	
**Course progression is subject to change based on course availability.					
Fall 1		Session	credits		
	Elective	Session I	3		
REL 1590	Heritage of Faith	Session I	3		
REL 2030	Biblical Theology	Session I	3		
ENG 2100	College Writing	Session II	3		
TOTAL CREDITS			12		
Spring 1		Session	credits		
	Elective	Session I	3		
	Elective	16 Weeks	3		
MATH 2050*	Statistics I	16 Weeks - * C or better requi	3		
COMM 2100	Communication & Language Core	Session II	3		
TOTAL CREDITS			12		
Summer 1		Session	credits		
	Elective	Session I	3		
ENV 1050 or J	Natural World - Science	Session I	3		
HHP 1115	Fit & Well	Session I	2		
ART 1000 or 20	Human Creativity & Expression	Session II	3		
	Elective	Session II	3		
TOTAL CREDITS			14		
Fall 2		Session	credits		
	Elective	Session I	3		
	Elective	Session I	3		
	Faith and Life	Session II	3		
	Society and Culture	Session II	3		
TOTAL CREDITS			12		
Spring 2		Session	credits		
	Human Beings & Being Human - Social World	Session I	3		
CCE 1020	Western Culture & Worldviews	Session I	3		
	Elective	Session II	3		
CCE 1040	Science & Humanity	Session II	3		
TOTAL CREDITS			12		
Summer 2		Session	credits		
	Society and Culture	Session I	3		
CCE 1030	Western Thoughts & Worldviews	Session I	3		
	Elective	Session II	1		
	Elective	Session II	3		
TOTAL CREDITS			10		

Fall 3		Session	credits	
SW 1110	Intro to Social Work & Social Welfare	Session I	3	
SW 1200	Intro to Child Welfare	Session II	3	
TOTAL CREDITS			6	
Spring 3		Session	credits	
SW 3110	Human Behavior & the Social Environment I	Session I	3	
SW 3210	Human Behavior in the Social Environment II	Session II	3	
TOTAL CREDITS			6	
Summer 3		Session	credits	
SW 3120	Skills & Methods of SW Practice I	Session I	3	
SW 4120	Skills & Methods of SW Practice III	Session II	3	
TOTAL CREDITS			6	
Fall 4		Session	credits	
SW 3220	Skills & Methods of SW Practice II	Session I	3	
SW 3230	Social Welfare Pol & Prog	Session II	3	
TOTAL CREDITS			6	
Spring 4		Session	credits	
SW 3100	Research I	Session I	3	
SW 3200	Research II	Session II	3	
TOTAL CREDITS			6	
Summer 4		Session	credits	
	Elective	14 Weeks	3	
SW 4230	Integrative Seminar	14 Weeks	3	
TOTAL CREDITS			6	
Fall 5		Session	credits	
SW 4100	Field Education I	16 Weeks	3	
SW 4110	Field Seminar I	16 Weeks	3	
TOTAL CREDITS			6	
Spring 5		Session	credits	
SW 4200	Field Education II	16 Weeks	3	
SW 4210	Field Seminar II	16 Weeks	3	
TOTAL CREDITS			6	
TOTAL Program CREDITS			120	

Appendix D – Course Descriptions

SW 1110 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 1200 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. *3 credits hours*

SW 3230 SOCIAL WELFARE POLICY AND PROGRAMS— This course helps students develop a framework for understanding social problems and social welfare policies so they may function as informed and competent practitioners in providing social services, and as committed participants in efforts to achieve change in social policies and programs. The course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character. In particular, the course examines the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of those policies on the poor, minorities, women, the disabled, and other populations-at-risk. To facilitate understanding of the social welfare system, students will learn approaches to social policy analysis. The course explores the political process in the United States and how involvement in this process can advance the goals of the profession of social work. The historical development of the profession of social work and its role within the social welfare system is another focus of study. Students will examine the values and ethics of the profession, such as self-determination and respect for individuals and human diversity, in the context of the development and implementation of social policy. The course looks at how social policy and the institutions that implement that policy can be made more responsive to the needs of people. *3*

credits hours

SW 3100 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. *3 credit hours*

SW 3120 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 focus 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 1110 and SW 1200) and Social Work Major. *3 credit hours*

SW 4100 FIELD EDUCATION I— This course is taken concurrently with SW 4100. 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 (16 weeks). It is designed for the senior level student and requires an average of 14 hours per week in the agency for a minimum of 200 hours. Prerequisites: (SW 3230) and (SW 3100) and (SW 3110) and (SW 3210) and (SW 3200). *3 credit hours*

SW 4100 FIELD SEMINAR I—This course is taken concurrently with SW 4100, 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. For Social Work majors with senior standing. *3 credit hours*

SW 3110 HUMAN BEHAVIOR/THE SOCIAL ENVIRONMENT I— This course develops the person-in-environment concept used in social work practice. Using the theoretical lens of systems theory, the course focuses on the formation of identity and how diversity in human experience impact identity. Students will learn about the multiple factors that comprise diverse experiences throughout life, and how those factors influence the formation of identity. Factors

that will be examined include age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. For Social Work majors with upper division status or consent of instructor. *3 credit hours*

SW 3210 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II— This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective. Prerequisites: (SW 3110). *3 credit hours*

SW 3220 SOCIAL WORK RESEARCH METHODS II— This is the second in a series of two research courses designed to teach students research methodology pertinent to the evaluation of human service programs and individual practice. Students will learn about and discuss the rationale for conducting such evaluations. The written research report is emphasized with student participation in a class designed research project and written paper. Each section of the written research design and 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, an abstract, the literature review, hypothesis formation, and methodology including the operationalization of variables, sampling, data collection and tools, procedures, and ethics, analysis of and writing results, and the ethical dissemination of findings. For Social Work majors with upper division status or consent of instructor. Prerequisites: (SW 3100) and (MATH 2050). *3 credit hours*

SW 3220 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. *3 credit hours*

SW 4200 FIELD EDUCATION 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

is the second course in a series, and successful completion of SW 4100 and SW 4110 is required in order to enroll in SW 4200 and SW 4210. This course provides practical experiences in the application of theory and skills acquired in the social work curriculum. The placement requires an average of 14 hours per week in an agency for a minimum of 200 hours. Prerequisites: (SW 4100) and (SW 4110). *3 credit hours*

SW 4210 FIELD SEMINAR II— This course is taken concurrently with SW 4200 Field Education II. 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 4100) and (SW 4110) and (SW 4120). *3 credit hours*

SW 4120 SKILLS & METHODS OF SOCIAL WORK PRACTICE III: —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 center around 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 3230) and (SW 3100) and (SW 3120) and (SW 3110) and (SW 3210) and (SW 3200) and (SW 3220). *3 credit hours*

SW 4230 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. For Social Work majors with upper Division Status. Taken concurrently with SW 4200 and SW 4210. Prerequisites: (SW 4100) and (SW 4110) *3 credit hours*

Social Work Elective Courses

SW 1210 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. *3 credit hours*

SW 2100 Trauma, Prevalence, Impact, and Coping - This course is designed to introduce the prevalence and impact of trauma on both our clients (individuals, families, groups, and communities) and on the helping professionals who are serving those coping with trauma. The coursework presented will enhance the skills and knowledge base of all students of health and mental health professions and will be particularly useful to students interested in working directly with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of domestic violence, veterans, individuals struggling with addictions, individuals with life-threatening illness/injury, survivors of abuse and neglect, and other vulnerable populations. There will be a particular emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. This course also introduces beginning skills of helping individuals, families, and groups within a trauma-informed framework. Grounded in the values and ethics of the profession, students learn the application and evaluation of direct practice skills used in the initial phase of helping. Finally, students will evaluate the secondary stresses connected with a helping profession.

SW 2100 DRUGS, SOCIETY, AND HUMAN BEHAVIOR— This course introduces students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention. *3 credit hours*

SW 2120 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. *3 credit hours*

SW 2200 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. Emphasis is placed on its social, psychological, and spiritual aspects, although attention is given to the impact of aging on biological functioning. The course examines many facets of aging including group processes, mental health, dementia, skills for working with older adults, theories, ageism, death and dying, and broader social forces that affect the aging process. Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010) and (PSY 2300). *3 credit hours*

SW 2210 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*

Appendix E - Upper Division Application - Traditional Program

SOCIAL WORK PROGRAM UPPER DIVISION APPLICATION

Students should apply to the Social Work Program **by the first Friday of February** during the second semester of their sophomore year. Students interested in a degree in Social Work should have completed SW 1110 and SW 1200. These are introductory Social Work courses. In addition, the prerequisite MATH 2050 (Statistics) should be completed prior to junior year.

The criteria for admission into Upper Division Status include*:

- A cumulative GPA of at least 2.5 and a B- or better in all Social Work classes
- A completed Upper Division Application (Information should be as of the fall semester)
- A completed Personal Narrative
- Ability to demonstrate effective verbal and written communication
- Provide a copy of the current academic transcript from the CUW Portal and spring schedule
- A completed resume reviewed and signed off by the Academic and Career Advisor
- An interview with the BSW Program Director and/or Admissions Committee if needed

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 1110? Yes _____ No _____ If **yes**, completion date: _____

Have you completed SW 1200? Yes _____ No _____ If **yes**, completion date: _____

Have you completed MATH 2050? Yes _____ No _____ If **yes**, completion date: _____

Will the Core Curriculum be completed at the end of spring semester? 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 BSW Program Director.

Students transferring in as juniors, who have not yet completed the Core Curriculum, prerequisite course (Math 2050), and introductory Social Work Courses (SW 1110 and SW 1200) may be required to wait until to begin upper division.

STATEMENT OF AGREEMENT

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

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

I recognize the BSW Program will make every attempt to secure a field placement for me, but the Program 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 Dismissal 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 or electronically to the Social Work Administrative Assistant. Contact the BSW Program Director with any questions.

Appendix F – Upper Division Narrative

BACHELOR OF SOCIAL WORK PROGRAM 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 faculty with information about yourself. This information will provide the BSW Program with the knowledge of where you are coming from, where you are, and where you want to be.

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

If you have questions about the application process, please contact the BSW Program Director.

Please submit your narrative as follows:

Traditional Students: Submit in person or by email to the BSW Program Administrative Assistant, along with your other application materials.

Online Students: Submit to your admission counselor via email or in person, along with your other application materials.

NARRATIVE OUTLINE

A. Description of self

1. Self-awareness (through continual exploration of self) is a key component of ethical social work practice. Include information that will provide insight as to who you are. Include a discussion of the intersectionality of your identified dimensions of diversity.
2. Relationships are integral to the social work profession. Describe your significant relationships, people who have had a strong influence on you, and your role models.

B. Life experiences and socialization

1. As you think about your life, what is important to you (values, beliefs, purpose)?
2. Service is a core value of the social work profession. 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. Describe your commitment to social justice.
3. In what ways do you think you are particularly suited to becoming a Social Worker?
4. Why did you choose Concordia University?

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 G – Verification of Service & IPE Hours

VERIFICATION OF SERVICE/IPE HOURS

Student: _____

*Volunteer Service Hours previously completed may count towards the 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.

Service 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 – Volunteer hours

-Cannot do more than 10 hours at one place.

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

10 Hours – IPE/TeamSTEPPS

Upon Completion, Return Form to:

BSW Program: H210

**If you are not sure an activity will count, please check by emailing a description of the activity to the BSW Program Director

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

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

	Cumulative Hours:
--	-------------------

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

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

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

Cumulative Hours:

*Use additional sheets as needed

Appendix H -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 _____

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 ____ Social Work Administration

____ Family preservation/child welfare ____ Community Action

____ Addiction ____ Political Advocate

____ Mental Health ____ Disability

____ Homelessness/low income ____ School Social Work

____ Medical Social Work ____ Older Adult Settings

____ Domestic Violence ____ Hospice

____ Other Interests _____

Briefly explain why you selected these areas:

What are your career goals?

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

1. _____

2. _____

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

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

* Please note, during your field placement, you may be asked to transport clients in your personal

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

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

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

If yes, please list:

Title of Certification/License License State License Number

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

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

- 1.
- 2.
- 3.

Are there any concerns about field placement that you would like the program to be aware of prior to making your placement? Concerns may include scheduling your hours, transportation, or any other possible concerns or barriers. ____ Yes ____ No If yes, please explain:

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

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

The BSW Program 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 BSW Program adheres to the NASW Code of Ethics and expects all BSW students to conduct themselves in accordance with the Code of Ethics at all times.

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

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

Signature _____ Date _____

Print Name _____

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

Appendix I – 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 J – Résumé Sample – BSW Graduate

Frances Falcon

12800 N. Lake Shore Drive • Mequon, WI 53097
(262)243- xxxx • caace@cuw.edu • linkedin-ffalcon

SUMMARY OF QUALIFICATIONS

- Motivated individual with two years of experience in graphic design, advertising, and event management
- Excellent written and verbal communication skills with a high attention to detail
- Consistently meets deadlines and delivers a high quality final product

EDUCATION

CONCORDIA UNIVERSITY WISCONSIN, Mequon, WI

Bachelor of Arts Degree in Communication

May 2021

Emphasis: Mass Communication

GPA: 3.271/4.0

WORK EXPERIENCE

CUW CAREER ENGAGEMENT, Mequon, WI

August 2018 – Present

Graphic Designer

- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills

XYZ ADVERTISING COMPANY, Mequon, WI

August 2017 – December 2018

Advertising and Communications Intern

- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills

ACTIVITIES AND INVOLVEMENT

CUW CAMPUS ACTIVITIES BOARD, Mequon, WI

January 2019 - Present

Event Management Board Member

- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills
- Description of position using action verb and describing accomplishments and skills

CUW COMMUNICATION CLUB, Mequon, WI

January 2018 – Present

Member

CUW VOLUNTEER CLUB, Mequon, WI
Member

August 2017 – May 2020

(References upon request)

Appendix K – BSW Program Professional Readiness Checklist & Code of Conduct

Professional Readiness Checklist for Undergraduate Social Work Students

Becoming a professional Social Worker is a process that begins when a student becomes a Social Work major. Students are expected to commit to learning, modeling professional social work behavior, values, and ethics in the classroom, field education, campus events, etc. Failure to demonstrate the markers of professional behavior may impede a student's progress in the program and result in actions up to and including termination from the program. Professional readiness differs from the academic review that occurs at multiple points throughout the

program. The Professional Readiness Checklist is not based on academic markers but is based on the indicators/markers that are necessary for professional development and behavior consistent with those demonstrated by professional Social Workers.

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

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

The above list is provided as an easy-to-read checklist that includes some of the important

behaviors and standards from the BSW Program 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 BSW Program Code of Conduct, which provides more details on the standards and behaviors expected of Social Work students.

BSW Program 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 BSW Program expects its students to abide by the CUW Code of Student conduct, <https://catalog.cuw.edu/undergraduate/student-conduct/>, adhere to and comply with the NASW Code of Ethics, 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 BSW Program 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, CUWAA Student Code of Conduct, or the BSW Program 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 L – 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 audiovisual 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 M – Student Acknowledgement Form

BSW Program Acknowledgement Form

I acknowledge that I have received a copy of the:

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

In addition, I understand that I am expected to read and abide by the CUW Code of Student Conduct found online at <https://catalog.cuw.edu/undergraduate/student-conduct/>.

I further acknowledge that I am expected to read through the above material, understand it, and be familiar with what is expected of me, and that 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 BSW Program, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Social Work Student Handbook, Social Work Field Manual, the BSW Program Code of Conduct, and the NASW Code of Ethics.

Print Name:

Signature:

Date:

Appendix N – BSW Program Student Action Plan for Success/Notice of Probationary Action

**BSW Program
Student Action Plan for Success
Notice of Probationary Action**

Student Name:

F00#:

Program Name:

Date:

Course:

Semester:

Grade:

Problem: Reason(s) for Probation:	
Action Plan: List specific actions planned to correct/resolve unsuccessful performance. (Attach sheets or use the other side as needed) Include a timeline to complete your action plan.	

By signing, you are acknowledging awareness and understanding of the above information.

Student Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Relevant BSW Handbook Policies:

BSW Academic Probation Policy:

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

1. Students must maintain a 2.5 overall GPA and a B- or better in every social work course, every semester in the SW program. If a student has a semester under this requirement, (s)he is automatically placed on academic probation, must retake the relevant SW course(s) in which this requirement was not met, and will be temporarily halted from moving forward in the SW course sequence until the 2.5 overall GPA and/or the B- or better is achieved. A student is only allowed to retake a course one time. Since courses are normally offered once per year, this may delay a student's anticipated graduation date. When a student is placed on academic probation, they will meet with the BSW Program Director and BSW Faculty Advisor to complete a Student Review and Student Action Plan for Success.
2. If the student has less than the 2.5 overall GPA and/or a B- or better in every social work course requirement, in any subsequent semester, (s)he will be dismissed from the program. A student will be notified of a recommendation of dismissal from the Program by the BSW Program Director, in writing, within 5 working days of faculty submission of final course grades each semester. If the BSW Program Director recommends dismissal, then the decision will be reviewed by the Interprofessional Review Board (See SHP Academic Dismissal Policy).

BSW Professional Probation Policy:

Students may be placed on professional probation for behaviors that violate the National Association of Social Workers (NASW) Code of Ethics, Concordia University policies, Social Work Student Code of Conduct, or as assessed by a professional behavior assessment tool. A student who has been identified as demonstrating inappropriate professional behaviors through either formal assessments and/or by a member of the faculty (academic or Field) will be asked to meet with the BSW Program Director, the student's faculty advisor, and the faculty member who identified the professional issue/behavior in question to complete a Student Review and Student Action Plan for Success.

Placement on professional probation more than once during the student's tenure in the program is grounds for dismissal. Probation can last more than one semester if more time is needed, as determined by the BSW Program Director, the student's faculty advisor, and/or the faculty member who identified the professional issue/behavior in question, for the student to show improvement in the targeted behavior. However, probation may not last more than one calendar year. Professional probationary status might affect the timing and selection of Field placements.

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