

Social Work Department

SOCIAL WORK STUDENT HANDBOOK

Bachelor of Social Work (BSW)

2025-2026



Updates may occur throughout the academic year. Please check Social Work website for the most up-to-date document/information or contact the Social Work Department

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Accredited BSW Program of Council on Social Work Education (CSWE)

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Welcome

Alverno College Social Work Program

Social work is a meaningful and challenging profession with a substantial range of career options and opportunities in the greater Milwaukee area as well as in the region, state, and nation. Social workers help people move forward with their goals and life, including overcoming barriers, social inequality, and harmful oppression. Social workers help individuals, families, organizations, and communities secure resources that empower dignity, self-determination, strengths, resources, options, opportunities, and futures. Because of the ongoing need for social justice action, it is essential that social work continuously adapts to support individuals, families, organizations, and communities in overcoming inequalities, underrepresentation, and oppression.

As of February 2021, Alverno College's undergraduate social work program has been approved as an accredited program with Council on Social Work Education (CSWE), the accrediting body for social work education. As an accredited program, Alverno students will earn a CSWE-approved Bachelor of Social Work (BSW) degree that will increase their knowledge, skills, and strengths while advancing their marketability for employment and success with graduate programs.

This *Social Work Student Handbook* will provide information on Alverno College's BSW program, including:

- mission, vision, and learning outcomes of the program,
- application process,
- admission process,
- curriculum,
- faculty and staff contact information,
- student leadership opportunities, and
- links to social work certification/licensure process, Code of Ethics, as well as the
- Standards and Indicators for Cultural Competency in Social Work Practice

This *BSW Social Work Student Handbook* is the best tool to provide a holistic explanation of goals, expectations, and requirements of Alverno College's BSW program. To foster student success, this handbook is reviewed and updated on an ongoing basis. Thus, students are expected to refer to it as their main source of Alverno's BSW program and follow the included

requirements, policies, and procedures. This handbook is in addition to the *Building a Community of Learners: A Community Guide and Student Handbook (Alverno College Student Handbook)*. Students are encouraged to contact the Social Work Program Director with any questions, concerns, and/or suggestions.

The *Social Work Department Practicum Education Manual* is an essential resource that is to be read prior to SW 483: Practicum Education and is referred to often while completing practicum education work.

Further, National Association of Social Worker (NASW)'s Code of Ethics and NASW Standards and Indicators for Cultural Competence in Social Work Practice are excellent supplemental sources to this *BSW Social Work Student Handbook*.

Social work is a respected, client-centered, evidence-based, practice-driven, future-focused profession. A CSWE-approved BSW degree provides graduates with many benefits including enhanced cultural awareness, knowledge and skills at the individual, group, family, organization, and community levels, and increases their employment and graduate school opportunities. Alverno College's Social Work Department prepares BSW graduates to be employed as generalist social workers, which means that they can adapt to a wide variety of human services settings, including working at all levels, micro (individuals), mezzo (groups and families), and macro (organizations and communities). This BSW program will continue to work with CSWE and Alverno College to ensure students are earning a degree of rigorous academic standards and professional competency demands. Our graduates are eligible for social work certification (licensure) with the Wisconsin Department of Safety and Professional Services (WDSPS) in Wisconsin and may transfer their license to other states. However, certification or licensure is not required for all social work and human services positions.

In the Milwaukee area, in the state of Wisconsin, as well as nationally, social work has been growing and this growth is expected to continue, according to the Wisconsin Department of Workforce Development and Bureau of Labor Statistics. Social work has successfully defined itself as a respected profession and has made its mark on several human services arenas, such as hospitals, child welfare, and with veterans while gaining more marketability than other human services disciplines in the areas of mental health, domestic violence and sexual assault, schools, residential and in-home services for older persons, youth work, supports for people with disabilities, social action coalitions, and nonprofit leadership and management. Further, our graduates are prepared for graduate studies, such as a master's in social work (MSW) program.

Disclaimer: As of February 2021, we have been approved as an accredited program. Students can apply for social work licensure with the Wisconsin Department of Safety and Professional Services.

Brief History of the Development of Social Work at Alverno College

Alverno College's social work major is located in the Social Work Department. The Social Work Department is located in the Liberal Arts & Professional Studies. Social work has the

professional desire to foster positive contributions in people's lives with a variety of settings using evidence-based approaches. The social work major was added as an offering to meet the needs of students who have a high level of interest in empowering social change at the individual, family, group, organizational, or community level. Social work is a natural fit with Alverno's mission as well as Alverno having strong community ties that will successfully support social work students' classroom and practicum education experiences.

The Social Work Department, inspired by Alverno College, fosters well-rounded, social justice-focused students, and celebrates a co-curricular learning environment. With Alverno College, the Social Work Department has successfully supported students with a diverse range of social identities and lived experiences. For example, culturally diverse, first-generation college students come to Alverno as well as major in social work. Alverno College was the first college designated as a Hispanic-Serving Institution (HSI) since Fall 2017 and continues today. 43% of the student body and 70% of the social work students identify with a racial minority group, such as Hispanic or Latina, Black or African American, Asian American, and Native American. We have a strong presence of LGBTQIA+ student body as well as a large non-traditional student body. 68% of incoming undergraduate students and 90% of the social work students are first-generation college students.

The Social Work Department continues to strive to support Alverno College as they continue to receive national publicity and awards for its curriculum development, which is known internationally. Some examples of our honors include:

- 2021 Trudy W. Banta Lifetime Achievement in Assessment Award, first institution to receive the award.
- Recognized as a "Wisconsin's Most Innovative School" in 2020 and 2021 and Alverno was tied for first place among Midwest regional universities in 2021 and #4 in 2020 – according to *U.S. News & World Report's*.
- Recognized as Midwest's top university for "Strong Commitment to Teaching." 3rd time Alverno has ranked #1 for its commitment to undergraduate teaching and we are the only college in the state included in this category for its entire 11th year history - according to *U.S. News & World Report*.
- Students ranked Alverno the "Most Inspiring College or University in the Nation" - according to *The Wall Street Journal/Times Higher Education*, in 2017 and 2018, due to high classroom engagement.
- Recognized as a "Best Value Schools" school among Midwest regional universities by *U.S. News & World Report* in 2019, 2020, and 2021.
- Recognized as #1 for "Economic Diversity" - according to *US News & World Report* in 2021.

- Recognized as a “Top School for Ethnic Diversity” for 6 consecutive years amount Midwest regional university - *U.S. News and World Report*, for 6 consecutive years.
- Designated a Hispanic-Serving Institution (HSI) in Fall 2017, the first in Wisconsin.
- Recognized for “First-Year Experience” and was ranked higher than any other Wisconsin school - according to *U.S. News & World Report* in 2020 and 2021.
- Recognized as a top performer of “Social Mobility” - according to *U.S. News & World Report* in 2021.

Social Work Faculty and Staff

BSW Program Director and Assistant Professor

Cameron Overton, DSW, LCSW, CSAC

Office: Corona Hall #313

Phone: 414-382-6537

Email: cameron.overton@alverno.edu

Degrees:

- DSW from the University of St. Thomas: Dissertation entitled “*Social Work Toward Abolition: Social Work’s Need to Adopt an Abolition Feminist Framework for True Anti-Oppressive Policy and Practice.*”
- MSW from the University of Wisconsin-Milwaukee
- BSW from the University of Wisconsin-Madison

Areas of expertise:

- Social justice advocacy and community organizing
- Substance abuse treatment
- Trauma Therapy
- Clinical Practice Therapy Practice
- LGBTQIA-inclusive practices
- Social work
- Abolition

Cameron Overton is an Assistant Professor of Social Work and the Program Director for Alverno’s Social Work Department. In his role at the college, Overton helps to create innovative ways to educate students about the social work profession as well as reimagine how the field of social work can meet the current moment. Overton helps to create new social work and substance abuse courses from beginning to completion, and teaches a number of courses including substance abuse rehabilitation, mental health and substance abuse, criminal

justice reform, youth mentoring intervention, social work practice methods, treating problem substance use, social work toward abolition, the war on drugs, and grassroots organizing.

Overton has over 10 years of experience in the social work profession, and most recently served as the Drug Treatment Court Coordinator with Milwaukee County Combined Court Operations. In this role he worked to identify and resolve system, program and policy issues while also working to ensure compliance of current policy and procedure. Prior to that, he worked for the Milwaukee County Behavioral Health Division, La Causa Inc. and Children's Hospital of Wisconsin Community Services. Overton has extensive experience working with children and families, and with substance abuse treatment and rehabilitation. He is also passionate about LGBTQIA inclusion and equity, and examining the systems around social work and working to eliminate the constructs of oppression and racism that exist within those systems. Overton is the executive pastor at Zao MKE Church where he works to facilitate safe places for LGBTQIA inclusion in religious spaces. He's a member of the National Association of Social Work, and a board member of the Friends of Treatment Court. He previously served as a board member for the Wisconsin Association of Treatment Court Professionals and a member of the Family Drug Treatment Court Steering Committee.

BSW Practicum Director and Assistant Professor

Diana Johnstone, MSW, LCSW

Office: Corona Hall #316

Phone: 414-382-6248

Email: diana.johnstone@alverno.edu

Degrees:

- MSW from the College of St. Catherine/University of St. Thomas
- BA in Psychology and English from Macalester College

Areas of Expertise:

- Clinical Social Work with individuals, families and groups
- Sexual violence and complex trauma
- Trauma Focused-Cognitive Behavioral Therapy
- Dialectical Behavioral Therapy
- Trauma Informed Care
- Eye Movement Desensitization and Reprocessing (EMDR)
- Clinical supervision and consultation
- Brainspotting
- Clinical Supervision and Consultation

Diana Johnstone is the BSW Practicum Director and Assistant Professor of Social Work at Alverno College. Diana's professional experiences include direct practice in outpatient, school

and community mental health settings, psychiatric crisis and inpatient social work, and Clinical Supervision and Consultation. Diana has specialized in providing evidence-based trauma therapy, advocacy, and community care to youth survivors of sexual violence and is certified in Eye Movement Desensitization and Reprocessing (EMDR) and Brainspotting.

Academic Administrative Assistant – Office Manager

Mary Tews

Email: mary.tews@alverno.edu

Generalist Social Work Practice

Generalist Social Work Practice is holistically rooted in our social work degree. As defined by the Council on Social Work Education Generalist Practice is defined as practice with diverse individuals, families, groups, organizations, and communities. Generalist Practice:

- Is grounded in liberal arts and person-in-environment framework.
- Uses scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo and macro levels.
- Engages diversity in practice and advocates for human rights and social and environmental economic justice.
- Recognizes and builds upon the strengths and resiliency of all human beings.

Council on Social Work Education (CSWE)

Nine (9) Core Competencies

The BSW Program Core Competencies for Generalist Social Work Practice

The Alverno College BSW Program embraces the nine (9) core competencies of the national social work accreditation body, CSWE, into their comprehensive curriculum. These nine (9) cores competencies are based upon the CSWE's Educational Policy and Accreditation Standards (EPAS) for 2022 and Alverno's BSW program utilizes them to foster a generalist practice approach.

The purpose of generalist social work education is to promote students' ability to engage in evidence-based practice with individuals (micro), families and groups (mezzo), and organizations and communities (macro). Programs need to provide the education needed to teach the nine (9) core competencies while their students are to demonstrate their ability to practice the nine (9) core competencies. The nine (9) core competencies are:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Competency 4: Engage In Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations & Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities
- Competency 9: Evaluate Practice - Individuals, Families, Groups, Org, & Communities

Dimensions

There are four (4) dimensions for the nine (9) competencies. The dimensions and their definitions are provided below:

- Knowledge: The extent to which the student demonstrates a knowledge base for the competency.
- Values: The extent to which the student demonstrates an understanding of social work values in relation to a specific competency and the ability to perform within a standard of professional values. Core values, as defined by NASW, include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
- Skills: Assessment of the student's practice skill set, what they are capable of doing, in relation to the competency.
- Cognitive and Affective Processes: Cognitive has a critical thinking component. The student's ability to look at a person or situation from an objective and neutral standpoint; obtain as much data as possible from interviews, case notes, observations, research, supervision and other means; and assemble a plan of action, without allowing biases or prejudices to interfere. Affective reactions is the way in which the student's emotions influence their thinking and behavior. Exercise of judgment is part of this dimension, and it is the capacity to perceive and discern multiple sources to form an opinion.

Each competency has its own description and practice behaviors. The following descriptions and practice behaviors are taken from the Council on Social Work Education's Education and Policy Standards.

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 Work BEHAVIORS:

1. 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.
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
3. Use technology ethically and appropriately to facilitate practice outcomes.
4. 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 Work BEHAVIORS:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels.
2. 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 Work BEHAVIORS:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
2. 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 Work BEHAVIORS:

1. Apply research findings to inform and improve practice, policy, and programs.
2. 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 purpose of social work.

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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 Work BEHAVIORS:

1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
2. 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 Work BEHAVIORS:

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
2. 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 Work BEHAVIORS:

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
2. 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 Work BEHAVIORS:

1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COMPETENCY 9: EVALUATE 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 Work BEHAVIORS:

1. Select and use culturally responsive methods for evaluation of outcomes.
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Alverno College's Ability-Based Learning Program

Alverno College practices an Ability-Based Learning Program. The measure of academic success involves more than the receipt of a diploma. Students are encouraged and connected

to the world around them. The focus is on students' backgrounds and their goals. Students demonstrate what they have learned until they master the content. By making such expectations explicit and by clarifying steps one can take to develop cognitive and affective habits, faculty/staff assist students in learning how to learn and use what they learn in their future careers. It's an effective and relevant learning experience that is valued by students, graduate schools, and the professional world. It is an empowering experience.

The specific eight (8) abilities identified by our faculty as central to our approach to liberal arts and professional education are:

Communication

makes meaning of the world by connecting people, ideas, books, media and technology. The student must demonstrate and master the ability to speak, read, write and listen clearly, in person and through electronic media.

Analysis

develops critical and independent thinking. The student must demonstrate and master the ability to use experience, knowledge, reason and belief to form carefully considered judgments.

Problem Solving

helps define problems and integrate resources to reach decisions, make recommendations or implement action plans. You must demonstrate and master the ability to determine what is wrong and how to fix it, working alone or in groups.

Valuing in Decision-Making

approaches moral issues by understanding the dimensions of personal decisions and accepting responsibility for consequences. The student must demonstrate and master the ability to recognize different value systems, including your own; appreciate moral dimensions of your decisions and accept responsibility for them.

Social Interaction

facilitates results in group efforts by eliciting the views of others to help formulate conclusions. The student must demonstrate and master the ability to elicit other views, mediate disagreements and help reach conclusions in group settings.

Developing a Global Perspective

requires understanding of -- and respect for -- the economic, social and biological interdependence of global life. The student must demonstrate and master the ability to appreciate economic, social and ecological connections that link the world's nations and people.

Effective Citizenship

involves making informed choices and developing strategies for collaborative involvement in community issues. The student must demonstrate and master the ability to act with an

informed awareness of issues and participate in civic life through volunteer activities and leadership.

Aesthetic Engagement

integrates the intuitive dimensions of participation in the arts with broader social, cultural and theoretical frameworks. The student must demonstrate and master the ability to engage with the arts and draw meaning and value from artistic expression.

Social Work fits well at Alverno College. The eight (8) abilities have been embedded into Alverno College's baccalaureate Social Work Program. They are applied to components of the BSW program, just as the CSWE's EPAS 2022 nine (9) competencies have been applied. Consistent with the institution's mission, this social work program focuses on the students' personal and professional growth and development as well as undergraduate education and service.

Code of Ethics: Values and Ethical Principles

Alverno's BSW program is inspired by the Code of Ethics, and to highlight their importance the Values and Ethical Principles are described below.

As defined by the NASW Code of Ethics (2021), the following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

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

Value: Social Justice

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

Value: Dignity and Worth of the Person

- Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

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

Value: *Integrity*

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

Value: *Competence*

- Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
- Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Bachelor of Social Work (BSW) Program

Mission of the Social Work Program

The Social Work program at Alverno College is guided by ethics and values of the profession outlined by the National Association of Social Workers. This includes *integrity, service, social justice, dignity and worth of the person, competency, and the importance of human relationships*. These values are embedded into the Social Work program and used to prepare graduates for *generalist practice*, whereby *global perspectives, environmental justice, human rights, respect for diversity, social justice, economic justice, advocacy, evidence-based research, and racial justice* are used to guide and inform a *strengths-based* approach to practice enhancing the quality of life for all people to *promote human and community well-being*.

The Social Work program provides a collaborative and inclusive learning environment that supports students as they demonstrate competency of acquired knowledge, values, skills, cognitive and affective processes of *generalist social work* education, through *collaborative learning* in an *inclusive* community. Furthermore, social work curriculum at Alverno College prepares social work graduates to engage in *client-centered, ethics-grounded, research informed, social justice driven, strengths-based* practice, with specific focus on *advancing human rights through advocacy to enhance the quality of life for all individuals, families, groups, organizations, and communities*. By using a *person-in-environment* and *strengths-based* approach to learning and practice, the Social Work program holistically prepares students for meaningful engagement with the world through *service, commitment to justice (racial, economic, environmental, and social)* and advancement of *human rights* for all.

Vision of the Social Work Program

The Social Work Department is driven to motivate life-long learners who are client-centered, adaptable, culturally respectful, knowledgeable, and social justice change leaders.

Learning Outcomes of the Social Work Program

The learning outcomes reflect the learning students demonstrate prior to earning a bachelor's in social work (BSW). Following each program learning outcome is the Alverno College Eight (8) Abilities, CSWE's EPAS Nine (9) Competencies, and Social Work Code of Ethics Six (6) Professional Values that are addressed.

The program learning outcomes are:

- Graduates are able to apply their understanding of an effective, ethical, and culturally competent social work practice that emphasizes the strengths of people, families, groups, organizations, and communities to define, process, solve, and prevent social problems at the micro, mezzo, and macro levels.
 - Addressed Alverno Eight Abilities: Communication, Analysis, Problem-Solving, Valuing in Decision Making, Social Interaction, Effective Citizenship
 - Addressed CSWE Nine Competencies: 1, 2, 3, 4 and 5.
 - Addressed Social Work Code of Ethics - Values: Service, Social Justice, Dignity and Worth of a Person, Importance of Human Relationships, Integrity, Competence, Human Rights, Scientific Inquiry
- Graduates are able to apply their gained knowledge, values, skills, and cognitive/affective processes of the social work profession which emphasizes applied research and scholarship to positively impact generalist social work practicum practice and social welfare policy.
 - Addressed Alverno Eight Abilities: Communication, Analysis, Problem-Solving, Valuing in Decision Making, Social Interaction, Effective Citizenship
 - Addressed CSWE Nine Competencies: 1, 4 and 5

- Addressed Social Work Code of Ethics - Values: Service, Social Justice, Dignity and Worth of a Person, Importance of Human Relationships, Integrity, Competence, Human Rights, Scientific Inquiry
- Graduates are able to apply their comprehension of person-centered, theory-driven, evidence-based and culturally enriched knowledge that engages, assesses, intervenes, and evaluates for socially and economically vulnerable and oppressed people, groups, families, organizations, and communities in a respectful manner while fostering human diversity and social justice perspectives.
 - Addressed Alverno Eight Abilities: Communication, Analysis, Problem-Solving, Valuing in Decision Making, Social Interaction, Effective Citizenship
 - Addressed CSWE Nine Competencies: 6, 7, 8 and 9.
 - Addressed Social Work Code of Ethics - Values: Service, Social Justice, Dignity and Worth of a Person, Importance of Human Relationships, Integrity, Competence, Human Rights, Scientific Inquiry

The mission, vision, and program learning outcomes of this baccalaureate program are consistent with the purpose and values of the social work profession. By having the program grounded in a liberal arts education and by having a holistic curriculum rooted in person-centered, social justice, and person-in-the environment philosophies, students are prepared to work at all levels (micro, mezzo, and macro) of generalist social work practice. Through the curriculum, students learn, process, and demonstrate the nine competencies via both explicit and implicit methods.

Curriculum Introduction

Alverno College's BSW program curriculum is designed to incorporate the human services profession into an academic learning environment that includes the application of theoretical frameworks, evidence-based practice, social work concepts, values, and philosophies.

Alverno College's eight (8) abilities, CSWE's Educational Policy and Accreditation Standards nine (9) core competencies, and NASW's Code of Ethics along with the Standards and Indicators for Cultural Competency in Social Work Practice are embedded into the BSW curriculum. Inspired by generalist practice approach, the curriculum provides graduates the knowledge, strengths, values, and skills that assist them to pursue careers supporting individuals, families, groups, organizations, and communities and/or attend graduate school focused on advancing their skills, knowledge, values, and strengths with individuals, families, groups, organizations, and communities.

In addition to the required courses for the major, Social Work students are required to have a minor. Students may consider double majoring. Students are encouraged to consult with their advisor to further process their options.

Practicum education is an essential component of this baccalaureate social work degree and thus, students are required to complete two (2) practicums/internships. The first one is completed during the junior year and a minimum of 120 hours of internship hours is required. The first internship is INTERN 383: Internship Seminar and is administered by the Career Studio of Alverno College. The second practicum education experience, SW 483: Social Work Practicum Education, is supervised by the Social Work Department in the final semester of the undergraduate degree, and a minimum of 405 hours is required. This is the comprehensive social work practicum education course that is used to evaluate the student's ability to demonstrate all of the CSWE EPAS competencies and associated behaviors and dimensions.

Practicum education is defined as a high impact practice and the pedagogical course for social work education. Thus, students are expected to apply what they have learned via course work and internship work to their SW 483: Social Work Practicum Education experience. This includes gained knowledge from coursework, exposure to evidence-based practice, and appreciation of the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice. As students apply their academic course work to practicum-based opportunities, they demonstrate and achieve core competencies known as fundamental to baccalaureate social work, which further celebrates how the program fosters a coherent and integrated curriculum in the classroom and in practicum education.

Council on Social Work Education (CSWE) Accreditation

Alverno College applied to start the social work accreditation process in June 2017 and entered candidacy in February 2019. The accreditation process was a three-year process with being fully accredited in February 2021. To learn more about CSWE, visit their [website](https://www.cswe.org/About-CSWE) (<https://www.cswe.org/About-CSWE>).

Alverno College is committed to this intensive accreditation process as it is meaningful for our students. Graduates benefit from a CSWE-approved program as many employers require and/or recognize the significance of such accreditation. Further, with social work accreditation, students are eligible for licensure via the Wisconsin Department of Safety and Professional Services (DSPS) which may often transfer to other states. Graduates wishing to advance to earn a Master of Social Work (MSW) can apply for Advanced Standing, a method of reducing the course load by half.

In conclusion, CSWE ensures that social work programs provide a high quality, rigorous program that advances the social work profession, which helps graduates enter the profession of social work and human services as well as graduate school.

Admission to Social Work Process

Admission to Bachelor of Social Work Program

Students can declare that they are a social work major when they have successfully completed the admission process and been approved as a social work major. This process is a means of ensuring students are aware of the profession of social work, both educationally and

professionally, as well as ensuring the students have the essential academic strengths to be successful in such a rigorous academic program.

Admission to Major

The Application Selection Committee conducts a regular and systematic review of all candidates' eligibility for admission. The Application Selection Committee is made up of faculty who teach the core social work required courses. The major is open to anyone who meets the criteria, which includes several tasks (listed below). To be admitted into the Bachelor of Social Work program, students must apply and meet the established criteria, which is provided below.

Prior to the completion of the admission process, a student can have the major of Pre-Social Work yet cannot graduate with this major.

The criteria for the admission process into the BSW major involves students successfully completing the following steps:

1. Admission to Alverno College.
2. Completion or enrollment in SW 200: Social Work Programs and Services OR SW 250: Human Behavior in the Social Environment.
3. Participation in an advisement session, 299 Event, which includes an orientation to the social work major as well as information on the application process.
4. Successful completion of the application for admission to the BSW program, which includes the [application](https://alverno.wufoo.com/forms/m1x1mo0v0ytxknx/) (<https://alverno.wufoo.com/forms/m1x1mo0v0ytxknx/>) with a personal statement. This application includes the students noting that they have read and will follow the Code of Ethics and the Standards and Indicators for Cultural Competence in Social Work Practice too.
5. Participation in a scheduled meeting with the student's assigned social work academic and professional adviser, an Application Selection Committee member. Prior to the start of this meeting, the students are to submit their application with their personal statement and be prepared to answer a list of educational and professional questions during their meeting. No advanced preparation is needed for the questions.
6. Submission of the provided Change of Major Form, given by the social work academic and professional advisor (after being approved to the major) to the Registrar's Office to change the students' major from pre-social work to social work.

Failure to complete any of these required criteria steps may cause the students' application or status as a social work major to be postponed until the next semester.

An application is considered complete and ready for review by a member of the Application Selection Committee, when the student has successfully completed the criteria for the application to the BSW major which includes the following:

- Completed or enrolled in SW 200: Social Work Programs and Services OR SW 250: Human Behavior in the Social Environment.
- Earned the following abilities: Communication, Level 1; Analysis, Level 1 and 2; Social Interaction, Level 1 and 2; Valuing in Decision-Making, Level 1 and 2, Problem Solving,

Level 1 and 2, Effective Citizenship, Level 1 and 2, and Developing a Global Perspective, Level 1. (NOTE: These abilities are covered in general education courses. In order for students to earn these abilities they have to successfully earn a “Satisfactory”).

- Attended 299 Event, where the students review the application process and the Social Work Student Handbook.
- Demonstrated academic and professional standards as needed for a BSW program.
- Demonstrated emotional and professional readiness, including emotional maturity, self-awareness, and willingness to process feedback, as demanded by a BSW program and the profession of social work.
- Fully completed and submitted the application with a personal statement.
- Indicated that the Code of Ethics and the Standards and Indicators for Cultural Competence in Social Work Practice have been read and will be followed.
- Satisfactorily answered all the questions on the application and successfully be able to process them during the meeting with the social work academic and professional advisor.

Once the application is submitted, the Application Selection Committee member (a social work academic and professional advisor) can fully consider the application. They have the option of providing one (1) of two (2) recommendations:

- Approve
- Interview Required

With an approved application, students have demonstrated that they have successfully addressed and met as well as will continue to address and meet the areas noted on the application. Such students are immediately admitted into the program without any restrictions or follow-up. They are immediately verbally informed of this decision and are given a form to take to the Registrar's office, so their major can be changed from PSW to BSW. When the committee member requires an interview, the student is verbally informed and then informed in writing via their campus email. When student applications require more follow-up attention, students need to meet with the department chair of social work or another Application Selection Committee member, if their faculty advisor is the department chair.

Some examples of reasons for giving an “interview required” are: if the application does not fully articulate the students’ perspective, student reports a concern about their background check, and/or other indicators that such students may not be successful in the social work program. After the interview, the committee decides on an:

- Approve
- Approve with a Plan of Action (which outlines the steps needed for change to be re-evaluated for admissions)
- Denial

With all three (3) decisions, students are immediately verbally informed of the decision and then informed in writing via their campus email. With “approve,” students are admitted into the program without any restrictions or follow-up. The process may begin to officially change their major from PSW to BSW. With an “Approve with a Plan of Action,” students are given an outlined plan which processes the areas of concern. They are encouraged to meet with their advisor or the Program Director of Social Work to process and develop a plan to address the areas of concern. Some examples of concerns are: the application continues to not fully articulate the student’s perspective, student reports a concern about their background check and/or an inability to complete a background check, not successfully passing social work courses, and/or other indicators that continue to provide evidence that the student may not be successful in the social work program. Part of this plan might include the students being referred to other campus offices/departments, such as Counseling Services. At times the campus’ Early Alert System might be used as a means of supporting the student personally and academically. However, the Early Alert System can be used at any time and not just via the application process. With “Denial,” students are given information that explains the areas of concern. Further, students are given information on due process procedures and how to proceed with applying to the program again in the future.

Academic and Professional Performance Assessments – Ongoing Basis

Students’ academic and professional performance are evaluated on an ongoing basis via an ongoing assessment review.

Ongoing Assessment Review

Once admitted into the social work program, BSW students are continuously assessed by Social Work faculty, such as via their advisor/advisee interaction, faculty/student class interaction in and out of the classroom, and/or advisor/member student organization/committee interaction. These assessments are meant as a means of fully supporting students with advancing their academic learning and their professional growth. They are also a means of tracking students’ progression towards the program learning outcomes, the Educational Policy and Accreditation Standards (EPAS) core competencies, the Alverno abilities, and the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice.

At times, the assessments are a method of nominating or recommending students for honorary committees, awards, scholarships, employment, and/or graduate school. At other times, they are a method of referring students who are struggling to campus or community resources, such as counseling, tutoring, or other related services. At rare times, they may be used to dismiss students from the program. See “Denial of Admission or Dismissal from Social Work Program” section.

Progression means earning “Satisfactory” progress codes and positive narrative feedback with each course, including demonstrating success with course assignment rubrics and course outcomes. Such assessments are clearly noted in each Social Work course syllabus. Also, progression means students satisfactorily demonstrating the social work program learning outcomes, applying the Code of Ethics, Standards and

Indicators for Cultural Competence in Social Work Practice, the EPAS competencies, and the Alverno abilities with classroom settings, via their practicums/internships, student organization/committee involvement, and through other academic and professional opportunities. Further, students' progress with social work competencies are tracked via LiveText.

Denial of Admission or Dismissal from Social Work Program

Pre-Social Work (PSW) students may be denied admission into the Social Work Department or Bachelor of Social Work (BSW) students may be dismissed from the Social Work Department for any of the following factors:

- Unsatisfactory completion of the required Social Work courses and/or related courses. Students can retake Social Work courses that they earned as unsatisfactory. Students can retake social work courses to earn a Satisfactory.
- Demonstrated unwillingness to accept feedback, which is or could negatively impact future social work courses and/or practicum education supervision.
- Violation of Alverno College academic honesty policies. See Building a Community of Learners: A Community Guide and Student Handbook
- Violation of the NASW Code of Ethics and/or NASW Standards and Indicators of Cultural Competence in Social Work Practice
- Unsuccessful progression of the EPAS Competency Standards.
- Crime or violations that students report on their background that prevent practicum education placement.

Decisions are made by a committee, which includes the Program Director of social work, social work faculty, and academic and professional advisor. When helpful, representatives from campus supports and services as well as the Social Work Advisory Council will be included.

With such decisions, students and their social work academic and professional advisor are notified via their college email. This email and letter will include due process procedures. The advisor will attempt to schedule a meeting with the student to discuss their options, including reapplying to the social work program. The student may be referred to supports and services offered by the campus (examples: Counseling Services, the Writing Center, the Office of Student Accessibility). Students are highly encouraged to ask questions and inquire how they can advance their strengths and skills.

If students are denied admission to the social work program, they are eligible and welcome to reapply. The same is acceptable for students who are dismissed from the program. Prior to reapplying, students are highly encouraged to meet with the department chair of social work to consult on ways to strengthen their skills and increase their success for an "approve" decision on their next application. The Social Work Department is committed to helping students be as successful as possible and thus, they welcome ongoing consultation with students about their progress.

Appeal Process of Denial of Admission or Dismissal from Social Work Program

Students are welcome to reapply to the BSW program, once they have addressed their areas of concern for denial or dismissal. If students are unsatisfied with the decision of denial or dismissal, they may appeal the decision to the Dean of the Social Work Program. They should do so in writing within two (2) weeks of receiving notice of the decision of denial or dismissal. In an appeal, students should give reasons why they should be reconsidered. The dean will review these appeals and make a decision, with such a decision being final.

Students should also seek direction from this *BSW Social Work Student Handbook* as well as the *Building a Community of Learners: A Community Guide and Student Handbook*.

Nondiscrimination Policy

Alverno College admits women to its undergraduate degree programs of any color, race, religion, and national and ethnic origin. The Social Work Department follows the same guidelines for accepting students into its program. The Social Work Department is dedicated to having a diverse student population.

BSW majors are expected to embrace the Social Work philosophy, which is incorporated in the admission process, in the classroom, and during faculty/student interactions. The Social Work philosophy is to practice non-judgmental and non-discriminatory language and practices. Also, the philosophy fosters an openness, willingness-to-learn, and respectfulness of all. This philosophy celebrates that everyone has worth, equality for all, and the belief that social problems are often overwhelming and overlapping.

Academic Credit for Prior Life or Work Experience

This Social Work Department cannot grant Social Work course credit for life experience nor previous work experience, as directed by the social work accreditation body, CSWE. Students are to earn all-academic credit via traditional course work as an enrolled college student. However, such previous experiences can be used to enhance course work and the students' overall educational experience, which is highly valuable.

Notifying Others Associated with the Admission Decision

Prior to changing the student's major to social work, students must complete the Change of Major Form. Students should provide the completed form to the Registrar's Office. If students have no form, then the Registrar's Office can assume that students have not been approved to advance to a Social Work major.

If there are concerns about a student or students, the Blaze Alert process may be implemented, yet this is done on a case-by-case basis. (NOTE: Blaze Alert System: a communication tool to report non-emergent situations involving a student in personal or academic distress, a student whose personal or academic behavior has changed, or a student who appears to go "missing," such as repeated absences from class. Advising and Student Affairs staff review each alert quickly and refer the situation to the appropriate colleague for intervention or follow-up).

Transfer Student Information

Admission of Transfer Students

Students who transfer from other colleges or other majors at Alverno College are welcomed to the social work program. First, they are to be assessed and admitted via the admission process established by the Social Work Department. Students are to fulfill all academic and practicum education requirements of the social work program.

When students from other institutions apply for admission to Alverno College, the Registrar's Office determines what course credits may be transferred to meet general education requirements and which courses are equivalent, via the potential students' transcripts. The Registrar consults with the Program Director of social work on any courses that may be considered equivalent for the social work major. All transfer students are required to apply to the major prior to holding the BSW major. Thus, students transferring from other institutions require collaboration with the Program Director of social work upon admission to Alverno and with the enrollment as PSW students. Only courses from Council on Social Work Education (CSWE) accredited programs may be transferred in for the core social work courses (SW 200: Introduction to Social Work, SW 250: Human Behavior and the Social Environment, SW 300: Social Work Practice Methods with Individuals, SW 400: Social Work Practice Methods with Groups and Families, SW 450: Social Work Practices Methods with Organizations and Communities, and SW 483: Social Work Practicum Education). Exceptions may be made if the courses are via a program/college with an Articulation Agreement or a 2+2 Program with Alverno College Social Work Department.

Registrar's Office – Transcript Review Policy

Students with previous college experience who enroll at Alverno College receive a transfer credit evaluation. The evaluation is based on official transcripts that they have submitted to the college. Courses taken at an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation and that show an earned grade of "C" or better are reviewed. At the time of registration, students receive notification of transferable coursework. These credits are listed on an official Transfer Evaluation form.

Articulation Agreements and 2+2 Program

Articulation Agreements and 2+2 programs are established partnerships between Alverno College and individual technical colleges. These agreements support students wishing to transfer from their technical college with their human services associate degree to Alverno to earn a BSW degree. The agreements outline the procedures for students to follow to successfully transfer. Once they transfer, they can count their associate degree as their minor, a requirement of a social work degree. With the 2+2 concept, there are several general education courses that Alverno College has waived as they have made the assumption that the students earned such experiences during their first two years. Thus, we are shifting away from Articulation Agreements and moving towards 2+2 Programs.

Curriculum Requirements for Social Work Majors

Academic Standards

The curriculum provides students with a comprehensive social work educational experience. Students are to use the curriculum provided below as a tool to process and develop their academic plan.

Students are required to complete satisfactory work in all their social work courses. Failure to do so may cause them to have to re-take the related course. With such situations, students are highly encouraged to work with their academic and professional social work advisor to process ways that they can be more successful in their course and their educational experience.

To graduate from Alverno College, students are expected to earn a minimum of 120 credits. With a social work degree, students are required to have a minor or a double major (without a minor) to graduate. For students who transfer from a technical college with an Articulation Agreement or a 2+2 Program with Alverno's Social Work Department, the student's Human Services associate degree counts as their minor.

General Education Curriculum Requirements

Liberal arts education requires that students take a comprehensive array of general education courses. They provide students the opportunity to develop an all-encompassing range of knowledge and to apply the core abilities in a variety of areas of study. They consist of courses from: communication, mathematics, natural sciences, arts and humanities, and behavioral and social sciences.

Required General Education Courses (subject to change for transfer students)

- First Semester Seminar (FSS)-125 (2 credits)
- Initial Social Interaction Assessment (AC)-151 (0 credits)
- Communication Seminar (CM)-120 (4 credits)
- Communication Seminar (CM)-125 (3 credits)
- Quantitative Literacy in the Modern World (QL)-122 (4 credits)
- Mathematical Connections (QL)-156 (3 credits)
- Introduction to the Arts (FA)-110 (4 credits)
- Expressions and Interpretations of Human Experiences (HUM)-150 (4 credits)
- 2 of the 5 Behavioral Science Courses (Lifespan Development (PSY)-110 (4 credits), Human Development in the Social Environment (SW)-200 (3 credits), Introduction to Global Studies (GLS)-200 (4 credits), American Politics (POL)-225 (4 credits))
- Pre-professional Seminar: Career & Internship Planning (PPS)-229 (1 credit)
- Communication Seminar (CM)-225 (3 credits)
- Working in Diverse Groups (BSC)-215 (2 credits)
- Intermediate-level Event (ADV)-299 (0 credits)
- Humanities and Fine Arts courses at the 210 level at different areas of study (HFA); 2 courses; 2 credits each; 4 credits total

- Humanities and Fine Arts courses at the 310 level (HFA); 2 courses; 2 credits; 4 credits total
- Mathematics and/or the Natural Sciences, including 1 laboratory science course; 2 courses; 3-4 credits each; 7-8 credits; Science should be SC-118 Human Biology; SC-118L Human Biology Lab
- Global Perspective and Effective Citizenship (GEC)-300 (3 credits)
- Electives-any course outside the major or required minor/support area; 6 credits total.

Social Work Majors – General Education Requirements

(Even though students may have an option with some general education requirements, social work students are required to take specific general education courses as listed below. Even though other science courses may be taken, via the General Education requirements, SC 118 is the preferred science course for the social work major as it helps student further develop their knowledge and skills of the bio-psycho-social framework model as well as PPS 229: Pre-Professional Seminar is the preferred seminar course for social work majors):

- First Semester Seminar (FSS)-125
- SSC 118: Human Biology with SC 118L: Human Biology Lab (however, exceptions can be made for social work students who have already successfully completed other science/math courses that meet the general education requirement, prior to declaring social work as their major.)
- SW 200: Introduction to Social Work or SW 250: Human Development in the Social Environment
- PPS 229: Pre-Professional Seminar
- INTERN 383: Internship Seminar

Social work majors are required to complete both human biology and statistics courses, as they enhance baccalaureate social work education. Further, these two (2) courses are often required for Master of Social Work (MSW) programs, yet Human Biology is less required than in the past. By requiring these two (2) courses, it helps students interested in a MSW degree now or in their future. For more information on MSW programs, students are encouraged to seek information from colleges that offer such programs. The Social Work Department will assist students interested in a MSW degree, although they cannot represent other colleges and social work programs.

Social Work Curriculum Requirements

This Social Work Department focuses on a holistic educational format. It celebrates the generalist social work approach as it uniquely provides students a foundation of courses to broaden their education as well as to enhance their employment marketability and graduate school experience.

Social work majors are expected to complete the following social work courses:

Beginning Level

- SW 200: Introduction to Social Work

- SW 250: Human Behavior and the Social Environment

Intermediate Level

- BSC 255: Behavioral Science Research Methods
- BSC 256: Probability and Statistics (OR BSC 257: Stats for Health Professionals OR MT 256: Probability and Statistics)
- SW 300: Social Work Practice Methods: Individuals
- Elective: SW 350: Special Topics in Social Work (Examples of Topics: Trauma Informed Care; Child and Family Welfare; Health Care Matters; Violence Against Women; Racial Social Justice; and/or Grief, Dying, and Death)

Advanced Level

- SW 400: Social Work Practice Methods: Groups and Families
- SW 430: Social Policy
- SW 450: Social Work Practice Methods: Organizations and Communities
- SW 483: Social Work Practicum Education

Social Work Electives

- Four (4) credit electives are required. These upper-level electives can be 1 credit to 4 credits. Your advisor can provide you with examples of possible electives. SW 350: Special Topics in Social Work may be a strong source for students to select via this elective requirement. Electives have to have a strong social work presence to count.

Students are to contact the social work faculty to discuss general education elective options as well as possible minors to best meet their academic goals and professional interests.

BSW Curriculum Sequence

Below is a list of courses required for social work majors. With each course, there is the course description and the course outcomes. With each course, students have an opportunity to build on their previously gained knowledge, skills, values, and strengths. Courses, via outcomes, assignments, and assessments, provide students the opportunity to learn and apply knowledge, skills, values, and cognitive/affective processes that are consistent with the program outcomes. This practice demonstrates the student's ability to master the required competencies and dimensions.

Beginning Level

- **SW 200: Introduction to Social Work (3 credits)**

Course Description

This course is the gateway into the social work major. It is meant to provide students with an overview of the profession of social work, including its history, mission, values and ethics, theoretical frameworks, various practice areas, and philosophy of social work. Students will gain exposure to social work's role with cultural competency, social justice,

social welfare, and social policy. The roles, practices, contributions, and perspectives that social work has with social welfare policy will be explored.

Course Outcomes

At the conclusion of this course, students are expected to:

- Define, understand, and apply the history, mission, values, ethics, and philosophy of the social work perspective as measured by readings, discussions, activities, assessments, and assignments. This includes articulating the student's own personal values and how these compare with those of the profession of social work. (Alverno Ability: Valuing in Decision-Making, Level 2)
- Recognize how generalist social work concepts, roles, and settings can impact systems at all levels, including individuals, families, groups, communities, and organizations, particularly with diverse minority groups, vulnerable populations, and at-risk groups as measured by readings, discussions, activities, assessments, and assignments. This includes articulating how the concepts used by social workers apply in the student's own and in other communities. (Alverno Ability: Effective Citizenship, Level 2)
- Identify the impact, effect, and influence of social welfare policy on social work practice; health and well-being; services, programs, and policies; political and organizational processes; social and economic; and on oppressed and underserved groups as measured by readings, discussions, activities, assessment, and assignments. This includes demonstrating the student's ability to use social work concepts as a mechanism for addressing problems faced by individuals, families, groups, organizations, and communities. (Alverno Ability: Problem-Solving, Level 2)

Additional Information

This course serves as the introductory course to the program and covers fundamental social work terms, concepts, history, and Code of Ethics. This course describes various social work programs and settings as well as introducing social welfare policies related to the profession of social work.

- **SW 250: Human Behavior and the Social Environment (3 credits)**

Course Description

In this course, students will acquire knowledge and skills about biological, sociological, psychological, cultural, and spiritual development throughout the lifespan, conception through elder years. Human development with the social environment emphasis from individual, family, group, organization, and community perspectives and various theoretical frameworks. Students will apply core social work competencies.

Course Outcomes

At the conclusion of this course, students are expected to:

- Apply knowledge and theories of human biological, sociological, cultural, psychological, and spiritual influences and their relationships on human development from conception through the elder years as measured by readings, discussions, activities, assessments, and assignments. This includes articulating the student's understanding of theories and

knowledge as it relates to lifespan development. (Alverno Ability: Communication, Level 2)

- Integrate current models of social systems, including individuals, families, groups, organizations, and communities, in relation to how people live within their social systems as measured by readings, discussions, activities, assessments, and assignments. This includes the student holistically processing case studies of the profession of social work. (Alverno Ability: Problem-Solving, Level 2)
- Assess knowledge of growth and development from conception to elder years as they are affected by ecology of human, social systems, and natural and social environmental factors as measured by readings, discussions, activities, assessments, and assignments. This includes the student holistically processing case studies of the profession of social work. (Alverno Ability: Analysis, Level 2)
- Integrate social values and ethics in supporting the realization of human potential in culturally diverse settings, including an examination of strengths and issues in working with urban and rural populations as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use social work ethics and values as a mechanism for addressing culturally diverse settings. (Alverno Ability: Valuing in Decision-Making, Level 2)

Additional Information

This is the first of two courses that address human behavior in the social environment with this course being a more traditional format as well as the foundation course for human development in the social environment. This course addresses lifespan from birth to death, including applying the bio-psycho-social framework to each of the four stages (early childhood, adolescence, adulthood, older person). It is the program's theoretical framework course, with various theories being applied to each of the four stages.

Intermediate Level

- **BSC 255: Behavioral Science Research Methods (4 credits)**

Course Description

The student learns about the research methods commonly used by behavioral scientists. The student participates in a number of classroom exercises to acquaint her with philosophical and methodological issues related to a variety of behavioral science methods. The student also conducts research projects in which the student defines problems to be addressed, formulates questions and hypotheses, and designs a research instrument. The student collects and analyzes data using SPSS computer software. The student prepares a final report, using appropriate summary statistics, tables, and graphics.

Course Outcomes

At the conclusion of this course, students are expected to:

- Demonstrate the ability to identify variables, and to distinguish between variables, values, units of measurement, and individual cases. You will develop appropriate measures of specific variables.

- Demonstrate an understanding of the importance of representative samples, and of how good sampling methods provide such samples. You will also demonstrate the ability to use good sampling methods to draw small samples. In addition, you will demonstrate an understanding of the difference between random sampling methods and convenience sampling.
- Demonstrate an understanding of the steps in the process of designing and carrying out a survey, including conceptualization, survey design, sampling, data collection, and coding.
- Demonstrate an understanding of the functions of qualitative research, including choosing appropriate qualitative designs for particular inquiries, and the means of reporting qualitative results scientifically.
- Demonstrate an understanding of the difference between quasi-experimental designs (e.g., existing group comparisons) and experimental designs, both in terms of group assignment and in terms of the kinds of conclusions that can be validly drawn from each.
- Demonstrate an ability to clearly report the results from a number of different kinds of measures, choosing appropriate methods from among tables, graphs, and statistics. You will write accurate statements summarizing data, in the context of a complete report.
- Demonstrate Level 3 Reading and Writing, and Level 2 Quantitative Literacy, in your work.
- Use APA format (*Publication Manual, 7th edition, 2019*) in your assignments. This includes academic honesty in your citations and paraphrasing.

Additional Information

This course serves as the research course for the social work major. It provides students with a foundation of research which can be applied in future social work courses.

- **BSC 256: Probability & Statistics (4 credits) (OR BSC 257: Stats for Health Professionals OR MT 256: Probability and Statistics, which these course description and outcomes can be found on the college's website)**

Course Description

The student develops skills communicating statistical information using SPSS computer software. The student learns both theory and applications for statistical hypothesis testing, learning to test for the significance of relationships between variables and differences between groups in a variety of situations. The student learns bivariate descriptive statistics. The student learns to communicate findings clearly and accurately and to accurately interpret the presentation of statistical findings encountered in research.

Course Outcomes

At the conclusion of this course, students are expected to:

- Demonstrate a basic understanding of descriptive statistics, a. Summarize dataset information in terms of frequencies and central tendencies b. Understand the meaning

and relevance of scales of measurement in data c. Highlight or otherwise illustrate significance in large samples and datasets.

- Demonstrate a basic understanding of inferential statistics, a. Learn the theoretical basis for the use of statistics in research, including experiments and survey work b. Use statistics to identify issues of concern in the world around you (e.g., trends in drug use) c. Read and analyze datasets and extract meaning from them relative to some question, problem, or issue being studied.
- Communicate the results of a study cleanly to others, who may or may not be familiar with social science research.

Additional Information

This course serves as the statistics course which is often used in the profession and graduate school. Students are welcome to take BSC 257: Stats for Health Professionals OR MT 256: Probability and Statistics, instead of BSC 256: Probability and Statistics.

▪ SW 300: Social Work Practice Methods: Individuals (3 credits)

Course Description

In this course, students will acquire knowledge and skills of the intervention level of individuals (micro) social work practice. These include client interviewing, evidence-based assessments, interpersonal skills, and documentation practices. Linkages will be made to families, groups, organizations, and communities. Students will apply core social work competencies within the context of practice with individuals.

Course Outcomes

At the conclusion of this course, students are expected to:

- Apply differential prevention measures, assessment tools (including contracts), theoretical frameworks, intervention methods, and evaluation techniques used by social workers for diverse, cross-cultural, at-risk, and underserved populations as measured by readings, discussions, activities, assessments, and assignments. This includes articulating the student's understanding of such evidence-based practice. (Alverno Program Outcome #2)
- Apply the code of ethics and cultural competency to promote strengths, mutuality, collaboration, empathy, self-determination, and respect for the clients and their social system as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use social work ethics and values as a mechanism for addressing culturally diverse settings. (Alverno Program Outcome #1)
- Understand their own conceptual framework and identify with their own cultural competency as measured by readings, discussions, activities, assessments, and assignments. This includes holistically processing one's own personal and professional values and how they compare with those of the profession of social work. (Alverno Program Outcome #2)
- Practice writing social work documentation as used with assessments, court reports, and case notes which are used to document client interaction and progress as well as

evaluate and assess client goals as measured by readings, discussions, and assignments. This includes holistically processing and practicing a variety of forms of documentations used in the profession of social work. (Alverno Program Outcome #2).

Additional Information

This course is the first of three practice courses that are required for the major. There is a particular focus on working with individuals in this course. During this course, students learn the knowledge, skills, values, and cognitive/affective processes of social work practices, which this course serves as the foundational course of practice. Thus, this course is recommended to be taken before SW 400 and SW 450. Students learn about the practice of professional-based documentation as well.

- **SW 320: Families and Society (3 credits)**

Course Description

This course will examine the family, its structures, and functions. It will look at what families are, why they exist, and how they differ and change. In one respect, this course is about your life as a family member: the experiences we all personally have had with family, good and bad, tend to affect what we bring to the study of this topic. In another respect, though, the course is about society's perspective of a family, and how we can understand them holistically. So, we will approach the family from the perspective of behavioral science: in particular, from the disciplines of social work, sociology, and related professions.

Course Outcomes

By the conclusion of this course, students are expected to:

- Develop a comprehensive understanding of the family as a social institution and local of socialization. This will mean using a set of key concepts and theories to analyze family systems and their relationships to their social contexts. It also means we will tend to take a *comparative* view of how families are structured and how they operate. (Analysis, Level 4 and Developing Global Perspective, Level 3).
- Use qualitative and quantitative research accurately and meaningfully to examine important questions about family dynamics, history, and current issues (Problem-Solving, Level 4).
- Better compare public policies regarding family issues, and more effectively articulate your own positions on these issues, grounded in both a clear moral framework and the behavioral science used to support it (Valuing, Level 4; Effective Citizenship, Level 4; and Integrated Communication, Level 4).

Additional Information

This is the second human behavior in the social environment style course for the social work major. This course complements SW 250 and advances their knowledge, skills, values, and cognitive/affective processes related to families. The bio-psycho-social framework is applied to various stages and a diversity of families. There is a special emphasis on child and family welfare with this course.

- **Elective: SW 350: Special Topics in Social Work (Examples of Topics: Child and Family Welfare; Health Care Matters; Violence Against Women; Racial Social Justice; and/or Grief, Dying, and Death) (1 - 4 credits)**

Course Description

This course allows students to explore in depth a topic featured in professional research and training in the profession of social work and social services, such as those emphasized in the surrounding area of Milwaukee and the state of Wisconsin. Topics for the course will rotate according to assessments of need and based on feedback from the community, including the Social Work Advisory Council. Sample topics may include Trauma Informed Care, Child and Family Welfare, Violence against Women, Racial Social Justice, Death and Dying, and Health Care Services Access.

Course Outcomes

At the conclusion of this course, students are expected to:

- Critically examine and analyze the evidence-base for the topic using academic and profession-grounded social work literature. (*Analysis, Level 4; Problem-Solving, Level 4*)
- Critically demonstrate an evidence-based understanding of the topic via accurate application of theoretical frameworks, critical assessment of need, as well as assessment of outcomes, and effective demonstration of their gained knowledge and skills with hands-on exercises. (*Analysis, Level 4; Problem-Solving, Level 4*)
- Effectively develop concrete applications of the topic to professional practice, educational achievement, and/or their daily lives and assess the effectiveness of these applications. (*Analysis, Level 4; Problem-Solving, Level 4*)
- Effectively evaluate the strengths and challenges of the themes or components of the topics, which is based on evidence-based research. (*Analysis, Level 4; Problem-Solving, Level 4*)

Additional Information

A course such as this course will provide students with current knowledge and skills on topics that they may encounter in their professional careers. Possible benefits include inspiring students to learn and apply knowledge and skills to a particular topic deeply, which may further develop students' professional interest or career path while advancing their employment marketability. This opportunity will give students an opportunity to learn from professionals with direct knowledge and practice of the topic. Social work students are required to take 4 electives, and this course will be a strong option for this requirement.

- **INTERN 383: Internship Seminar (2 credits)**

Course Description: At the internship site, the student develops the ability to apply classroom learning to a concrete work situation and at the same time develops their skills in reflecting on and conceptualizing learning that comes from work experience. Emphasis is also placed on developing the ability to assess oneself as a key ability in "learning how to learn" from any work experience.

Course Outcomes

At the conclusion of this course, students are expected to:

- Articulate connections between the student's off-campus experiences and course work across the college curriculum.
- Demonstrate discipline departmental outcomes in the work setting.
- Use work experience to further develop discipline knowledge and outcomes.
- Develop increasing sophistication in reading the organization.
- Demonstrate professionalism.
- Successfully complete the requirements of the accompanying seminar or monitoring faculty member.

Additional Information

This is the first of two internship type education courses, with the second being SW 483: Social Work Practicum Education (9 credit; 420 hours). INTERN 383 is an internship type course. This course requires 120 hours at the approved agency. It also includes course time and assignments/assessments.

Advanced Level

- **SW 430: Social Policy (3 credits)**

Course Description

In this course, students will acquire knowledge, skills, and values of social policy. They will develop critical analysis skills and communication skills to advance social action needed to promote human rights and well-being. Students will learn the role that social work has on policy development, analysis, implementation, and evaluation as well as how policy impacts service delivery. Students will gain an understanding of the interaction between research, practice, and policy.

Course Outcomes

In this course, students are expected to:

- demonstrate the understanding of historical, social, cultural, economic, organizational, environmental, and global influences that impact social policy.
- apply multiple sources of knowledge, including using research-based knowledge into informed social work practice.
- demonstrate the understanding of the forms and mechanisms of oppression and discrimination as well as the value of human rights and social action.
- apply the understanding of the role of social work has on policy development, analysis, implementation, and evaluation as well as how policy impacts service delivery.

Additional Information:

This course serves as the social work program's social policy course. This course will advance the knowledge, skills, values, and cognitive/affective processes of social welfare

policy, which was first learned in SW 200: Social Work Programs and Services, advanced in SW 320: Families and Society, and enhanced in all other social work courses prior.

- **SW 400: Social Work Practice Methods: Groups and Families (3 credits)**

Course Description

Students will acquire knowledge and skills of the intervention level of groups/families (mezzo) social work practice. These include group stages and processes, group development, and family functioning with intervention strategies. Linkages will be made to individuals and organizations/communities. Students will apply core social work competencies.

Course Outcomes

At the conclusion of this course, students are expected to:

- Understand historical perspectives, theoretical frameworks, Code of Ethics, and Standards of Cultural Competency as they apply to groups and families in social work and as measured by readings, discussions, activities, assessments, and assignments. This includes the student holistically processing and applying historical perspectives, theoretical frameworks, Code of Ethics, and the Standards of Cultural Competency used in the profession of social work. (Alverno Program Outcome #2)
- Demonstrate the ability to apply social work core competencies and standards when working with groups and families, including how to effectively prevent and intervene, practice mezzo-level skills, apply knowledge, skills, and theory, and awareness of various interventions, assessments, and evaluations as measured by readings, discussions, activities, assessments, and assignments. This includes articulating the student's understanding of such evidence-based practice. (Alverno Program Outcome #3)
- Recognize how the social work core values and ethics impact groups and families of differing social, cultural, racial, religious, spiritual, class, ethnic, sexual orientation, ability/disability, age, gender, and life-style groups affect behavior in families and groups, including strengths and supports as well as family risk and resilience factors as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use social work ethics and values as a mechanism for addressing culturally diverse groups and families. (Alverno Program Outcome #3)
- Assess and demonstrate knowledge of the professional relationship role and boundaries in worker relations with families and groups, including practicing critical thinking skills, communication skills, and working in a multi-disciplinary team and team approach via assessment, intervention, evaluation, and supervision as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use a variety of social work strengths to advance professional growth (Alverno Program Outcome #2)

Additional Information

This course is the second of three practice courses that are required for the major. There is particular focus on working with a variety of groups as well as families. It is recommended that students take this course after SW 300 as that course provides a foundation to practice. During this course, students learn the knowledge, skills, values, and cognitive/affective processes of social work practice. With families, there is a particular emphasis on child and family welfare.

- **SW 450: Social Work Practice Methods: Organizations and Communities (3 credits)**

Course Description

In this course, students will acquire knowledge and skills of the intervention level of organizations and communities (macro) social work practice. These include advocacy, community needs assessments, coalitions, board of directors, leadership, supervision, fundraising, grant writing, and policy analysis. Linkages will be made to individuals and groups with families. Students will apply core social work competencies.

Course Outcomes

At the conclusion of this course, students are expected to:

- Understand historical perspectives, theoretical frameworks, Code of Ethics, and Standards of Cultural Competency as they apply to organizations and communities in social work and as measured by readings, discussions, activities, assessments, and assignments. This includes the student holistically processing and applying historical perspectives, theoretical frameworks, Code of Ethics, and the Standards of Cultural Competency used in the profession of social work. (Alverno Program Outcome #3)
- Apply the role of the social worker in macro practice, including how to define, prevent, intervene, assess, analyze, and evaluate the problem, policy, population, program, organization, and community, by utilizing strengths, resources, collaboration, and evidence-based practice as measured by readings, discussions, activities, assessments, and assignments. This includes articulating the student's understanding of such evidence-based practice. (Alverno Program Outcome #3)
- Apply the social work micro and mezzo skills applicable to macro level practice as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use a variety of social work strengths to advance professional growth (Alverno Program Outcome #3)
- Demonstrate how the social work core values and ethics impact organizations and communities of differing social, cultural, racial, religious, spiritual, class, ethnic, sexual orientation, ability/disability, age, gender, and life-style groups affect behavior in communities and organizations, including strengths and supports as well as ethical dilemmas as measured by readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use social work ethics and values as a mechanism for addressing culturally diverse groups and families. (Alverno Program Outcome #1)

Additional Information

This course is the third of three practice courses that are required for the major. There is particular focus on working with a variety of organizations and communities. It is recommended that students take this course after SW 300 as that course provides a foundation for practice. During this course, students learn the knowledge, skills, values, and cognitive/affective processes of social work practice. There is emphasis on topics such as community needs assessments, leadership and supervision, grant writing and fundraising, coalitions, and board of directors.

- **SW 483: Social Work Practicum Education (9 credits)**

Course Description

This Social Work Practicum Education course is designed to provide the student with an opportunity to apply social work knowledge, skills, and values learned in the classroom to an approved community agency/organization. This includes gained knowledge and values, practice and professional skills, exposure to evidence-based practice, and appreciation of the NASW Code of Ethics. Practicum Education is defined as a high impact practice and the pedagogical course for social work education. As students apply their academic course work to practicum-based opportunities, they demonstrate and achieve the CSWE EPAS nine (9) competencies and associated behaviors and dimensions known as fundamental to baccalaureate social work. Students are supervised by both an experienced social worker and by an academic social work faculty member. The student is expected to learn a holistic and broad knowledge base of the agency/organization while practicing as a social worker in the agency/organization setting. Via this 9-credit course, students are expected to complete at the minimum 405 hours at their assigned agency/organization as well as attend regular campus meetings and complete academic assignments/assessments.

Course Outcomes

At the conclusion of this course, students are expected to:

- Practice the application of knowledge, skills, and values via such tasks as differential prevention measures, assessment tools (including contracts), theoretical frameworks, and intervention methods, and evaluation techniques used by social workers for diverse, cross-cultural, at-risk, and/or underserved populations to a practicum setting. This outcome will be measured by practicum site assessments, readings, discussions, activities, assessments, and assignments. (Alverno Program Outcome #2)
- Learn a holistic and broad understanding of the assigned agency/organization and successfully be able to practice their policies, standards, and philosophy and perform as a social worker in their work environment, via the guidance of the agency practicum supervisor. This outcome will be measured by practicum site assessments, readings, discussions, activities, assessments, and assignments. (Alverno Program Outcome #2)
- Practice the application of the Code of Ethics and cultural competency to promote such concepts as strengths, mutuality, collaboration, empathy, self-determination, and respect for the clients and their social system to a practicum setting. This outcome will be measured by practicum site assessments, readings, discussions, activities, assessments, and assignments. This includes demonstrating the student's ability to use

- social work ethics and values as a mechanism for addressing culturally diverse settings. (Alverno Program Outcome #1)
- Understand their own conceptual framework and identify with their own cultural awareness as measured by practicum site assessments, readings, discussions, activities, assessments, and assignments. This includes holistically processing one's own personal and professional values and how they compare with those of the profession of social work. (Alverno Program Outcome #1)
- Practice oral communication as used with clients, during agency/organization department/committee meetings, and/or with stakeholders as well as practice written communication as used with such social work documentation as assessments, court reports, and case notes. Such methods of communication are used to document client interaction and progress as well as evaluate and assess client goals - in a practicum setting. This outcome will be measured by practicum site assessments, readings, discussions, and assignments. This includes holistically processing and practicing a variety of forms of documentations used in the profession of social work. (Alverno Program Outcome #2)

Additional Information

This is the second of two (2) internship education courses, with the first internship (INTERN 383) being hosted by Career Studio. SW 483: Social Work Practicum Education is a social work course that serves as the Social Work practicum. This is the comprehensive practicum education course and requires 405 hours and evaluates the student's ability to demonstrate all of the EPAS competencies. This course should be taken during the student's final semester of their undergraduate education. Students are to take SW 483 (9 credits) with no more than one other course. For a student to take more than 12 credits in the semester with SW 483, they will need to request permission from their social work advisor. Such students will not be permitted to enroll in SW 483 without this approval from their social work advisor, in addition to already required approval of the BSW Practicum Director. If a student adds any courses after enrolling in SW 483, they may be dropped from that course until their course load gets changed/approved. In addition to a traditional practicum, this course supports advancing their career development skills, such as interviewing for social work positions, completing online employment applications, understanding women in leadership, processing individual professional self-care, working towards graduate school, advancing resume, certification and licensure, and/or other related topics.

Grade Point Equivalency (GPE)

Alverno College requires all students to meet the standards established by the faculty in their given disciplines. In all courses listed on the official transcript, students have met these standards. Courses in which students did not meet these standards or criteria are not recorded. A student must successfully complete the courses and external assessments required for their major(s) and minor area(s) of study as printed in the bulletin for the semester and year of their entry.

Alverno recognizes and values the documented educational significance of narrative feedback and self-assessment of student learning. We also want to open opportunities for our students in competitive scholarships, practicums/internships, employment, and advanced degrees where narrative transcripts are not easily communicated or recognized. To facilitate these opportunities, faculty submit grade equivalencies to the registrar at the end of each semester for each student. Students can request to see these equivalencies by submitting a release form to the registrar. Alverno recommends that students meet with their advisor before requesting their grade point equivalency to discuss the purpose of their request. They are not part of the official transcript but can be used in situations where this information is required. The collection of grade equivalencies is a service to the students pursuing scholarships and professional opportunities and never has been, nor will it be, a substitute for narrative feedback. This process is only to be requested when needed and is to be defined as an exception to the academic philosophy of Alverno.

Minor/Support, Double Major

Minor/Support (18 credits, for those majoring in another discipline)

- SW 200: Introduction to Social Work – 3 credits
- SW 250: Human Behavior and the Social Environment – 3 credits
- SW 300: Social Work Practice Methods: Individuals – 3 credits
- SW 400: Social Work Practice Methods: Groups and Families – 3 credits

Double Major

With the Social Work major, students are required to have a minor or they are welcome to double major (without a minor). Students should highly consider having a double major with Social Work and Psychology. Students should consider selecting a minor that advances their interests, knowledge, skills, and strengths. A minor can help increase a student's marketability and better prepare them for graduate studies. Students are encouraged to talk to their social work advisor about possible minor options and/or the option of double majoring.

Sample Four-Year Plan

Below is a sample or guide academic schedule for a student entering Alverno College their first year of college. This plan is a strong guide, yet it is only a guide. Based on students' needs, it is subject to change. Students are highly encouraged to discuss their needs, goals, interests with their social work advisor and/or the department chair of the social work program.

Sample Course Sequencing Plan (Guide only; for social work majors; doesn't include the substance abuse counseling specialization)

Fall 1		Spring 1	
Course	Credits	Course	Credits
FSS 125	2	CM 125	3

CM 120	4	QL 156	3
QL 122	4	FA110/HUM150	4
		SC 118 with	
FA110/HUM150	4	Lab	4
BSC 215	2	SW 200	3
	=16		=17

Fall 2		Spring 2	
Course	Credits	Course	Credits
CM 225	3	BSC 255	4
SC/MATH	4	HFA 210	2
BEH SCI	4	MINOR	4
HFA 210	2	MINOR	4
SW 250	3	PPS 229	1
	=16		=15

Fall 3		Spring 3	
Course	Credits	Course	Credits
SW 300	3	GEC 300	3
SW 320	3	HFA 310	2
BSC			
256/257/MT			
256	4	MAJOR ELEC	2
INTERN 383	2	GEN ED ELEC	3
SW 430	3	HFA 310	2
SW 399	0	MINOR	4
	=15		=16

Fall 4		Spring 4	
Course	Credits	Course	Credits
SW 400	3	SW 450	3
GEN ED ELEC	3	SW 483	9
MINOR	4		
MINOR	4		
MAJOR ELEC	2		
	=16		=12

TOTAL: 124 CREDITS

NOTE:

Students are to take SW 483 (9 credits) with no more than one other course, without permission from the student's social work faculty advisor.

Academic and Professional Advisement for Majors

Led by social work faculty, academic and professional advisors serve as a valuable resource of support, encouragement, and advising on academic and career planning. Advisement is a partnership between the social work faculty and students with both contributing to the relationship.

All first-year students are advised by the staff advisors in the Academic Advising Office. During the second year, students are assigned a social work academic and professional advisor while they are in the pre-social work (PSW) candidacy. This social work academic and professional advisor helps mentor students with the admission process into the BSW major and understand the course plan for the upcoming semesters. Students remain with their academic and professional advisor once approved for the program. If they are not approved, they are transferred to their newly designated major or students remain in pre-social work (PSW) status and are advised by an advisor in the Academic Advising Office.

Once in the social work program, students are expected to meet with their social work academic and professional advisor, prior to registering for their upcoming semester and more often if they are struggling academically or have questions or concerns. Advising may be done one-on-one or in a group, based on the availability of the social work advisor and the needs of the advisees. The social work academic and professional advisor helps mentor students to determine ways to enhance their strengths and interests both academically and professionally. Together, academically, they process what courses to take for the upcoming semester as well as review the students' academic plans for the duration of their undergraduate degree, yet it will be up to the advisees to follow their established plan.

Professionally, advisees and advisors will discuss and explore the student's interests, goals, and plans for their careers and/or graduate school. Social work academic and professional advisors may also share available campus resources, such as the Library, Counseling Services, Career Studio services, tutoring services, and other campus resources, during advisor/advisee interactions. Advisees may also process and be referred to community organizations for possible volunteerism and work opportunities, by their advisor.

The Social Work Department strives to support the professional identity and development of all of our students, via course curriculum, student association/committee, advising sessions, and practicum education. Students receive indirect, ongoing educational and career advisement or mentorship via their faculty, agency practicum supervisors, and on-campus resources (i.e.: Advisee Office, Career Services, Academic Support Services, and/or Office of Student Accessibility) too. This collaboration of sharing employment positions, volunteer opportunities, and training workshops can help advance the students' awareness, interests, and experiences, which enhances more well-rounded students. These opportunities may also help increase the students' marketability with future employment or strengthen graduate school applications.

Further, such purposeful advisement and mentorship may help students more successfully stay on track to graduate. Students are strongly encouraged to take advantage of such mentorship, advisement, and opportunities.

Assessment of Student Social Work Education

Social work students' assessment of each of their competencies will be tracked via LiveText. Student assessments are updated at the end of each semester by the assigned faculty. Each of the nine (9) competencies are to be assessed by both classroom learning (Measure #1) and practicum education (Measure #2). With Measure #1, the competencies, with the related dimension(s), are assessed at least once via a course assignment/assessment of one of the core courses (SW 200: Introduction to Social Work, SW 250: Human Behavior and the Social Environment, BSC 255: Research Methods, SW 300: Social Work Practice Methods with Individuals, SW 320: Families and Society, SW 400: Social Work Practice Methods with Groups and Families, SW 430: Social Policy, and SW 450: Social Work Practice Methods with Organizations and Communities), for the social work major, yet most competencies are assessed two (2) to three (3) times across the social work curriculum. With Measure #2, all nine (9) competencies are assessed during SW 483: Social Work Practicum Education with the dimension of skills.

Key (for the assignment/assessment that assesses the competencies, noted below)

- *Exceeded – (4) Student demonstrates a high degree of competence, understanding, and proficiency. Able to initiate and add significant value.*
- *Met – (3) Student demonstrates consistent growth and development, increased levels of understanding and proficiency. Able to function with independence.*
- *Partially Met – (2) Student is aware but is having difficulties, demonstrates minimal evidence of competence, growth, and change; unable to demonstrate an adequate level of understanding and proficiency. Performance Improvement Plan required in collaboration with the Course Instructor.*
- *Not Met – (1) Student has not developed in relation to this behavior/competency. The Student was unable to demonstrate a basic level of understanding and proficiency. Performance Improvement Plan required in collaboration with the Course Instructor.*

With Measure #1 (in-class – course embedded), students achieve competencies and their assigned dimensions via their course assignments and assessments with a variety of their social work courses. Students earn both a performance rating and a qualitative or narrative description of their work. If students earn an "exceeded" or "met" for the related assignment or assessment, then they have achieved the attempted, assigned dimension of the competency. If they do not successfully earn an "exceeded" or "met," then such students will work with their professor and/or academic/professional advisor to develop a plan on how they can successfully achieve the related dimension of the competency in the future. One viable option in this plan may be for the student to retake the course. In conclusion, students are to

successfully earn an “exceeded” or “met” with the related assignment/assessment, as well as a “satisfactory” with the related course, to continue to advance with the Social Work Department.

With Measure #2 (practicum education), students achieve competencies and the associated behaviors via their SW 483: Social Work Practicum Education course. Practicing and mastering social work skills is the designed dimension. Students earn both a performance rating and a qualitative or narrative description of their work. If students earn an “exceeded” or “met” for the related assignment or assessment, then they have achieved the attempted dimension/behavior of the competency. If they do not successfully earn an “exceeded” or “met,” then such students will work with their course instructor/professor to develop a performance improvement plan. The performance improvement plan should: clearly identify work skill(s) or behavior(s) that needs improvement and identify any associated goal(s); include what specific actions the student will take to demonstrate improvement; include specific deadlines; indicate what measures of success will be utilized to determine if the remedial plan is successful; and have all parties’ signatures on the plan (student, agency practicum supervisor, course instructor/ professor, and/or BSW Practicum Director). Please note that a performance improvement plan can be implemented at any time during the semester, should it be warranted. Please see the *Social Work Department Practicum Education Manual* for more information.

Assessment of Competencies and In-Class Curriculum – Measure #1

Below is a matrix that illustrates how the social work curriculum incorporates the nine (9) competencies. First, the competency is provided. Then, the core social work courses that address the competency are followed by assignments, discussions, activities, readings, guest speakers, tours, and assessments with direct notation of the dimension.

Through the social work curriculum, via assignments, discussions, activities, and other learning experiences, students have the opportunities in the classroom and via practicum education to demonstrate the nine (9) competencies, behaviors, and dimensions. The competencies are repeatedly integrated throughout the curriculum and thus, students have many opportunities to learn, experience, and demonstrate success with the social work competencies.

With competencies six (6) to nine (9), core social work courses ensure that system level content is provided and thus, the five systems (individual, groups, families, organizations, and communities) are holistically addressed.

This matrix provides an easy reference to how and where each competency and their dimensions are taught as well as when are the possible times that each competency can be assessed across the curriculum.

The data is used to support students and their learning and educational progress. And the data is used to continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of social work competencies and the overall Social Work Department.

Competency 1: Demonstrate Ethical and Professional Behavior

Course Number & Title	Generalist Course Content	Dimension(s)
SW 200: Introduction to Social Work	<p>Experiential Learning Paper and Presentation:</p> <p>1. Students write a reflective paper and give a presentation about their experience touring an agency/organization as well as interviewing a social worker employed at the agency/organization.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 300: Social Work Practice Methods: Individuals	<p>Case Note Assessment:</p> <p>1. Students are given a mock case study reflecting an initial home visit.</p> <p>2. Students use the case study to write a professional case note summarizing details from the mock home visit.</p>	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 200: Introduction to Social Work	<p>NASW Code of Ethics and NASW Standards and Indicators for Cultural Competence in Social Work Practice Self-Reflection Paper:</p> <p>1. Students write a reflective paper discussing their perspective, understanding, and application of the NASW Code of Ethics and Standards and Indicators for Cultural</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes

	Competency in Social Work Practice.	
SW 483: Social Work Field Education	<p>Field Practicum in Social Work:</p> <p>1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with ethical and professional behavior.</p> <p>2. Students attend class seminars and engage in small group discussions on ethical and professional social work behavior.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Course Number & Title	Generalist Course Content	Dimension(s)
SW 400: Social Work Practice Methods: Groups & Families	<p>Group Intervention Analysis Paper:</p> <p>1. Students select a family or group intervention (i.e., group therapy, couples counseling, twelve step groups, etc.).</p> <p>2. Students research the intervention.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills

	<p>3. Students write a paper describing the intervention, analyze the history, intentions, and effectiveness, if the selected intervention.</p>	<input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 400: Social Work Practice Methods Groups & Families	<p>TV Family Analysis Paper:</p> <p>1. Students select a television show that features a central family or group.</p> <p>2. Using Family Systems Theory students write a paper assessing the family/group dynamics and roles within the selected television show.</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 430: Systems of Oppression	<p>Oppression and Privilege Self-Assessment Tool and Social Identity Wheel</p> <p>1. Students complete self-assessment tools to identify roles and reflections on personal experiences within systems of oppression, power and privilege.</p> <p>2. Students share reflections with class.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 430: Systems of Oppression	<p>Creative Self-Reflection</p> <p>1. Students use a medium of their choice (i.e., poetry, digital arts, visual arts, etc.) to creatively reflect on course materials, readings, and discussions.</p> <p>2. Students write a personal reflection to identify and reflect on the impacts of course learning</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills

	<p>and influences on future social work practice.</p>	<input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 450: Social Work Practice Methods: Organizations & Communities	<p>Macro Experiential Learning Paper and Presentation</p> <ol style="list-style-type: none"> 1. Students determine how to expand services to meet the needs of a specified human rights/social justice community issue and will create/identify the name of their agency, population served, mission and vision statement. 2. Students create a needs assessment/questionnaire/survey identifying the specific questions asked, the participants, the results, and area/s for service/program expansion. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with advancing human rights, and social, racial, economic and environmental justice. 2. Students attend class seminars and engage in small group discussions on advancing human rights, and social, racial, economic and environmental justice. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes

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

Course Number & Title	Generalist Course Content	Dimension(s)
SW 400: Social Work Practice Methods: Groups and Families	<p>TV Family Analysis Paper:</p> <ol style="list-style-type: none"> 1. Students select a television show that features a central family or group. 2. Using Family Systems Theory students write a paper assessing the family/group dynamics and roles within the selected television show. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 250: Human Behavior in the Social Environment	<p>Critical Autobiography Paper:</p> <ol style="list-style-type: none"> 1. Students write an autobiographical paper critically analyzing factors that have influenced/shaped their development including marginalized and oppressed identities and held positions of power and privilege. 	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 300: Social Work Practice Methods: Individuals	<p>Ecomap Assessment Tool Paper:</p> <ol style="list-style-type: none"> 1. Students conduct an interview of a classmate for the purpose of constructing an ecomap drawing 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills

	<ol style="list-style-type: none"> 2. Student conduct research on ecomaps 3. Students use information from the interviews and research to write a paper discussing and analyzing ecomaps 	<input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 300: Social Work Practice Methods: Individuals	<p>Social History Assessment:</p> <ol style="list-style-type: none"> 1. Students conduct a bio, psycho, social, spiritual (multidimensional framework tool) assessment of an adult 2. Students use information from the multidimensional framework tool to write a paper including a plan of action for the interviewee 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 300: Social Work Practice Methods: Individuals	<p>Role Play Self-Reflection Presentation:</p> <ol style="list-style-type: none"> 1. Students critically analyze role-play activities utilized over the semester 2. Students reflect on what they've learned, personal strengths, areas of needed growth, as well as engagement of diverse populations 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 400: Social Work Practice Methods: Groups and Families	<p>Groups Intervention Analysis Paper:</p> <ol style="list-style-type: none"> 1. Students select a family or group 	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families

	<p>intervention (i.e., group therapy, couples counseling, twelve step groups, etc.).</p> <ol style="list-style-type: none"> 2. Students research the intervention. 3. Students write a paper describing the intervention, analyze the history, intentions, and effectiveness, if the selected intervention. 	<input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 483: Social Work Field Education	<p>Field Practicum in Social Work:</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with engaging in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice. 2. Students attend class seminars and engage in small group discussions on engaging in Anti-Racism, Diversity, 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes

	Equity, and Inclusion (ADEI) in Practice.	
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s)
SW 320: Families and Society	<p>Research Paper:</p> <ol style="list-style-type: none"> 1. Students select a topic of interest from the textbook, class discussions, or other area of personal or professional interest. 2. Students conduct research and write a paper exploring the selected topic. 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 320: Families and Society	<p>Mandated Reporting Paper:</p> <ol style="list-style-type: none"> 1. Students research mandated reporting laws in Wisconsin & 1 additional statute related to abuse/neglect. 2. Students write a paper discussing statutes, interpretation of statutes, implications of mandated reporting, and experience of making a mandated report. 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 320: Families and Society	<p>Family Serving Program Presentation:</p>	<input checked="" type="checkbox"/> Knowledge

	<ol style="list-style-type: none"> 1. Students select & research a local, national, or international non-profit agency. 2. Students give a presentation in which they provide the class with information about the agency (population served, locations, funding, mission, services offered). 	<input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 250: Human Behavior in the Social Environment	<p>Theory Critique Presentations:</p> <ol style="list-style-type: none"> 1. Students select & research a theory of interest 2. Students give a presentation on the theory 3. Students provide an overview of the theory, strengths, weaknesses 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes

	<p>Practicum Education Site Paper and Presentation</p> <p>reflecting on their experiences with engaging in Practice-Informed Research and Research-Informed Practice.</p> <p>2. Students attend class seminars and engage in small group discussions on engaging in Practice-Informed Research and Research-Informed Practice.</p>	
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Competency 5: Engage in Policy Practice

Course Number & Title	Generalist Course Content	Dimension(s)
SW 430: Systems of Oppression	<p>Oppression Profit Analysis Paper</p> <p>1. Students identify a systemic power imbalance, determine who benefits materially from this oppression, review the history of related issues and policies, and identify shifting and emerging trends.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes
SW 320: Families and Society	Mandated Reporting Paper:	<input checked="" type="checkbox"/> Knowledge

	<ol style="list-style-type: none"> 1. Students research mandated reporting laws in Wisconsin & 1 additional statute related to abuse/neglect. 2. Students write a paper about the statutes, their interpretation of the statutes, implications of mandated reporting laws, and experience of making a mandated report. 	<input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 430: Systems of Oppression	<p>Policy Analysis Paper</p> <ol style="list-style-type: none"> 1. Students practice using the Critical Theory model to analyze a social policy outlining the Social Problem; Power Imbalance or Struggle; Public Reaction; Policies, Public Laws or Administrative rules; Implementation of Social Welfare Programs; Actual Impact; Legislative Intended Impact; Public Expectations; and Affected Populations. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 200: Introduction to Social Work	<p>Experiential Learning Paper & Presentation</p> <p>Students will interview a social worker from a nonprofit agency. Without specific approval from the course instructor, this</p>	Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills

	<p>interview is to be completed in-person. Students will set up and conduct this interview on their own time (not during class time). Students are encouraged to contact organizations early in the semester to request and schedule interviews.</p>	<input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with engaging in Policy Practice. 3. Students attend class seminars and engage in small group discussions on engaging in Policy Practice. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
SW 200: Introduction to Social Work	<p>NASW Code of Ethics and NASW Standards and Indicators for Cultural Competence in Social</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values

	<p>Work Practice Self-Reflection Paper</p> <ol style="list-style-type: none"> 1. Thinking about the <i>NASW Code of Ethics</i> and the <i>NASW Standards and Indicators of Cultural Competence</i>, discuss 3 themes you have identified as significant to the profession of social work. 2. Thinking critically about the <i>NASW Code of Ethics</i> and the <i>NASW Standards and Indicators of Cultural Competence</i>, reflect upon the use of both documents within the profession of social work. In other words, why does the profession rely upon these documents? 3. Thinking about the <i>NASW Code of Ethics</i> and <i>Standards and Indicators of Cultural Competence</i>, how might these documents influence your education and professional future? 	<input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)
SW 400: Social Work Practice Methods: Groups and Families	<p>Circle Facilitation Group Activity & Reflection Paper:</p> <ol style="list-style-type: none"> 1. Groups will work together to co-create a Circle agenda that will be used to facilitate discussion among course members. 2. Students will be provided with a case study. 3. The facilitation group agenda will align with the case study. 4. Students will work together to write a reflection paper 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 450: Social Work Practice Methods: Organizations and Communities	<p>Board of Directors Assessment</p> <ol style="list-style-type: none"> 1. Students select and describe a social problem and determine a solution that would lead to the development of a non-profit organization (NPO). 2. Students determine a comprehensive 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities

	<p>list of 8 possible board of directors for their NPO and identify <u>who and why</u> each were chosen.</p>		
SW 300: Social Work Practice Methods: Individuals	<p>Ecomap Assessment Tool Paper:</p> <ol style="list-style-type: none"> 1. Students conduct an interview of a classmate for the purpose of constructing an ecomap drawing 2. Students conduct research on ecomaps 3. Students use the acquired information to write a paper. 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities

	<p>Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with engaging with Individuals, Families, Groups, Organizations, and Communities.</p> <p>2. Students attend class seminars and engage in small group discussions on engaging with Individuals, Families, Groups, Organizations, and Communities.</p>		
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)
SW 450: Social Work Practice Methods: Organizations and Communities	<p>Current News Paper</p> <p>1. Students identify three (3) social justice issues covered in recent news.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups

	<p>2. Determining a target population and problem, students identify how the problem effects the target population, a proposed change or intervention; the results anticipated from the intervention; the role social work plays with the development, implementation, and evaluation of the intervention; the stakeholders and resisters involved; the strengths and weaknesses of the intervention; and possible funding needs for the intervention.</p>	<input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <p>1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment,</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities

	<p>Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation</p> <p>reflecting on their experiences with assessing Individuals, Families, Groups, Organizations, and Communities.</p> <p>2. Students attend class seminars and engage in small group discussions on assessing Individuals, Families, Groups, Organizations, and Communities.</p>		
SW 250: Human Behavior in the Social Environment	<p>Ecological Mapping Assessment:</p> <p>1. Students review a case study and utilize the information to draw an ecomap</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities

<p>SW 300: Social Work Practice Methods: Individuals</p>	<p>Social History Assessment:</p> <ol style="list-style-type: none"> 1. Students conduct a bio, psycho, social, spiritual (multidimensional framework tool) interview 3. Students use information from the multidimensional framework tool to write a paper including a plan of action for the interviewee 	<p><input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes</p>	<p><input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities</p>
<p>SW 400: Social Work Practice Methods: Groups and Families</p>	<p>TV Family Pitch Presentation:</p> <ol style="list-style-type: none"> 1. Students will use their creativity to craft their own family or group TV Show addressing how families deal with modern social issues (i.e., racism, poverty, homelessness, bullying, unemployment, violence, etc.). 2. Students will present a 10 minute “pitch” about their idea for a family show. 	<p><input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes</p>	<p><input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities</p>

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

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)
SW 430: Systems of Oppression	<p>Social Workers as Interrupters Paper</p> <p>1. Students identify how and in what ways social work and other helping professions have historically been recruited to uphold systems of oppression, including any current or future strategies in social work for interrupting that system.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities
SW 300: Social Work Practice Methods: Individuals	<p>Social History Assessment:</p> <p>1. Students conduct a bio, psycho, social, spiritual (multidimensional framework tool) interview</p> <p>2. Students use information from the multidimensional framework tool to write a paper including a plan of action for the interviewee</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 400: Social Work Practice Methods:	Circle Facilitation Group Activity:	<input checked="" type="checkbox"/> Knowledge	<input type="checkbox"/> Individuals

Groups and Families	<ol style="list-style-type: none"> 1. Groups will work together to co-create a Circle agenda that will be used to facilitate discussion among course members. 2. Students will be provided with a case study. 3. The facilitation group agenda will align with the case study. 4. Students will work together to write a reflection paper 	<input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with intervening with 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities

	<p>Individuals, Families, Groups, Organizations, and Communities.</p> <p>3. Students attend class seminars and engage in small group discussions on intervening with Individuals, Families, Groups, Organizations, and Communities.</p>		
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)
SW 300: Social Work Practice Methods: Individuals	<p>Role Play Self-Reflection Presentation:</p> <ol style="list-style-type: none"> 1. Students critically analyze role-play activities utilized over the semester 2. Students reflect on what they've learned, personal strengths, areas of needed growth, as well as engagement of diverse populations 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities

SW 450: Social Work Practice Methods: Organizations and Communities	<p>Short Paper Assignment – KU Community Toolbox (https://ctb.ku.edu/en/table-of-contents)</p> <ol style="list-style-type: none"> 1. Students read and summarize a chapter on evaluating community programs and initiatives. 2. Students analyze the impact of the resource on their social work futures and standards of cultural competence. 	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities
SW 400: Social Work Practice Methods: Groups and Families	<p>Group Intervention Analysis Paper:</p> <ol style="list-style-type: none"> 1. Students select a family or group intervention (i.e., group therapy, couples counseling, twelve step groups, etc.). 2. Students research the intervention. 3. Students write a paper describing the intervention, analyze the history, intentions, and effectiveness, of the selected intervention. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities
SW 483: Social Work Field Education	<p>Field Practicum in Social Work</p> <ol style="list-style-type: none"> 1. Students complete 405 field-based hours in a 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families

	<p>professional social work setting and submit Weekly Journals, Learning Plan Contract, Midterm Assessment, Final Assessment, Self-Reflection Paper & Presentation, Practicum Education Site Paper and Presentation reflecting on their experiences with evaluating practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>2. Students attend class seminars and engage in small group discussions on evaluating practice with Individuals, Families, Groups, Organizations, and Communities.</p>	<input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities
SW 400: Social Work Practice Methods: Groups and Families	<p>Circle Facilitation Group Activity & Reflection Paper:</p> <p>1. Groups will work together to co-create a Circle agenda that will be used to facilitate discussion among course members.</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills	<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations

	<ol style="list-style-type: none"> 2. Students will be provided with a case study. 3. The facilitation group agenda will align with the case study. 4. Students will work together to write a reflection paper 	<input checked="" type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Communities
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Assessment of Competencies and Practicum Education – Measure #2

During SW 483: Social Work Practicum Education, via the Practicum Education Learning Plan Contract/Midterm and Final Assessment Form (see the *Social Work Department Practicum Education Manual*), Measure #2 is assessed. The practicum education component of the Social Work Department clearly connects theoretical and conceptual contributions of classroom learning to the practicum. Once the students are in their practicum placement, they are expected to demonstrate the CSWE nine (9) competencies. Evidence of such learning is demonstrated with the assignments and assessments, the bi-weekly class sessions as a group of related students, as well as the one-on-ones and evaluations with the agency practicum site supervisor. As the signature pedagogy, practicum education is the heart of academic learning in which students are taught to function as a social work professional at the micro, mezzo, and macro levels of practice. Via practicum education, students are expected to demonstrate the nine (9) core competencies that identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with generalist level of practice.

Below are each of the two (2) internship education courses:

INTERN 383: Internship Seminar

- Co-taught by interdisciplinary faculty and Career Studio staff.
- Third year
- 2-credits
- 120 hours at their approved agency
- Regularly scheduled seminar and assignments/assessments

SW 483: Social Work Practicum Education

- Monitored by the Social Work Department and the BSW Practicum Director
- Final semester
- 9-credits
- 405 hours at their approved agency
- Regularly scheduled practicum seminar courses
- EPAS Competencies assessed

Please see the *Social Work Department Practicum Education Manual* for information on procedures, requirements, policies, and other practicum education details.

Social Work Policies and Procedures

Students are responsible to review and follow the policies and procedures as outlined in *this BSW Social Work Student Handbook* as well as Alverno College's Student Handbook. Such policies and procedures are a means of providing a meaningful learning environment filled with engagement, collaboration, and discussion for all students.

Appeal and Grievance Procedures

Alverno College strives to provide an educational experience that empowers students to develop personally, educationally, and professionally. Further, a grievance policy has been established to ensure students have a voice when they feel they have been treated unfairly. During and upon conclusion of the grievance procedure, all are expected to remain professional and respect the confidentiality of everyone involved.

There may be times when students disagree with various policies or actions taken by the Social Work Department or individual social work faculty members. The following procedures have been established to assist students in resolving any conflict that may arise.

1. The student clarifies and describes the concern and consults any appropriate source material, such as syllabi or handbooks/manuals, to make sure that the issue has been clearly identified. If the issue is not resolved, the student may proceed to step two.
2. The student approaches the person (instructor/ professor, advisor, etc.) most directly involved with the issue to discuss the concerns, using any necessary documents (i.e., assignments or assessments). If the issue is not resolved, the student may proceed to step three.
3. The student schedules a meeting with the Program Director of social work to further process the concern. If the issue is still not resolved, the student may proceed to step four.
4. The student is assigned a social work-related professional from the Professional Development Committee, which is a sub-committee of the Social Work Advisory Committee. The department chair of social work assigns the professional to the student based on the strengths and needs of the student and the concern(s). If the issue is still not resolved, the student may proceed to step 5.
5. In a letter to the dean of the Social Work Department, students should carefully describe the concern(s), being mindful to support it with appropriate documentation. The dean reviews the grievance and makes a decision. If the issue is still not resolved, the student may proceed to step six.

6. The student should consult with vice president of academic affairs about possible next steps.

Students Rights and Responsibilities to Provide Feedback

Students have the right to gather and express their views, such as ideas, thoughts, opinions, preferences, and concerns regarding policies and procedures that impact their academic learning. Students have the responsibility to share their views in a professional and respectful fashion, which includes using the NASW Code of Ethics as a guide. Students are welcome to share their views in the course feedback/evaluation conducted at the end of each semester or students are welcome to submit their views to the department chair of social work or any social work faculty. The Program Director will carefully consider the view(s) and establish a plan of action.

Social Media Policy – Social Work Department

The Social Work Department, with the support of the Social Work Advisory Council, has developed a Social Media Policy. Even with the development of this policy, students are encouraged to practice professional caution as well as follow the NASW Code of Ethics.

Due to social work professional standards and the obligation to follow the NASW Code of Ethics, social workers, including social work students, are to continually assess the ethical and practice implications of social media use. Privacy, confidentiality, and the establishment/maintenance of professional boundaries must be considered as well as the necessary precautions to protect the student/employees and clients.

It is acceptable that there are applications for social media within social work. Social media has a broad range of utility in social work practice; social work has many practical applications including education, advocacy, outreach, mobilization, fundraising, and evaluation. Social workers are to be careful about how they may be branding their agency/organization or projects/programs. Additionally, it is the social worker's professional responsibility to maintain appropriate boundaries online as much as possible to protect both their privacy and the privacy of their clients, for example via their practicum placement agency with SW 483: Social Work Practicum Education.

The NASW Code of Ethics (2021) standards that are applicable to social media include:

- Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.
- Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

- Social workers should be aware that personal affiliations might increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- As a professional courtesy, students should refrain from making any negative references or comments about their educational experience, such as Alverno College as an entity, anyone associated with Alverno College, such as their agency/organization, agency practicum supervisor, professors, guest speakers, those associated with the tours, colleagues, classmates, clients, or any client information on any networking sites. If students have negative concerns or thoughts, they should practice professional conduct as outlined by the NASW Code of Ethics and this *BSW Social Work Student Handbook*.
- Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.
- Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

Other important technology considerations regarding social media include:

Overall, texting, email, and social media are quick and effective ways to communicate with others, however, many ethical, legal, and clinical issues must be addressed when using these communication tools. The potential for unintentionally sharing protected information is significant and must be considered. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt seek consultation and supervision. Below are some, yet not all, important considerations:

1. First and foremost, students should be reviewing and adhering to all agency/organization guidelines and policies regarding the use of all means of technology in the agency. Students should be expected to exercise great care and professionalism in how they represent themselves, the Social Work Department, Alverno College, and the social work profession as a whole in any use of technology. For example, it is very easy for an outsider to misinterpret statements or images out of context.
2. Students should only use their agency/organization email address, agency phone number, and agency approved social media tools to communicate with clients. All correspondence should be of a positive and professional nature. Students should not give their personal email or personal phone number to clients. Additionally, students should also be aware that if they do choose to communicate with clients by email, typically the agency/organization's internet service provider generally retains all emails and can be read and monitored by the system administrator.

3. Students should not take and/or share photographs of clients without the client's or the client's guardian consent. It is a breach of confidentiality. Students should know and adhere to the agency's policy on photographs and the use of cell phone cameras.
4. Students should be aware that social media sites are public domains, and any information can be accessed by anyone. Once information is in cyber space, it never goes away. It can become public and permanent.
5. Students should not ask or accept a current or former client as a "friend" on any social networking sites, unless approved by the human services and/or agency practicum education placement site, unless approved by the practicum education supervisor, volunteer, and/or work site.
6. As a professional courtesy, students should refrain from making any negative references or comments about their educational experience, such as Alverno College as an entity, anyone associated with Alverno College, such as their agency/organization, agency practicum supervisor, professors, guest speakers, those associated with the tours, colleagues, classmates, clients, or any client information on any networking sites. If students have negative concerns or thoughts, they should practice professional conduct as outlined by the NASW Code of Ethics and *this BSW Social Work Student Handbook*.
7. Students should maintain the appropriate and professional level of privacy settings. Students should be aware of the safety related concerns with the information that they make available about themselves and their family/friends/others online.

Alverno College Harassment, Violence, and Nondiscrimination Statement (Title IX)

(As noted on the Alverno College website)

In keeping with its mission to promote the personal and professional development of all members of the Alverno community and to provide a safe and welcoming campus, Alverno College fosters a climate of mutual concern, respect and caring. Alverno is committed to promoting a rich learning environment that is free of violence, discrimination, harassment and other barriers to students' learning, healthy growth and development. All members of the Alverno community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

Nondiscrimination Statement

Alverno College intentionally creates a welcoming and inclusive learning community in which all members recognize and respect the rights and human dignity of every other member. The College values diversity and seeks talented students, faculty and staff from a variety of backgrounds. In keeping with its long-standing Catholic Franciscan foundations, Alverno College does not discriminate against any student, employee or applicant on the basis of any individual's age, citizenship, color, disability, gender, gender identity or expression, genetic information, marital status, military status, national origin or ancestry, pregnancy or parenting status, political belief or affiliation, race, religion or creed (except in campus ministry staff positions), sex, sexual orientation, or veteran's status in the administration of its educational programs and activities or in its employment practices. Furthermore, the College prohibits the harassment of students and employees, as harassment is a form of discrimination.

In the area of undergraduate enrollment, Alverno College's weekday undergraduate programs will remain exclusive in respect to gender identity, but not as to any of the other aforementioned characteristics.

Alverno College, an institution dedicated to the education of women, pays particular attention to issues of harassment, discrimination or violence on the basis of sex, gender, pregnancy or parenting status. Conduct, whether intentional or unintentional, that results in discrimination, harassment, or violence toward a student or employee is illegal and unacceptable, undermining the mission of the college. Such conduct, whether on or off campus, is expressly prohibited by the college and is considered a serious violation of human rights.

In alignment with federal Title IX regulations, Alverno College has procedures to receive, investigate, respond to and resolve complaints of discrimination, including harassment based on gender. Title IX violations include discrimination on the basis of sex or gender, gender identity, gender expression, and sexual orientation, and include sexual harassment, sexual exploitation, nonconsensual sexual acts, and sexual misconduct. This policy applies to conduct between men and women or between members of the same sex. In this policy, "discrimination," refers generically and inclusively to all forms of discrimination based on sex or gender, including sexual harassment, sexual exploitation, sexual assault and sexual violence. Sexual misconduct includes but is not limited to conduct prohibited at Wisconsin Statutes 940.225.

This document outlines the investigation procedures by Alverno College in response to allegations of gender-based misconduct and sexual harassment involving one or more Alverno College students. Students who are on leave (disciplinary or otherwise), on a study abroad, or internship will be considered an Alverno College student, unless a student has terminated their relationship with the college.

Title IX Coordinator

Jason Pilarski, Director for Campus Safety
Founders Hall, Room 254
(414) 382 - 6151
jason.pilarski@alverno.edu

Alverno College Diversity, Equity, and Inclusion Policies/Services

As a Catholic, Franciscan college, we at Alverno embrace diversity, equity and inclusion (DE&I) and seek to build a welcoming community in which these values are practiced joyfully and consistently. To carry out this work, we adopted a model of "shared equity leadership." That is, the belief that the ongoing work to achieve a true equity is work to which we all contribute. Please visit the Alverno College DE&I webpage at <https://www.alverno.edu/dei> for the following policies and information:

- Accessibility
- Non-discrimination Statement
- For Dreamers

- Title IX Sexual Harassment Policy
- Hispanic Serving Institution
- Transgender Students
- Thea Bowman Institute
- International and Intercultural Center
- Bias Incident Reporting

Bias Incident Protocol

Bias Related Incidents - Any activity that intimidates, demeans, mocks, degrades, marginalizes, or threatens individuals or groups based on that individual's or group's actual or perceived age, ancestry, ethnicity, national origin, ability (physical, psychological, cognitive), sex, gender identity or expression, citizenship or immigration status, marital status, socio-economic class, race, religion, religious practice, sexual identity, veteran status or any other basis protected by law. A bias related incident can occur whether the act is intentional or unintentional and may or may not be an illegal act. In identifying a bias related incident, the focus is on the impact on an individual or group, not the intention or motivation of the actor. Adapted from ACPA and Virginia Tech, there are two types of bias related incidents:

1. Contained Bias Related Incident – a comment, activity, or event that is seen or heard by a few people, may not be a violation of a policy or law, or has no interest from media or larger investigative bodies (examples include one on one meetings or small groups)
2. Community Bias Related Incident – a comment, activity, or event that is seen or heard by many, violates policies or laws, and/or has interest from the media or larger investigative bodies.

Alverno College urges all members of the community to report any bias related incidents. There are several ways to address and report an incident:

- Seek campus support– Students are encouraged to speak to College officials to report incidents of bias (e.g., academic deans, administrators with supervisory responsibilities, campus safety, human resources).
- Seek confidential support – To be assured the report will remain confidential, consult with one of Alverno's Counselors, Coordinator of Health Services or the Campus Minister. Each will offer confidential resources and options. These individuals are not required to tell anyone else private, personally identifiable information unless there is reason to fear for the safety of the victim or other community members.
- File an online, confidential, anonymous report - [Bias Incident Report](#) Alverno College accepts and investigates all allegations of improper activity by Alverno employees and students.
- File a complaint with the college - Students who believe they have been subjected to incidents of bias are encouraged to file a report with Dean of Students Office staff. Reporting means that only people who need to know will be told and information will

only be shared as necessary with investigators, witnesses, advocates, and the accused individual(s). You can file a complaint in any one of the following ways:

- You may submit an email to the Dean of Students Office by emailing deanofstudents@alverno.edu.
- You may submit a phone report by calling the Dean of Students Office at 414-382-6118 during business hours. If you choose to leave a message on your call, it will be returned at the earliest possible time. You can also call Campus Safety at 414-382-6158 (non-emergency) or 414-382-6911 (emergency)

In the Classroom Policies, Documented in Core Social Work Syllabi

Below are some examples of standard classroom policies. Students are expected to follow these policies as well as any policies noted in their instructor/ professor's course syllabus or via Alverno College's related handbooks/manuals as they are meant to foster a meaningful learning environment filled with engagement, collaboration, and discussion for all students.

Course Format

A variety of methods will be used in the social work courses, including but not limited to class lectures, in-class discussions, audio-visual presentations, professional speaker presentations, student presentations, role play exercises, assessments, and paper projects. All methods are intended to encourage students to gain a greater understanding of topics of interest while engaging students to advance their critical thinking and professional development skills.

Students are expected to complete assigned readings before coming to class and be prepared to discuss the material during class. The syllabus, including the course schedule, is the best approximation of how course material will be covered.

Attendance and Participation

If students find themselves incapacitated or temporarily unable to perform course responsibilities due to chronic health issues or extreme family situations, the student is encouraged to contact their professor for additional support. Further, Counseling Services is an excellent resource for a student struggling with life stressors (strained relationships, anxiety, high level of stress, alcohol/drug problems, feeling down or depressed, or loss of motivation) that are possibly hindering learning in the classroom. Counseling Services can be reached at 414-382-6119 or meg.piedl@alverno.edu for free mental health services. Students are responsible for class attendance and class attendance is expected at all classes. Each student has a unique perspective and can enhance the learning experience for all in the class by attending and participating in classroom discussions and activities. All the same, if a need arises and a student has to miss a class, they are expected to email the professor in advance, as this is professional practice. Students are expected to schedule meetings/appointments/events during non-class times, as class time is meaningful academic learning and professional development. Attendance at all class sessions is

expected, including arriving to class on time and remaining in class for the duration of the class period. Attendance will be taken at the start of each class period.

While the lectures and other daily class content are related to the assigned reading(s), one is not simply a repeat of the other. They are meant to complement and build on one another. Class discussions will be a valuable part of this course, and students will be strongly encouraged to participate. To fully participate in class discussions, students will need to have read the assigned materials prior to each class period. Students will be expected to use non-discriminative language (i.e. college-aged female students are women, not girls), non-judgmental language (i.e. people seek welfare services for a variety of reasons, not all people on welfare are lazy), and people-first language (i.e. people with disabilities, not handicapped people) when conveying their viewpoint.

If a student misses a class lecture, the student is responsible for obtaining class notes and announcements from fellow classmates, as this is professional practice. If a student has questions over the classmates' notes, the student is encouraged to consult with the professor. There are no make-up arrangements for a student who misses a guest speakers' presentations. In such situations, the student is encouraged to get guest speaker presentation notes from others in the class.

Punctuality

Students are expected to arrive to class on time and stay for the entire class period.

Professionalism

Students are expected to foster high professional standards, such as being respectful and supportive of their classmates and instructor/professor; positively interacting with others in the class; being mentally present; and willingness-to-learn via processing knowledge, skills, values, and strengths of the profession of social work. Unprofessional behaviors will be addressed by the instructor/professor and may result in an "unsatisfactory" progress code for the course. Some possible examples of unprofessionalism are disrespecting others in the class or groups of people, such as minority groups; fostering a negative learning environment via exhibiting a negative or disrespectful attitude towards fellow classmates and/or the instructor/professor; and/or unprepared to learn or process the course material during class.

Communication between Students and Faculty

The social work instructors/professors want students to feel comfortable in the classroom as well as achieve their goals and objectives related to this course. The instructors/professors welcome ongoing questions and suggestions. The instructors/professors often arrive early to class and are available to stay after class, to meet with students. If students wish to discuss matters with their professor outside of class, it is ideal to email them and schedule an appointment. Instructors/Professors have open office hours available for students too. Many times, email services as a mutually beneficial means of communication. The instructor/professors will respond to emails as soon as they can - usually within 24 hours or the next business day (Monday through Friday).

If students are having problems with the material and/or assignments of their social work courses, they are strongly encouraged to share their problems with their professors as soon as possible so strategies can be developed to address them.

The instructors/professors are committed to making the social work classes beneficial for all students' learning as well as their professional growth. They welcome on-going feedback from students.

Technology Use

Cell phones should be silenced during class to be respectful to the students in the class and the professor. If students wish to use their laptop during class for notes, they are welcome to do so; however, laptops are meant to be an educational tool for students and their learning, thus should be used accordingly.

Brightspace and LiveText

Students are expected to be familiar with Brightspace. The course syllabus, calendar, assignment/assessment descriptions, and other course materials will be available there. It is necessary that students are comfortable with searching for information as well as posting their assignments and assessments on this software. Also, students are to be familiar with LiveText as their electronic student profile will be housed there.

Writing Guidelines

In the social work courses, students are expected to use APA 7th edition formatting. Students are expected to use professional writing formats, such as using third person, protecting client confidentiality, and using non-discriminatory language. Plagiarism and cheating are unacceptable at Alverno College.

Academic Honesty

Throughout the students' studies at Alverno College, they will be exposed to a variety of learning styles and experiences. In some classes, faculty require students to complete assignments in small-group work sessions while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that students take responsibility for their own work in accordance with the instructions of your professor and with sound academic principles. Students are expected to conduct their work, both inside of the classroom and in independent research, in ways that are academically honest.

Professional Behavior

Appropriate professional behavior is expected of all students. Professionalism in this course must be of the highest standards. Included within the realm of professionalism is the ability to interact appropriately with other students and the professor/instructor in class and online. Unprofessional behaviors will be addressed by the professor/instructor and may result in an unsatisfactory progress code.

Consequences

The consequences for an academic dishonesty offense may include: 1) Failing the assignment or assessment; 2) Failing the course; 3) Dismissal from the social work program; 4) Academic Probation/Academic Probation with Warning; and 5) Dismissal from Alverno College

If faculty have evidence that students are in violation of the Academic Honesty Policy, the following steps may be taken:

- Faculty will collect evidence of the offense and document the nature of the offense.
- Faculty will document their contact with students regarding the offense and their response. This documentation will be housed in their advising file.
- Faculty will inform students that the offense will be reported to the department and that further consequences may follow. Students have a right to appeal the judgment. The appeal process is detailed in the Alverno College Student Handbook.

Student Support Services

Alverno College has many services and supports in place to help students be successful in and out of the classroom. Students are highly encouraged to take advantage of such services. Below are some of the services and supports available to Alverno students:

Office for Student Accessibility (Previously known as Disabilities Services)

The Office for Student Accessibility supports students who have a physical, sensory, learning, and/or psychological disability that substantially limits a major life activity such as learning, communicating, walking, seeing, hearing, or breathing. Many of these disabilities are hidden or less visible, such as anxiety, depression, learning disabilities, arthritis, or other health impairments. The goal of Student Accessibility is to provide academic and physical access by accommodating the disability, promoting student independence, and maximizing academic potential.

Academic Advising Office

The mission of Alverno Academic Advising Office is to facilitate the educational, personal, and professional development of students by engaging them in a collaborative process of academic planning through their graduation.

Registrar's Office

The Registrar's Office is the custodian of students' records. Students can access the Registrar's Office webpage to find information such as calendars, electives, final assessment schedules, Alverno College matrix, and so on. Students are encouraged to go to the Registrar's Office (FO 144) for assistance with student transcripts, academic records, college catalogs, and schedules of classes.

Library

Students can view and check out materials using their student ID. The library can assist students with reserves, research questions, and APA formatting. The Social Work Department has current core course textbooks on reserve for students to read if they prefer not to purchase the course textbook.

Counseling Services

The Counseling Services Department promotes the mental health and well-being of students. Specific prevention and intervention programs are based on fostering the spiritual, intellectual, emotional, social, occupational, and physical development of each person served. The counselor is committed to addressing the students' mental health concerns through direct service to individuals and groups, program planning, and policy development. Students can access free mental health services through the Counseling Services. Please contact Meg Pledl meg.pledl@alverno.edu to arrange an appointment.

Additionally, students can assess Safe Space in FO 319. This Safe Space is a "mental health clubhouse" for students to: to chill out, connect with peers, use positive coping strategies, attend brown bag style workshops, participate in "Monday Matters," and so much more - for students to flourish.

Financial Aid Office

The goal of the Financial Aid Office is to assist students to find a smart, sensible path to finance their education. For questions about the financial aid application process or eligibility criteria, students are encouraged to call the Financial Aid Office (414-382-6262) and make an appointment.

Career Studio

The Career Studio provides the following services for students: INTERN 383, Career direction and planning; interpretation of vocational instruments; major and minor clarification; job search assistance; resume and cover letter review; interview preparation; graduate school planning; free professional clothing boutique, and career fairs and employer events. The Career Studio is an interactive space where students design their future. No need to make an appointment; walk-ins are welcome.

Academic Support Services/Instructional Services

Academic Support Services/Instructional Services provides academic resources to assist students with achieving their educational goals. The classes in quantitative literacy, communication, and English as a Second Language provides a foundation for success in the curriculum. Students can access further support during their academic career through the Communication Resource Center and the Daniel M. Soref Science and Mathematics Resource Center, as well as peer and instructor tutoring, course-based study groups and

workshops. Support services and accommodation for students with disabilities are also available.

Technology Services

Technology Services provides computing resources for students, faculty, and staff, including computer facilities and labs, as well as a wide variety of technical support and resources for students and faculty/staff. Some of the main resources that the students utilize through Technology Services are a large computer lab for students, staff availability to assist students with questions regarding technology, service desk, and a media hub.

English as a Second Language

The English as a Second Language (ESL) Program offers assistance to undergraduate and graduate students for whom English is a second language. Students will be supported in their academic coursework through classes, one-on-one instructor assistance, peer tutoring, and conversation partners. The program coordinator evaluates students' learning needs upon entering the program and determines course placement and appropriate support systems. The coordinator often consults with faculty to develop effective classroom and assessment strategies.

Communication Resource Center (CRC)

The Communication Resource Center provides writing, reading, and speaking assistance on a drop-in, appointment, and on-line basis. The CRC is staffed by Loacker Tutors, nominated to be CRC assistants by faculty because of their success in communication and their ability to work with others. They can help students in such areas as prewriting and brainstorming, establishing a thesis statement, developing and organizing ideas, revising, proofreading, and editing.

Student Organizations

Students have many opportunities to engage and be active in campus life. The Department of Student Activities & Leadership wants students to Live BIG and Get Involved! Get the full college experience by participating in a variety of fun campus events during the first six (6) weeks of school and beyond! Students have access to a Student Group Directory to find one or two groups that spark a passion or foster an interest. Some examples are: Alverno College Association of Social Work, The F-Word [The 'F' stands for feminism], Black Student Alliance, CHICA Hispanic Professionals of Greater Milwaukee (HPGM) Student Chapter, Women of Asian Ethnicity (WAE), Youth Empowered in the Struggle (Y.E.S.), Alverno College Democrats, Circle K International, Gay-Straight Alliance, and Super Moms on Campus. Please see the following [link](#) to search a comprehensive list of [campus student organizations](#) (<https://www.alverno.edu/campuslife/studentactivitiesleadership/index.php>)

Campus Safety

Campus Safety personnel work with the Milwaukee Police Department to develop policies and proactive strategies to address campus security. The Department of Campus Safety is

available to: respond to security concerns 24 hours, 7 days a week, provide emergency first aid when needed, direct and assist visitors, students, faculty, and staff, escort individuals to their cars, bus stop, and to other buildings when requested, deliver emergency messages, enforce regulations pertaining to underage drinking and the use of controlled substances and provide programming to encourage positive safety habits.

Study Aboard/Domestic Travel

The International and Intercultural Center seeks to expand the growth of international and intercultural programs; promote study abroad and student exchange programs; collaborate to increase the number of international degree-seeking students; and support Alverno's local, national and international outreach efforts.

Campus Ministry

Campus Ministry assists and supports members of the Alverno community on their faith journey. Faith development and spirituality are treated as integral and life-long components of each person's total wellness. Members of the Alverno community are diverse in their faith, spirituality and denominational affiliations, which influences worship services, events and programs to reflect inclusivity while drawing inspiration from a Catholic, Franciscan framework. Campus Ministry works collaboratively and cooperatively with student organizations for social justice.

Center for Academic Excellence

The Center for Academic Excellence (CAE) is a community of leaders inspired to achieve. CAE offers academically rigorous and intellectually engaging programs designed to help students develop their learning. This includes the Doherty Scholars Program, Faculty – Student Research Fellowship, Academic Excellence Intensive Courses, Conference and Study Abroad Travel Experiences and Fellowships and Academic Excellence Seminars.

Residence Life

Alverno College has two residence halls on campus, Austin Hall and Clare Hall, nestled on 46-acres of lush green space with running and walking paths, picnic tables and places for socializing, studying, and reflection. Both residence halls offer the convenience of living close to classrooms, academic resources, campus clubs and organizations, performances, and friends.

Early Learning Center

The Alverno College Early Learning Center is a nonprofit organization. They provide quality care for children from six (6) weeks through six (6) years of age. The Center is open to the community; however, priority is given to Alverno students, faculty, and staff.

Social Work Advisory Council

The Outcome Statement of the Social Work Advisory Council is to provide advice for the advancement of the Social Work Department at Alverno College. The goals are:

- The council will provide insight into the current trends of the social work profession.
- The council will provide understanding of the professional needs that should be embraced in the classroom and via the curriculum; and
- The council will be influential in the assessment of the social work program which includes processing program changes as well as helping celebrate achievements.

This committee is made up of social work faculty, related faculty/staff, and social work students of Alverno College. Further, a diversity of social work professionals from the human service professions will be instrumental in achieving the purpose of this committee. The council will be led by the social work Program Director.

Social Work Practicum Education Committee

The Social Work Practicum Education Committee is a branch committee of the Social Work Advisory Council. It is made up of agency practicum supervisors from various practicum placement sites. This committee will have a similar focus as the Social Work Advisory Council, yet it will more intensely focus on practicum education to make practicum education the best experience for both the students and partnering agencies/organizations.

Substance Abuse Task Force Committee

The Substance Abuse Task Force Committee is a branch committee of the Social Work Advisory Council. It is made up of professional social workers who have substance abuse experience and licensure as well as social work students who have an interest in substance abuse counseling. This committee will have a similar focus as the Social Work Advisory Council, yet it will more intensely focus on substance abuse and forming a substance abuse counseling (SAC) minor/support for non-social work students and a specialization for social work students.

Professional Development Committee

The Professional Development Committee is a branch committee of the Social Work Advisory Council. It is made up of a small group of social work professionals from various human services sites. This committee will have a focus on processing student issues/dilemmas. The committee will use the NASW Code of Ethics and the CSWE Competencies to process suggestions and foster a plan of action that is student-centered, future-driven, educationally meaningful, and professional-motivated. In action, a committee member will meet with the student and will share the plan of action with the student following their meeting. The department chair will be kept updated throughout the process. The committee will foster a pro-active approach, maintain confidentiality of students' information, and strive for a quick turnaround.

Student Leadership Involvement

Students have many opportunities to participate in formulating and modifying policies affecting the BSW program.

Students have the right to gather and express their views, such as ideas, thoughts, opinions, preferences, and concerns regarding policies and procedures that impact their academic learning. Students have the responsibility to share their views in a professional and respectful fashion, which includes using the NASW Code of Ethics as a guide. Students are welcome to share their views in the course feedback/evaluation conducted at the end of each semester. Students are welcome to submit their views to the program director of BSW Program Director or any social work faculty. The BSW Program Director and faculty will carefully consider the input and establish a plan of action.

Second, students have the opportunity to participate in formulating and modifying policies affecting academic and student affairs when they assume student leadership roles within the social work program or the College. Student leadership roles enable students to have informal and out-of-classroom opportunities to network with social work and college faculty and staff. During these times, faculty have various opportunities to learn more about students' perspectives of academic and student affairs policies. Some leadership roles have more direct opportunities for students to participate in formulating and modifying policies affecting academic and student affairs, for example: the Social Work Advisory Council.

Third, students have the opportunity to participate in formulating and modifying policies affecting academic and student affairs during their social work courses. During various times of the semester, students are asked for their informal feedback on the course as well as the BSW Program. These opportunities encourage students to share their perspectives which are used as program evaluation to advance both the course and the BSW Program.

Fourth, with our campus having a small number of students, students get to network with many campus administrators, from the president to the dean of students and so on. These administrators value these connections as they provide them with opportunities to learn the students' perspectives, needs, and strengths. Further, by fostering such student-administrator relationships, students are more comfortable engaging in a conversation if a situation or need arises, which can impact the individual student as well as academic and student affairs.

Lastly, students have the ability, through anonymous surveying, to provide feedback as to the learning environment and courses throughout the duration of the program. Alverno College has implemented the Student Experience of Learning Survey, conducted every semester, as well as the yearly Noel Levitz Adult Student Priorities Survey. Both of these surveys will allow students to express what programmatic and learning/course aspects are going well and what needs improvement. This data will be shared with the program director for evaluation. BSW Program Director will also provide a survey to the students during the final week of the final semester with a reminder to complete the survey on day 6. Students will complete the survey, and a report will be created from the survey data. The survey data will then be added to a program database in order to observe trends and annually review for program improvement efforts.

Students are highly encouraged to become part of any of the following student leadership opportunities. These opportunities will help students develop their leadership, collaboration, and problem-solving skills. They will provide students with the opportunity to have input in the advancement of the Social Work Department. These opportunities will be excellent work to note on a student's resume, during an employment interview, and/or on a graduate school application. Students are encouraged to inquire more information from their social work core instructors/professors and/or the Program Director of social work.

Alverno College Association of Student Social Work (ACASW Student Organization)

The Association of Student Social Workers is an excellent leadership opportunity for students. The members together determine ways to advance their social work skills, enhance their understanding of professional resources, and provide a service to the community. In times of service, the service is mutually beneficial for the college students and the nonprofit organizations. As the nonprofit organization has the college student volunteers achieve a goal for them, the college students learn about the nonprofit organizations and their benefits to their clients and community.

Independent Studies

An independent study with a faculty member can be a method to increase student leadership. By earning course credit, students can create individualized learning opportunities.

The Recruitment, Outreach, and Leadership Committee empowers student leaders to share their love for Alverno College with prospective students. These leaders positively and professionally represent the Social Work Department and Alverno College during scheduled events, such as classroom presentations and admission open houses (Pre-View Days). These leaders also help strengthen the committee, by advancing our marketing material, helping to set-up presentations to such places as technical colleges and/or high schools, afterschool programs, and so on. To be on this committee, students are to be nominated by the social work faculty.

Research Assistant Positions

Student research assistant positions are an excellent way for students to gain leadership. While developing leadership, the hired students (who applied for the positions) are often learning research and discipline related skills that can benefit students educationally and professionally. Such opportunities also can be a means of increasing funds for students.

Social Work Advisory Council

Nominated by Social Work faculty, student representation is a fundamental component of the Social Work Advisory Council, which can be an excellent leadership experience for the student representatives. This council is made up of social work faculty, Alverno faculty/staff, and professional social workers from various nonprofit agencies/organizations in our community. This council monitors and advise the social work program on ways they can better adapt their educationally program to the needs of the community.

Social Work Professional and Academic Recognition Society (Social Work Honors Program)

Nominated by Social Work faculty, students are recognized based on a holistic criteria: academic excellence; exceptional service to the community; ability to understand, celebrate, and follow the NASW Code of Ethics and Standards and Indicators of Cultural Competence; positive attitude and positive peer mentorship; exhibiting professional strengths such as networking, advocacy, collaboration, and a strong social justice perspective; strong commitment to the standards, ethics, values and goals of the social work profession; and a notable passion for the profession of social work.

Other Student Organizations on Campus

Students are encouraged to participate in other campus student organizations. There are many student organizations that may strengthen a student's social work skills, abilities, and interests. Some examples are: Alverno College Association of Social Work, The F-Word [The 'F' stands for feminism], Black Student Alliance, CHICA Hispanic Professionals of Greater Milwaukee (HPGM) Student Chapter, Women of Asian Ethnicity (WAE), Youth Empowered in the Struggle (Y.E.S.), Alverno College Democrats, Circle K International, Gay-Straight Alliance, and Super Moms on Campus. Please see the following [link](#) to search a comprehensive list of [campus student organizations](#)

(<https://www.alverno.edu/campuslife/studentactivitiesleadership/index.php>)

Volunteerism or Work in the Community

Students are encouraged to volunteer or work at nonprofit or human services organizations in the community. Often these are excellent methods for students to learn, expand, and develop their social work strengths and interests. Networking with faculty is an excellent way to learn more about community volunteer and work opportunities. Completing a google search or exploring the local United Way Partners list are excellent ways to learn more about nonprofit organizations in the area.

Important Website Links

Code of Ethics

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

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, which inform social work practice.

- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Standards and Indicators for Cultural Competence in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0>

This document included standards related to cultural competence practice. The standards reinforce the concept of "culture" as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality. The standards include practice at the micro, mezzo, and macro levels. The standards expect continual growth and learning. Diversity, more than race and ethnicity, includes the sociocultural experiences of people inclusive of, but not limited to, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. Cultural competence in social work practice implies a heightened consciousness of how culturally diverse populations experience their uniqueness and deal with their differences and similarities within a larger social context.

Social Work Professional Development

To help students better prepare for their future in social work, the following list was created as a possible list of resources. These resources can help students seek out and prepare for employment, learn and participate in the licensure process, and find and secure graduate school placements.

Save your Social Work Course Syllabi and Course Projects

Depending upon the state requirements, you may be required to demonstrate coursework as you pursue certification/licensure. In addition, other credentialing bodies (substance abuse counselors, school social work) often require a copy of social work course syllabi. It is therefore strongly recommended that you save your social work course syllabi and written papers/projects.

Wisconsin Department of Safety and Professional Services (WDSPS)

<https://dpsp.wi.gov/pages/Professions/SocialWorker/Default.aspx>

The Department of Safety and Professional Services (DSPS) oversees the social work licensure process in the state of Wisconsin. DSPS is responsible for ensuring the safe and competent practice of licensed professionals in Wisconsin. The department also administers and enforces laws to assure safe and sanitary conditions in public and private buildings. It provides administrative services to the state occupational regulatory authorities responsible for regulation of occupations and offers policy assistance in such areas as evaluating and establishing new professional licensing programs, creating routine procedures for legal proceedings, and adjusting policies in response to public needs.

DSPS licenses and regulates more than 200 different types of credentials. The agency also provides centralized administrative services to nearly 100 boards, councils, and advisory committees. The boards, councils, and advisory committees have varying levels of responsibility and professional oversight based on statutory provisions.

National Association of Social Workers (NASW)

[Link:](https://www.socialworkers.org/) <https://www.socialworkers.org/>

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies.

Social workers, including Alverno College social work students, join NASW to advance in their careers, to connect with colleagues, and to protect their practice—all while advocating for the profession and important social issues. NASW members enjoy benefits and networking provided by both the NASW national office and their local chapter, for one annual fee.

NASW members represent the very best of social work in academia, practice, research, and policy. Members agree to abide by the profession's Code of Ethics and to enhance their skills through ongoing professional education.

Social work is complex work and resources for clients can be limited. When social workers unite by joining NASW, the social work profession has a larger voice and more influence with elected leaders, policy makers, and employers to make critical changes that support the profession and society.

With NASW-National membership, social workers automatically get membership with their state chapter, such as NASW-Wisconsin.

NASW - Wisconsin

[Link:](http://www.naswwi.org/) <http://www.naswwi.org/>

As a social worker, you are a skilled professional ready to make a difference for those in need. To be the best in your profession requires access to cutting-edge ideas, the most up-to-date information and research, and the highest-quality resources available to social workers. Your NASW membership can provide you with all of these resources, to not only help you fulfill your personal career goals, but to ultimately help you make a difference in society, at large. In addition to your national association member benefits, your membership in the Wisconsin Chapter of the National Association of Social Workers provides additional benefits such as:

- Help with ethical, legal and practice dilemmas and challenges and referrals to ethical and practice experts in Wisconsin and at the national office.
- Expertise on social work certification and licensure, including information and suggestions for appeals of licensure application denials.

- Access to a wide variety of Continuing Education programs at reduced member-only prices
- Clinical social work practice and reimbursement issues. NASW WI has a large clinical network with a wealth of experience and knowledge in clinical practice.
- Experienced representation and lobbying in the Wisconsin legislature.
- Monitoring and assistance with activities of Wisconsin state agencies.
- Networking and job searches.
- Help with ethical, legal, and practice dilemmas and challenges and referrals to ethical and practice experts in Wisconsin and at the national office.
- Excellent malpractice insurance at the lowest rates for MSW's & BSW's.
- Comprehensive Code of Ethics.
- Access to newsletters, legislative updates, specialty journals, and much more

Association of Social Work Boards (ASWB)

[Link:](https://www.aswb.org/about/) <https://www.aswb.org/about/>

The Association of Social Work Boards (ASWB) is the nonprofit organization composed of and owned by the social work regulatory boards and colleges. Their mission is to strengthen protection of the public by providing support and services to our member boards. ASWB owns and maintains the social work licensing examinations that are used to test a social worker's competence to practice ethically and safely. The Examination Committee meets up to four times a year to review questions for the exams. Exams are administered throughout the year at secure test centers. In partnership with CSWE-accredited schools of social work, ASWB offers an educational initiative, Path to Licensure, designed to strengthen student and faculty knowledge of professional regulation, and its important connection to public protection and social work values and ethics.

Council on Social Work Education (CSWE)

[Link:](https://www.cswe.org/) <https://www.cswe.org/>

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 750 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

Network to Advance Abolitionist Social Work (NAASW)

[Link:](https://www.naaw.org/) <https://www.naaw.org/>

Application Process Guide

Application to Bachelor of Social Work (BSW) Program

Welcome to Social Work. The Application Selection Committee process is intended to help prepare you for social work education and a profession in social work. Please read the following directions carefully. You are welcome to direct your questions to Luci Staudacher (luci.staudacher@alverno.edu), interim department chair, or to your faculty advisor.

With the application, you will first be asked to provide the following general information:

- Student Name
- Email
- Current Major
- Current Minor
- Specialization
- Anticipated Graduation Date
- Advisor

Admission to Bachelor of Social Work (BSW) Program

The Application Selection Committee, which is made up of faculty who teach the required social work courses, conducts a regular and systematic review of all candidates' eligibility for admission. To be admitted into the Bachelor of Social Work (BSW) program, you must meet the established criteria, which is provided below.

Below are the requirements needed to be completed prior to applying to the Social Work Department. With the [online application](https://alverno.wufoo.com/forms/m1x1mo0v0ytxknx/) (<https://alverno.wufoo.com/forms/m1x1mo0v0ytxknx/>), you will be asked to check the boxes that you have successfully completed:

- € I have earned a satisfactory progress code OR are currently earning a satisfactory progress code in SW 200: Social Work Programs and Services OR SW 250: Human Behavior in the Social Environment. Explain your current status with this requirement: _____
- € I have earned the following abilities OR are currently satisfactory earning the following abilities: Communication, Level 1; Analysis, Level 2; Social Interaction, Level 2; Valuing in Decision-Making, Level 2, Problem Solving, Level 2, Effective Citizenship, Level 2, and Developing a Global Perspective, Level 1. Explain your current status (which course and which semester) with each of the abilities and their levels: _____
- € I have attended a 299 Event, where you reviewed the *Social Work Student Handbook* and this application process.
- € I have set up an advisee session with my Social Work faculty advisor.
- € I have fully read and will fully abide by the Social Work Student Handbook.
- € I have fully read and will fully abide by the National Association of Social Workers (NASW) Code of Ethics.

- € I have fully read and will fully abide by the NASW Standards and Indicators for Cultural Competence in Social Work Practice.

Academic and Professional Standards

Alverno Social Work students must agree to comply with the following:

I have demonstrated and will continue to advance my academic and professional standards as needed for a social work program and profession, which includes being respectful of others, advancing cultural competency skills, using APA format, not plagiarizing others work, having a strong willingness-to-learn attitude, enhancing critical thinking skills, and working to continuously advance social work knowledge, skills, values, and strengths.

I have demonstrated and will continue to advance my emotional and professional readiness, including willingness to learn, unlearn, and relearn, emotional maturity, self-awareness, and willingness to process feedback, as well as self-assess one's own work, as demanded by a social work program and the profession of social work.

Please initial to indicate your ability and willingness to comply with the Academic and Professional Standards listed above.

Personal Statement

Applicants must submit a personal statement along with their application by using the link below. Your personal statement is a two-page, double-spaced, professionally written paper that addresses the following areas:

- 1) Why are you interested in social work?
- 2) What are your educational and professional goals?
- 3) Critically process your five of your strengths
- 4) Critically process one of your weaknesses. How are you attempting to address it?
- 5) What current work and/or volunteer work are you participating in? What are your future work and/or volunteering plans?

Attach Your Personal Statement Here

Application Submission

Once you submit your application, it will be sent to your academic advisor and to the Program Director.

Please write your name below to acknowledge that you have completed this application entirely, honestly and to the best of your abilities.

Name:

SUBMIT

Once you have successfully submitted your application, next you will:

Social Work Faculty Advisor Appointment

During the scheduled advising appointment with your social work faculty advisor, your advisor will ask you a series of questions related to personal, educational, and professional readiness, academic honesty, including academic writing, and your professional interests. This appointment is an excellent time for you to ask questions too.

Once your faculty advisor gives you an approval to move forward, they will give you a Change of Major/Support Form to take to the registrar's office. Once the registrar's office receives this form, they will change your major to SW.

Congratulations and welcome to the Social Work Program!

Social Work Major Requirements

As you prepare for your upcoming semesters, you are to be aware of the required courses for the social work major. You are encouraged to follow the sample course plan provided in the *Social Work Student Handbook* and discuss their plan with their social work faculty advisor.

Here are the required courses:

Beginning Level

- SW 200: Introduction to Social Work – 3 credits
- SW 250: Human Behavior and the Social Environment – 3 credits

Intermediate Level

- BSC 255: Behavioral Science Research Methods – 4 credits
- BSC 256: Probability and Statistics – 4 credits (BSC 257 or MT 256 can be taken instead)
- SW 300: Social Work Practice Methods: Individuals – 3 credits
- SW 320: Families and Society – 3 credits
- Elective: SW 350: Special Topics in Social Work – 1 to 4 credits

Advanced Level

- SW 400: Social Work Practice Methods: Groups and Families – 3 credits
- SW 430: Social Policy – 3 credits
- SW 450: Social Work Practice Methods: Organizations and Communities – 3 credits
- SW 483: Social Work Practicum Education – 9 credits

Electives

- Four (4) credit electives are required. These upper-level electives can be 1 credit to 4 credits. Your advisor can provide you with examples of possible electives. SW 350: Special Topics in Social Work may be a strong source for students to select via this elective requirement. Electives have to have a strong social work presence to count.