BSW SOCIAL WORK
Student Handbook

Preparing students with the values, skills, and knowledge necessary to be generalist social work practitioners in today’s world.
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I-1. WELCOME TO SOCIAL WORK

Winona State University’s Bachelors of Social Work (BSW) Program housed in the Department of Social Work is a Council on Social Work Education (CSWE) accredited since 1985. The BSW Program serves students on both the Winona and the Rochester campuses. Administrative offices are located in Maxwell Hall 255 (507-457-5420) and ST128 in Rochester at the University of Rochester Center campus (507-285-7486).

Students who declare a social work major will be assigned a faculty advisor in the BSW Program. Students are encouraged to meet with their advisor on a regular basis during the school year. Advisors are initially assigned by the Department office but students can request a change of advisor at any time through the department office. After completing a series of foundation courses (see WSU catalog and/or course requirements in this handbook for course listing and grade point requirements), declared majors apply for admission into the Social Work Program. Applications to the program must be completed along with all foundation classes the semester before starting the first core courses: SOCW365 Practice I, SOCW370 Human Behavior and the Social Environment and a Social Work Diversity course (see available options provided herein). Acceptance into the BSW Program is a prerequisite to enrolling in core social work courses. Once an application has been approved, declared social work majors then become social work majors who have been formally accepted into the program for graduation.

Field Instruction
The BSW Program requires 600 hours of practical work. This entails 120 hours of Field Experience (pre-major) and 480 hours of Practicum in entry-level social work practice prior to graduation. Field Instruction is an opportunity to apply practice with theoretical concepts and determine readiness to enter the profession of social work. The CSWE expects each social work student to have demonstrated certain social work competencies and practice behaviors upon completion of the BSW degree (See Appendix 2. CSWE Educational Policy and Accreditation Standards).

I-2. MISSION STATEMENT

The Department of Social Work at Winona State University aspires to prepare students with the values, skills, and knowledge necessary to be generalist social work practitioners in today’s world.

Department Vision
The Social Work Department prepares students to work in entry-level settings with any population. The Department educates students to be lifelong learners and active participants in a global society. Faculty work to develop graduates with interpersonal skills, communication, and critical thinking skills, and the leadership skills necessary for meeting personal, civic, cultural, and professional challenges and who will address the need for social change. The Social Work faculty are dedicated to servicing the community and are actively engaged residents of Southeast Minnesota that strive to improve the lives of the citizens of this area and to bring about the needed social change to alleviate discrimination, poverty, and oppression, thereby modeling the desired professional behavior expected of students.

The faculty are committed to the preparation of generalist social workers through the promotion of the social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence as evidenced by the National Association of Social Workers (NASW) Code of Ethics and reinforced in the CSWE Educational Policy Standards (EPAS) 2015.

Department Goals and Outcomes

1. The social work program will prepare students to be able to work as entry level generalist practitioners with individuals, families, groups, and community organizations.

   Competency 1 - Demonstrate Ethical and Professional Behavior

   Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2. The social work program will prepare students to be able to practice in manner that is sensitive to diversity.

   Competency 2 - Engage Diversity and Difference in Practice

3. The social work program will prepare students to advocate for the disenfranchised, oppressed, underrepresented and non-dominant groups through practice, policy, and research.

   Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 5 - Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

4. The social work program will prepare students to explore the interrelationships among people and systems, as related to generalist social work practice.

Competency 4 - Engage in Practice-informed Research and Research-informed Practice

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

I-3. SOCIAL WORK DEPARTMENT GUIDE

Step 1. Declare the Major
At the time a student decides to become a social work major at Winona State University, the Declaration of Major form should be completed and the student should meet with a social work faculty advisor to discuss interests, future plans, creating a resume, and opportunities for university and community services (e.g., becoming a member of the Student Association of Social Workers or other university student clubs). The Declaration of Major form can be obtained from the Winona Campus Warrior Hub or at the Rochester Admissions desk. Students may also inquire in the Department offices (Maxwell Hall 255 or ST128 in Rochester).

Note: Declaring intent to major in social work and taking open or elective courses in the department does not constitute acceptance into the professional major or guarantee graduation from the department; students must be formally accepted into the Social Work Major before entering SOCW365 Practice I and SOCW370 Human Behavior in the Social Environment and to continue in the professional sequence.

Step 2. Apply for Field Experience SOCW 350
Completion of SOCW350 is a requirement in order to enter the academic core courses in the Social Work Department. Field experience is normally completed over a 16-week semester, with the student in placement for 8 hours per week for fifteen weeks. Field Experience is offered in the summer and can be taken during a shorter period of time – working 10 to 20 hours a week at a field site. Students should take note that the agency and its target population where the field experience is completed cannot be used for the Senior Practicum unless a second field experience in a different area has been completed. Students must plan for entering the field experience well in advance – at least six weeks before the beginning of the semester that the student plans to enroll. Students who seek permission to register in SOCW350 should follow these steps to ensure acceptance. Registering for field experience takes time and planning, and it is in the student’s best interest to initiate this process early.

- Download the social work field experience manual online at:
  http://www.winona.edu/socialwork/fieldexperienceprac ticum.asp
- Complete the application found in the manual.
- Make an appointment to discuss field experience options and plans with the instructor of the course.
- Secure a signed placement memo located in the field experience manual from the supervisor at the agency you have selected to complete your experience.
- Follow the deadlines for registration located in the Field Experience manual.
- Upon approval, the instructor will issue the student permission to enroll in the course. Students may enroll during the regularly scheduled enrollment period with the university.

Step 3. Apply for Formal Admission
Applications are due the first Tuesday in October or the third Tuesday in February depending on the semester students apply. Completed applications should be submitted no later than 3:30 p.m. on the due date to the department office – either Maxwell Hall 255 in Winona or ST 128 in Rochester. Late or incomplete applications will not be accepted. Students who wish to enter the social work major must make a formal application the semester before entering the Social Work major courses. Students should consult their assigned faculty advisor on academic readiness to apply for entrance in the program. Application forms for the Social Work major are located in Appendix E.
Part I. General Information

Students must have completed the foundation courses including SOCW340 Introduction to Social Work and SOCW350 Social Work Field Experience in order to be accepted into the core courses and the social work program. Students who are currently taking foundation classes while applying to the program may receive an acceptance letter PENDING the completion of the necessary courses prior to the beginning of the next semester.

SOCW350 Social Work Field Experience must be completed concurrent with or after SOCW340 Introduction to Social Work. In addition, students must have earned 60 semester credits at the time they apply into the program, and have a 2.5 GPA in all foundation courses with an overall university GPA of 2.0 or higher. A grade of D or lower is not accepted for any foundation courses.

Those students who have not completed the requirements by the beginning of the junior year should see their advisor to develop a plan of action. Admission into the Social Work Major will be delayed and admission to SOCW365 Practice I and SOCW370 Human Behavior in the Social Environment denied, pending completion of all requirements. For those changing to a social work major after the beginning of their junior year, see a social work faculty advisor to develop a plan of action for application to the major.

Step 4. Taking Department Courses
Students must observe the course schedule guidelines and consult with their advisor each semester before registration. All core Social Work courses are open to accepted majors only and are provided sequentially. The Social Work Department does not permit students to take courses out of sequence and believe that learning is enhanced through the sequencing as each course prepares students from the next set of courses.

Note: Some students plan double majors or study abroad opportunities. Our department highly encourages such endeavors. However, as the social work major usually has full cohort groups in the Winona and Rochester campuses – students should consider the time of application carefully as it is often unlikely that space would be available for a student to return if he or she decides to take a semester off from the social work major courses. Further, students are not allowed to apply for acceptance on both Winona and Rochester campuses nor may students move back and forth between campuses to take courses.

1-4. STUDENT ASSOCIATION OF SOCIAL WORKERS

SASW – Winona Campus
The SASW is a pre-professional association for all students interested in the field of social work. Members are encouraged to be active participants in the Social Work’s program development as well as campus and community activities. This association offers peer support, community service, public speaking and educational engagements, fund-raising events, and social activities. These experiences form a foundation for entering into the professional field of social work. Students are invited and encouraged to join. Anyone wanting information on becoming involved can leave a message in the SASW president’s mailbox located in the office at Maxwell Hall 255.

SASW – Rochester Campus
Mission Statement: The purpose of the Student Association of Social Workers at WSU-Rochester Center is to create an environment that provides a foundation for social work skills and practice. The SASW strives to develop, organize and promote positive change within the academic, social and professional communities. The SASW is committed to ethical and empathetic practice, human diversity and excellence within the social work profession. This pre-professional association is an excellent opportunity for students to prepare for the profession of social work. The SASW offers peer support, community service activities, fund-raising events, public speaking and educational engagements, and various social activities. Anyone wanting information on becoming involved can leave a message in the social work faculty offices, ST128.

Students are invited and strongly encouraged to join the SASW on either campus.

Note: The SASW has a Social Work faculty member as an advisor on each campus. SASW membership has the right to request any of the Social Work faculty to serve as the association’s advisor in a given academic year. The association should be aware that the faculty member has the right to accept or decline the appointment.

1-4 (a) Phi Alpha Tau Nu Honor Society
The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Winona State University Social Work chapter – Phi Alpha Tau Nu is open for application to all social work majors in
Winona and Rochester campuses who meet the following requirements:
- Admitted to the Social Work Program
- Hold Junior or Senior Status
- Have a minimum 3.25 overall GPA
- Have a minimum 3.25 GPA in the major

Applications are accepted once per year in the Spring Semester. The Phi Alpha TauNu Advisor on both Winona and Rochester campuses will send out application notices via WSU email to all senior level students.

I-5. STUDENT STEWARDSHIP WITHIN THE DEPARTMENT

Social work students are encouraged to participate in formulating and modifying policies affecting academic and student affairs of the department through departmental meetings. The Winona and Rochester Student Association of Social Workers (SASW) assign student representatives to the social work department to attend departmental meetings. If there are concerns or questions regarding the policies and procedures of the social work program, students may go through the SASW executive board to place their concerns. The Student Association of Social Workers in Winona and Rochester campuses have assigned time on the agenda for each faculty meeting to submit a report and as arises, to voice concerns from students in the major. Students are encouraged to use these representatives and allotted time to voice their concerns for policy change or implementation.

Students who are not members of SASW or due to scheduling conflicts are unable to connect with the SASW and its member officers but have a question, concern, or need assistance regarding departmental policy are encouraged to share this information with their assigned academic advisor, the department chair, and/or program coordinator. The student will be asked to place their concerns or the assistance they seek in writing and the faculty member working with the student will bring the issue forth to the entire department at a faculty meeting.

I-7. STUDENT OPPORTUNITIES

International Opportunities
The Social Work faculty believe that a global perspective is important in order to be a contemporary social work professional. Students are encouraged to travel abroad while they are in college. Many students may want to go abroad through the Travel Studies office (Maxwell Hall 105) during their sophomore year to complete General Education credits. This way their social work sequencing will not be interrupted and their experiences will serve to enhance their learning in their junior and senior years.

The WSU Social Work Department collaborates on a variety of social work-oriented international learning opportunities. Our Department does offer short-term (1-3 week) social work travel study opportunities in the summer months. Students with some Spanish skills and interest in a semester-long experience in Mexico may be able to participate in study abroad programs during the spring semester of their junior year. See http://www.augsburg.edu/global/mexico/springsem02.html for more info on this program. Other experiences are offered by the Social Work Department and as this varies, students should check with their advisor to learn more about these programs early in their college experience.

Note: All study abroad must first be approved by Winona State University’s President. Any study abroad plans are pending until this approval is received. The President reserves the right to veto any study abroad plans by faculty and students.

Student E-mail
It is expected that students maintain a WSU web-mail account and check messages frequently. The use of other email addresses for university and program communication is strongly discouraged. The Social Work faculty will only use WSU electronic communication with students. All students are encouraged to check their WSU email account on a regular basis. The Social Work Department also offers a WSU Social Work Alumni page on Facebook. For more information, please check our profile page on Facebook https://www.facebook.com/groups/166823768467/

All current students and graduates are welcome to use this site. Contact any faculty member in the department for assistance and information.

Application for Graduation
It is the sole responsibility of all students to ensure that all academic requirements are met for completion of a degree at Winona State University. Students must have declared major(s)/minor(s) and be registered at Winona State
University for their final term before applying for graduation. All requirements on the student’s Interactive Degree Audit Report (DARS) should be completed or in progress with the exception of the Academic Standing-Probation/Suspension requirement. The student’s Application for Graduation must be submitted by the mid-term date of the graduating term to be eligible for provisional honors and to have the student’s name in the commencement program. Participation in a commencement ceremony does not imply graduation. A final degree audit is performed after all grades have been recorded. Students must successfully complete all course, major/minor, and degree requirements prior to the posting of the degree. Notification of approval for graduation will be sent from the Registrar’s office via you’re the student’s WSU email account. An email notice is also sent to the student’s advisor.

**Graduation Reception for Social Work Majors**

All WSU social work graduates and their families, members of SASW, along with social work field instructors are invited to a graduation reception before the fall and spring commencement ceremonies. The reception is hosted by the Social Work faculty. An event is held on the Winona and Rochester campuses prior to the commencement ceremonies and all graduating students are welcome to participate in this celebration of achievement.

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**I-8. COUNCIL ON SOCIAL WORK EDUCATION**

The Social Work Department at Winona State University has been fully accredited by CSWE since August of 1985. The Department’s last reaffirmation with CSWE was in Academic Year 2013/2014. The next reaffirmation cycle will be in Academic Year 2021/2022. The Council on Social Work Education (CSWE) is the national accreditation body for social work education. Through its various commissions, such as the commission on education and commission on practice, it determines the skills, values, and knowledge necessary to effectively practice social work.

These commissions are comprised of elected members of social work faculty and social work practitioners from across the United States. Their recommendations are submitted to the National Association of Social Workers and all member schools for reaction, input, and revision. Finally, out of all the research, review, and revision processes, the final accreditation standards are approved and adopted.

The principles and guidelines in relation to CSWE standards are found in Appendix B. For the student, this represents a guide to an educational career in social work. It represents what the student needs to learn and achieve. It also reflects what is covered and accomplished via the educational training provided by Winona State University and the Social Work Department. For the agency practitioner, these standards reflect what is expected in terms of student practice competencies. The nine social work practice competencies as identified by CSWE are found in Appendix B. Each of the social work classes are designed with the competencies and adjoining practice behaviors as integral course components in the student outcomes and assignments. All course and field work in the major follow the directives of the CSWE competencies of social work practice.

The Social Work Department completes regular assessment of our program under the CSWE Educational Policy Accreditation Standards (EPAS). A summary of the program’s assessment can be found online at: [www.winona.edu/socialwork/program.asp](http://www.winona.edu/socialwork/program.asp).
II-1. ADMISSION REQUIREMENTS

Admission to Program Requires:

1. Students must have a GPA of 2.50 in social work foundation courses and an overall university GPA of 2.0 or better prior to admission to the professional program. In addition, completion of statistics with C or better. A student must have a C or better in all foundation courses in order to be considered.

2. Satisfactory completion of all foundation courses including SOCW340 Introduction to Social Work and SOCW350 Social Work Field Experience. The same criteria is applied to transfer credits for comparable courses completed at other institutions. A minimum of 60 credits needs to be completed by the time of acceptance.

3. Students must have earned a passing grade and have a satisfactory midterm and final evaluation in SOCW350 Field Experience to be admitted into the program.

4. Students are expected to review the NASW Code of Ethics and the NASW Diversity and Equity Statement. Both of these documents can be found online at http://www.naswde.org. Students should also become acquainted with the IFSW International Social Work Code of Ethics found on line at: http://ifsw.org/policies/code-of-ethics. Further, students are expected to review and upon acceptance into the program, agree to abide by, the Program's Academic Standards for Student Professional Conduct. This includes a Retention and Termination Policy for academic and performance characteristics. A student's signature on the admission application indicates acknowledgement of and adherence to these professional program standards. Failure to follow the NASW Code of Ethics, the NASW Diversity and Equity Statement, the IFSW Code of Ethics and the Social Work Department Academic Standards for Student Professional Conduct can result in termination from the major.

5. Admission to the major is based on satisfactory completion of course work, a completed application with a resume and essay, two positive written professional references (i.e., employers, supervisors, professors; volunteer work supervisors, etc.), midterm and final evaluation of the field experience. Due to the limited enrollment in the Social Work Department, admission to the major is based on both objective and subjective criteria.

Note: We will not accept letters of reference that are from social work faculty, field experience supervisors, or fellow students.

Students who do not meet minimum requirements, but have special needs or feel they have specific skills, knowledge, or experience can petition the faculty for consideration for admission to the Social Work Department. The student needs to submit a letter to the Department Chair fully explaining the special circumstances. The request will then be evaluated by the full faculty at a regularly scheduled departmental meeting.

Note: Applications for the major are due as indicated in this manual. Late or incomplete applications will not be considered. In the event that we have space available in the major classes for Winona or Rochester campus, a second chance application process will be offered to students. Should space permit second chance applications, students will be notified via WSU email, posting on department offices, and via SOCW340 and SOCW350 announcements in classes and on Desire to Learn (D2L/Brightspace).

Please refer to Appendix E for application materials.

II-2. APPLICATION PROCESS

1. Complete the application materials located in the Social Work Student Handbook, available online at: www.winona.edu/socialwork/studenthandbook.asp. Submit two copies to the Social Work Department office, Maxwell Hall 255 in Winona or ST128 in Rochester. Application packets should only be submitted when complete. Incomplete applications will not be accepted. The student application should contain the following items:

   - Application cover page (Appendix pages E-1 to E-3).
   - Current WSU DARS showing all courses completed (including transferred courses) OR transcripts from all schools attended.
   - Two letters of reference, using the forms attached to the application, from supervisors, teachers, clergy or other non-peer colleagues.
   - Typed essay (refer to questions provided in application).
   - Junior SOCW350 Field Experience final evaluation from the field instructor or midterm evaluation if currently enrolled in Field Experience. If the student is
waiving his/her right to access the reference letter contents it should be placed in a sealed envelope signed by the person completing the reference. Please note that reference letters from social work faculty, field experience supervisors, or fellow students will not be accepted.

- A copy of your Criminal Background Check.
  As part of the process for entering the social work program, all students must complete a Minnesota Department of Human Services (DHS) Background Study, which does entail fingerprinting at a MN based site. Minnesota State law requires that any person who provides direct contact services in facilities licensed by DHS, MDH, or programs servicing youth and children by the DOC and non-licensed personal care provider organizations have a background study conducted by the State. The amount costs approximately $29.10. Once you receive your Clearance Letter, you will include a copy with your application.

- Current Resume.

2. Admission deadlines: First Tuesday in October for fall semester and third Tuesday in February for spring semester admission. Complete applications are to be submitted no later than 3:30 p.m. on the due date to the department office, Maxwell Hall 255 in Winona or ST 128 in Rochester.

3. Interviews are scheduled upon receipt of all materials listed above. Late or incomplete applications will not be accepted and will delay consideration for admission until the next available round of admissions. The interview will focus on the applicant's knowledge, skills, and values as they pertain to the profession of social work.

4. An admission decision will be made by the social work department after all interviews are completed and the department reviews all student application materials. Students will receive an email response indicated the following: accepted, accepted pending completion of all admission requirements before next semester, put on a wait list, or not accepted. The applicant will be notified of the faculty's decision no later than one month of the date that interviews are completed. Notifications are sent via WSU email accounts. Students should keep a copy of their application status letter as it constitutes the agreement between student and the department.

**NOTE:** Admission is based on admission materials and an interview with faculty. The Department has limited seats every semester which could result in some students not being accepted as the program becomes full. Students who are not admitted because the program is full should consult with their faculty advisor to assist them on future plans for study.

5. Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major may take the following steps:

- Meet with a faculty advisor to discuss how the student may improve upon his/her application for a future semester or to discuss other possible majors the student may wish to pursue. Student may ask the faculty advisor for reasons why he or she was not accepted.

- Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal for reconsideration should:
  - Make an appointment with the Social Work Department Chair to discuss their circumstances for reconsideration. Submit copies of supporting documents that should be considered.
  - The Department Chair will bring the student issues before the social work faculty at a regularly scheduled Department meeting. Faculty will discuss the student's circumstances and respond accordingly to the student within a three-week timeframe.

- The decision of the faculty is final and will no longer be considered by the department. Students who believe the situation warrants further consideration may set an appointment with the Dean of the College of Nursing and Health Sciences to discuss the concerns. The Dean of the College would respond to the student according to university regulations after consulting with the Social Work Department Chair.

**Note:** Criminal Background Checks

The department will advise students on a case-by-case basis regarding their criminal background and legal obligations. Students need to be aware that the social work faculty can educate students in the classroom, but the faculty does not have control over field agencies' willingness to accept a student for placement. The Field Experience and Practicum are major requirements of the social work program. Hence, a student might be unable to gain admission to the program if unable to secure a placement for Field Experience. A student may be able to complete all the course work in the major and not complete the social work program if a Practicum placement cannot be secured. Additionally, even upon successful completion of the social work major, the department makes no guarantee that any state entity will grant licensure or certification to a person with a criminal background.
II-3. ADVISING

When students declare social work as their major, they are assigned a social work faculty member to be their advisor. However, students may request a specific individual as their advisor and are free to change advisors at any time. The purpose of advising is to assist students in planning and implementing their plan for graduation through the social work program. Advising also includes an opportunity to review student progress and involvement in extracurricular activities. Students are also encouraged to seek advice from social work faculty other than their advisor and take advantage of the diverse backgrounds, experiences and knowledge of all social work faculty.

Note: Academic advising does not excuse students from reading, learning, and being responsible for the necessary information in the WSU catalog and the Social Work Student Handbook. It is important for students’ professional development that they assume responsibility for achieving their educational and professional goals.

It is highly recommended that students meet with advisors during scheduled advising time. Students are encouraged to prepare an advising file (see next page) for use during regular advising sessions. Advisors can assist students by preventing costly or timely errors in their academic planning. Advisors can inform students of changes in classes and can recommend appropriate and worthwhile electives that might enhance students’ educational attainments. Students are also encouraged to contact their advisors at any other time for assistance in their educational experience. Advisors are available during their posted office hours, by appointment, and by electronic means.

The social work faculty at WSU are a dedicated, caring group of instructors. They value positive and ongoing involvement with students. Students are encouraged to seek out, be involved with and take advantage of the opportunity to interact with faculty. The WSU social work faculty hopes that after graduation, students will become actively involved with the WSU Alumni Association and the Social Work Department, via participation on boards and committees involving alumni and practitioners, and classroom presentations.

Note: The Social Work Department in Winona and Rochester makes every attempt to admit full cohort groups each semester. It is very difficult to alter the student’s time schedule of courses once admitted. If an accepted social work student who is taking Practice classes decides to stop taking classes for a semester, they must submit a written request to the social work faculty. This request must ask for the social work faculty to hold a seat for them in the semester when they will return and the reason for the request. This request will not guarantee a seat, but will allow faculty to plan for the student’s return.

Note: Students who are serving in the U.S. military will be guaranteed a seat when they return from deployment.

II-4. ADVISING FILE

In order to assist with advising, all students are requested to develop an advising file with the items listed below. Please bring them to every advising appointment. Social work faculty may not be able to give you your access code without this information.

- Registration plan: classes you are planning to take next semester.
- Transfer sheets/credit evaluations from the Registrar.

• Social Work Program advising sheet: filled in with the classes you have taken.
• Field Experience Evaluation (your copy)
• Letter of admittance into the program.
• Any letters/memos from social work faculty.
• Degree Auditing Reporting System (DARS)

II-4. STUDENT ADVISOR CHECKLIST

First Year Student

- The Mathematics requirement is met by completing the Social Work Department requirement for Math Statistics (STATS110) and one Natural Science requirement is met for the Social Work Department foundation course requirement for Human Biology (BIOL117). Please take note that Psychology Statistics meets the requirement for the social work major but it does not meet the general education math requirement.

• Student select general education courses for each area. Make lists of all courses in each area she/he would consider taking to meet general education credit requirements for reference.
• Student is aware of admission requirements to the Social Work Department.
• Student is encouraged to join SASW.
Sophomore
- Student plans completion of foundation courses required for admission.
- Student applies for Field Experience (SOCW350) one semester before entering the course.
- Student is knowledgeable about Social Work Program admission and GPA requirements.
- Student applies for admission to the Social Work Department the semester prior to intent to enroll in SOCW365 Practice I, SOCW370 Human Behavior in the Social Environment and SOCW Diversity Course.

Junior
- Student encouraged to join SASW or other student clubs.
- Student works closely with social work faculty advisor to ensure on track for graduation.

Senior
- Student applies for practicum placement during the SOCW400 Practicum Preparation course one semester prior to desired practicum placement semester.
- Student acquires SOCW475 Practicum Manual: [http://www.winona.edu/socialwork/fieldexperiencepracticum.asp](http://www.winona.edu/socialwork/fieldexperiencepracticum.asp)
- Student checks state licensing requirements and may apply to take exam six months before, and up to graduation for Minnesota, and at graduation for Wisconsin.
- Student finalizes plan prior to expected graduation date.
- Student makes plans to take Civil Service Exam as interested or appropriate.
II-5. COURSE DESCRIPTIONS

All courses in the major, minor, options, concentrations and licensure must be taken on a grade-only basis. Internships (SOCW350 and SOCW475) are taken as a Pass/No Credit.

SOCW340 Introduction to Social Work and Social Welfare (3 S.H.)
This course looks at the profession of social work and U.S. social welfare policy, both historically and in the present. Pre-requisite: SOC150 Introduction to Sociology. Grade only. Offered each semester. Note: Limited enrollment.

SOCW355 Multicultural Issues (3 S.H.)
This course prepares participants to critically examine salient multicultural issues in our community and society. Students will acquire a foundational understanding of key concepts including culture, multiculturalism, assimilation, pluralism, citizenship, immigration, and refugee status. They will also gain appreciation for how these concepts reflect global processes and impact community members’ lives and society. Offered each semester in Rochester. Note: Limited enrollment.

SOCW360 Experiencing Mexican Culture (3 S.H.)
This course uses a comparative historical approach and experiential learning to provide students an intimate understanding of Mexican cultures and cultural diversity and the ability to critically apply acquired knowledge to life in their home communities. Corequisite: SOCW361 Mexican Social Services. Note: Limited enrollment. May be repeated for credit.

SOCW361 Mexican Social Services (3 S.H.)
This course uses experiential and service learning to provide students with an intimate understanding of Mexican social service systems through the lenses of Mexican cultures. Comparative analyses enable students to grasp the importance of cultures in developing and applying effective social service interventions across diverse populations. Corequisite: SOCW360 Experiencing Mexican Cultures. Note: Limited enrollment. May be repeated for credit.

SOCW362 Migration Policy (3 S.H.)
This travel study course is intended to provide participants unique insight into migration between Mexico and the United States by developing a foundational academic understanding of migration processes and policy and by providing opportunities to analyze current social issues through exchanges with U.S. and Mexican policy-makers, academic experts, migrant advocates, migrant service providers, members of communities affected by migration, families of migrants, and migrants. May be repeated once for an additional three credits. Note: Limited enrollment. May be repeated once for an additional three credits.

SOCW363 Social Work Practice I - Ethics and Interviewing (3 S.H.)
The first of three practice courses to prepare students as generalist practitioners able to provide services and intervene for change at all systems levels. Values, ethics, and interviewing skills with diverse populations stressed. Pre-requisite: Admission to the social work major. Grade only. Offered each semester. Note: Limited enrollment.

SOCW365 Human Behavior and the Social Environment (3 S.H.)
This course offers an introduction to systems theory in understanding human behavior. The major focus is the theoretical perspectives of human behavior in the social environment and the relationships of these to social work practice intervention. Prerequisite: Admission to the social work major. Limited to 25 students. Grade only. Offered each semester. Note: Limited enrollment.

SOCW368 Social Welfare Policy (3 S.H.)
American social welfare policy has shaped the nature of income maintenance, health, education, employment, and housing in the U.S. Concepts of equality, adequacy, and efficiency as well as dignity and community are used to evaluate the nature and structure of social welfare policies. Prerequisite: Admission to the social work major or instructor’s permission. Limited to 25 students. Grade only. Offered each semester. Note: Limited enrollment.

SOCW365 Social Work Practice II - Families and Groups (3 S.H.)
This course is a continuation of Social Work Practice I (SOCW365 Social Work Practice I - Ethics and Interviewing). It looks at generalist practice skills needed in assessment and to affect change utilizing a strengths perspective. Students learn to utilize these skills working with groups, families, and individuals of different backgrounds and cultures. Prerequisites: SOCW365 Social Work Practice I - Ethics and Interviewing and admission to the social work major. Grade only. Offered each semester. Note: Limited enrollment.

SOCW369 Social Work Research: Process and Skills (3 S.H.)
This is an introductory course in social work research. The focus is on the relationships, process, and skills which are used to evaluate social work practice. The students work in groups with a variety of human service organization practitioners to gather data to answer research questions related to the organization. Prerequisites: SOCW365 Social Work Practice I - Ethics and Interviewing and admission to the social work major. Co-requisite: SOCW385 Social Work Practice II - Families and Groups (Winona campus); SOCW365 Social Work Practice I - Ethics and Interviewing (Rochester campus). Limited to 25 students. Grade only. Offered each semester. Note: Limited enrollment.
SOCW400 Practicum Preparation (4 S.H.)
This course aims to facilitate students’ preparation for the practicum experience. The course includes development of interview skills, résumé building, selection of a practicum placement site, development of a learning contract, and preparation of a capstone research project. Prerequisites: Admission to the social work major and completion of (or in the process of completing) all coursework for graduation except the Practicum and Seminar (SOCW475 Social Work Senior Practicum). Grade only. Grade only. Offered each semester. Note: Limited enrollment.

SOCW410 Analysis of Social Welfare Policy (3 S.H.)
The focus of this course is the ideology and content of social welfare policy, the process by which it is developed, its implications for social work practitioners at all levels, and methods of affecting change. Prerequisites: Admission to the social work major and successful completion of SOCW380 Social Welfare Policy. Grade only. Offered each semester. Note: Limited enrollment.

SOCW415 Social Work Practice III - Organizations and Communities (3 S.H.)
This is the final of the practice courses designed to prepare students as generalist practitioners able to provide services to client systems at all levels. The focus of this course is on the evaluation and termination processes of planned change, crisis intervention, and macro skills of intervention. Prerequisites: Admission to the social work major and successful completion of SOCW385 Social Work Practice II - Families and Groups. This course is taken concurrently with SOCW400 Practicum Preparation. Grade only. Grade only. Offered each semester. Note: Limited enrollment.

SOCW420 Child Welfare (3 S.H.)
This course looks at the problems vulnerable children face and the skills, policies, and programs needed to serve them. Prerequisite: SOCW340 Introduction to Social Work and Social Welfare or instructor’s permission. Grade only. Offered Fall semester in Rochester and Spring semester in Winona. Note: Limited enrollment.

SOCW430 Aging: Policies and Services (3 S.H.)
This course covers the problems faced by elders and the policies and programs created to help elders. Prerequisite: SOCW340 Introduction to Social Work and Social Welfare or instructor’s permission. Grade only. Offered annually on Winona campus. Note: Limited enrollment.

SOCW435 Social Work Practice with Diverse Populations (3 S.H.)
This course is designed to introduce social work students to the field of social work and diverse populations. This course focuses on social work practice with individuals, families, groups, organizations, and communities with an emphasis on transcultural practice. Variables of race, ethnicity, gender, class, and sexual orientation are all considered as they relate to generalist social work practitioners. This course will examine individual and institutional racism, sexism, classism, and homophobia. Prerequisite: SOCW340 Introduction to Social Work and Social Welfare. Grade only. Offered annually in Winona campus. Note: Limited enrollment.

SOCW440 Variable Topics in Social Work (1-6 S.H.)
A seminar course that analyzes topics and problems from the social work perspective. (Topics will be chosen by the instructor and announced before registration.) Grade only.

SOCW445 Globalization of Social Welfare (3 S.H.)
This course challenges the dominant paradigms that shape our increasingly small world. Examines the social consequences of international economic development and trade policies in social welfare and practice, and what can be done to prevent the erosion of the quality of life in our communities as a result of economic globalization. The course presents alternative paradigms for international and community economic development and suggests some of the roles for social work professionals as facilitators and partners in projects and processes of community empowerment across the globe. This course meets the University Studies unity and diversity global perspectives requirement. Prerequisite: SOCW340 Introduction to Social Work and Social Welfare. Grade Only. Offered annually in Winona campus. Note: Limited enrollment.

SOCW450 Independent Studies in Social Work (1-3 S.H.)
Intended to aid the student who has a special area of interest that goes beyond formal course limits. By arrangement. Grade only.

SOCW460 Special Projects in Social Work (1-3 S.H.)
For the student interested in pursuing an independent research project in social work. By arrangement. Grade only.

SOCW480 Integrative Social Work Seminar (3 S.H.)
This course provides the opportunity for students to integrate social work theory with the external world through in-depth discussions of their practice experiences and research projects. Co-requisite: To be taken concurrently with SOCW475 Social Work Senior Practicum. Grade only. Offered each semester. Note: Limited enrollment.

FIELD COURSES
Note: All field courses require an additional fee to cover malpractice liability insurance.

SOCW350 Field Experience I (3 S.H.)
This course provides students with an experience in a human service agency through 120 hours of volunteer service. Students regularly journal experiences to reflect on their respective placements. Pre-requisite or co-requisite: SOCW340 Introduction to Social Work and Social Welfare. Pass or no credit only. Offered each semester. Note: All
field courses require an additional fee to cover malpractice liability insurance. Limited enrollment. May be taken twice for credit.

SOCW475 Social Work Senior Practicum (12 S.H.)
Field placement in selected social service agencies under professional instruction. Includes the development and completion of a learning contract and a research project.

Prerequisite: Satisfactory completion of all coursework required in the social work major and successful placement at an approved social service agency through SOCW400 Practicum Preparation. Co-requisite: To be taken concurrently with SOCW480 Integrative Social Work Seminar. Limited enrollment. Pass or no credit only. Offered each semester. Note: All field courses require an additional fee to cover malpractice liability insurance.

II-6. REQUIRED COURSES –

Courses for Admission to Social Work Program
Note: The Social Work Department has articulation agreements with Rochester Community and Technical College, Riverland Community College and Wisconsin Technical College. Non-Departmental course numbers vary on each campus. Students should consult with their community college advisor to ensure they are taking the correct courses for transfer.

A. Courses Considered for Admission
ENG 111 English (4)
CMST 191 Introduction to Public Speaking (3)

B. Required Foundation Courses
Biology (3)
BIOL 117 Human Biology (3)

11.7 MINNESOTA TRANSFER CURRICULUM

Completion of the Minnesota Transfer Curriculum (MnTC) or equivalent.
The MnTC often is equivalent to “General Education” or “University Studies” requirements. Social Work Foundation Courses often may be completed as part of the MnTC.

Foundation Courses (19 S.H.): Required for Full Admission to Social Work Program
Freshman English (4)
Fundamentals of Speech (3)
Human Biology (3)
Introduction to Sociology (3)
General Psychology (3)
Developmental Psych. or Hum. Growth & Dev. (3)
Fundamentals of Statistics (3)

Note: See your Community College Advisor or Counselor if you are unsure of course equivalencies.

Recommendations for Academic Year Prior to Beginning the Two-Year BSW Core Curriculum.
Application/Admission to Winona State University.
SOCW 340 Introduction to Social Work and Social Welfare (3) – Generally completed through WSU/Winona-Rochester or at colleges we have agreements.

CORE COURSES
Junior Year
Fall Semester
SOCW 365 Practice I (3)
SOCW 370 Human Behavior and the Social Environment (3)
SOCW Diversity Requirement (3)

Spring Semester
SOCW 380 American Social Welfare Policy (3)
SOCW 385 Practice II (3)
SOCW390 Social Work Research

Senior Year
Fall Semester
SOCW 400 Practicum Preparation (4)
SOCW 410 Social Welfare Policy Analysis (3)
SOCW 415 Practice III (3)

Spring Semester
SOCW 475 Practicum (12) (480 hour Senior-Level Internship)
SOCW 480 Integrative Seminar (3)

Note: WSU graduation requires at least 120 completed credit hours. Generally, Social Work courses must be completed through WSU (see WSU catalog for more details).
“Minnesota Pathways” Options for completing the WSU Social Work Program.
WSU and Minnesota State Universities and Colleges offer collaborative “paths” for obtaining a BSW at Winona State University. The Minnesota Pathways ensures that students taking all social work foundations including SOCW340 and SOCW350 from the agreeing community and/or technical college will have the classes met the pre-requisites for the social work major. Students interested in the Minnesota Transfer Pathways to a BSW degree should consult with their college advisor.
11-8. FIELD EXPERIENCE AND PRACTICUM

SOCW 350 Field Experience
This internship consists of 120 hours of agency service, usually eight hours a week for the duration of the semester. Field Experience is offered in the summer (pending administration approvals for summer budgets). The agency is selected based on availability and student interest, and approved by the course instructor (see the Field Instruction Manual for the application process). Students must plan for entering the field experience well in advance – at least six weeks before the beginning of the semester that the student is planning to enroll in the course. Students should take note that the agency and its target population where the field experience is completed cannot be used for the Senior Practicum unless a second field experience in a different area has been completed.

SOCW 475 Practicum (taken in conjunction with SOCW 480 Seminar in Social Work)
The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The student works as an entry-level social worker. The faculty advisor and the field faculty consult with the student to help in the decision making process.

Prerequisites: Completion of all course work in the social work major; completion of all other courses needed for graduation, except SOCW475 and SOCW480; completed interview while enrolled in SOCW400 Practicum Preparation and determination that student is prepared and appropriate for placement.

The student is placed full time, at 32 hours per week, in the placement agency. The student is involved in the agency as a practicing professional (student) worker with intensive educational supervision by the agency and the school faculty liaison representative or the field coordinator. Students register for SOCW 480 Integrative Social Work Seminar, concurrently with SOCW 475.

II-9. COURSE SEQUENCE – Winona Campus

First Year
Concentrate on university studies requirements and enroll any semester in Introduction to Sociology (SOC150) and Introduction to Psychological Science (PSY210).

Sophomore Year
University Studies courses plus Developmental Psychology (PSY250), Human Biology (BIO117), and Fundamentals of Statistics (STAT110) and any remaining foundation courses.

SOCW340 Introduction to Social Work is (ideally) taken during sophomore year; it can be taken any semester of sophomore year. SOCW350 Field Experience must be taken concurrent with SOCW340 Introduction to Social Work or after.

The Social Work Major has two sequences of classes - one beginning the fall semester of the junior year, the other beginning the spring semester. Both possibilities are shown on the following pages. The Rochester campus schedule sequence may vary slightly from the Winona sequences.

This sequencing is only a guide; it may vary depending on ability to get into a course, the time courses are offered, the time you entered the program, and the number of summer courses taken.
### FALL SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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</table>
| Junior Year | SOCW365 Social Work Practice I  
SOCW370 Human Behavior in Social Environment  
*Diversity Course  
General Education courses and/or Minor or Electives | SOCW385 Social Work Practice II  
SOCW380 American Social Welfare Policy  
SOCW390 Social Work Research  
General Education courses and/or Minor or Electives |
| Senior Year | SOCW400 Practicum Preparation  
SOCW410 Social Welfare Policy Analysis  
SOCW415 Social Work Practice III  
Complete any General Education courses and/or Minor or Elective courses | SOCW475 Practicum  
SOCW480 Seminar in Social Work |

*Note: The Diversity Course requirement may be taken sometime during junior or senior year, but recommended the semester enrolled in Practice I and Human Behavior in the Social Environment to ensure space and availability of the course.*

### SPRING SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
</table>
| Junior Year | (Junior) SOCW365 Social Work Practice I  
SOCW370 Human Behavior in Social Environment  
*Diversity Course  
General Education courses and/or Minor and Electives | SOCW385 Social Work Practice II  
SOCW380 American Social Welfare Policy  
SOCW390 Social Work Research  
General Education courses and/or Minor and Electives |
| Senior Year | SOCW400 Practicum Preparation  
SOCW410 Social Welfare Policy Analysis  
SOCW415 Social Work Practice III  
Complete any General Education courses and or Minor or Elective courses | SOCW475 Practicum  
SOCW480 Seminar |

*Note: The Diversity Course requirement may be taken sometime during junior or senior year, but recommended the semester enrolled in Practice I and Human Behavior in the Social Environment to ensure space and availability of the course.*

### II-10. COURSE SEQUENCE – Rochester Campus

#### FALL SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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</table>
| Sophomore | Coursework for RCTC                                                | Completion of any foundation courses including:  
SOCW 340 Intro to Social Work  
SOCW 350 Social Work Field Experience  
Electives; Completion of Social Work Foundations, if not completed |
| Junior    | SOCW 365 Social Work Practice I  
SOCW 370 Human Behavior in Social Environment  
*Diversity Course | SOCW 385 Social Work Practice II  
SOCW 380 American Social Welfare Policy  
SOCW390 Social Work Research |
| Senior    | SOCW 410 Social Welfare Policy Analysis  
SOCW 415 Social Work Practice III  
SOCW 400 Practicum Preparation | SOCW 480 Seminar in Social Work  
SOCW 475 Practicum |
### SPRING (HYBRID) SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Coursework for RCTC</td>
<td>Completion of any foundation courses including: SOCW 340 Intro to Social Work, SOCW 350 Social Work Field Experience, Electives; Completion of Social Work Foundations</td>
</tr>
<tr>
<td>Junior</td>
<td>SOCW 365 Social Work Practice I</td>
<td>SOCW 385 Social Work Practice II</td>
</tr>
<tr>
<td></td>
<td>SOCW 370 Human Behavior in Social Environment</td>
<td>SOCW 380 American Social Welfare Policy</td>
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<tr>
<td></td>
<td>*Diversity Course</td>
<td>SOCW390 Social Work Research</td>
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<tr>
<td>Senior</td>
<td>SOCW400 Practice Preparation</td>
<td>SOCW475 Practicum</td>
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<tr>
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<td>SOCW 410 Social Welfare Policy Analysis</td>
<td>SOCW480 Seminar</td>
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<tr>
<td></td>
<td>SOCW 415 Social Work Practice III</td>
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</tbody>
</table>

The WSU Social Work Department has agreements with Riverland Community College (Austin/Albert Lea); Rochester Community and Technical College (Rochester), Southeast Technical and Community College and Western Technical College (LaCrosse, Wisconsin)

Per said agreements, the following Community College Courses meet WSU Social Work Foundation Requirements

**Rochester Community & Technical College**
- BIOL 1110 for BIO117
- PSY2618 for PSY210
- PSY2626 for PSY250
- SOC1614 for SOC150
- MATH 2208 for STAT110
- HS1522 for SOCW340
- HS1555 & 1565 for SOCW350

**Riverland Community College**
- BIOL 1030 for BIO117
- PSY 1105 for PSY210
- PSY1240 for PSY250
- SOC1101 for SOC2150
- STAT2021 for STAT110
- HSER1100 for SOCW340
- HSER2200-2203 for SOCW350

**Southeast Technical & Community College**
- BIOL1200 for BIO117
- PSYC1110 for PSY210
- PSYC1115 for PSY250
- SOCS1110 for SOC150
- MATH1230 for STAT110
- PSWK2510 for SOCW340
- PSWK2525 for SOCW350

**Western Technical College**
- BIOL 10806198 for BIO117
- PSY 10809198 for PSY210
- PSY10809188 for PSY250
- SOC 20809203 for SOC150
- STAT10804189 for STAT110
- HS10520101 for SOCW340
- HS10520115 & 10520122 for SOCW350
II-11. FACULTY

ARLEN CAREY, Ph.D., MSW, LICSW, Associate Professor
(2005 to Present)
Arlen joined the faculty in 2004, and he works on the Rochester campus. He earned a BA, MA, and PhD in sociology from the University of Texas at Austin. He was an Assistant Professor of Sociology at the University of Central Florida during which time he earned an MSW and conducted and published research in the areas of demography, inequality, and social theory. He has extensive social work practice experience as a trauma therapist and remains active in that field.

RUTH A. CHARLES, Ph.D., MSW, LISW, Professor
(1996 to present)
Ruth has an MSW and PhD from Syracuse University in Syracuse, New York. Ruth’s central interests are policy analysis, qualitative research methods and work on trauma informed care. Ruth is a Master Trainer and Certified Presenter for ACE Interface, which trains and presents research on Adverse Childhood Experiences (ACE). Ruth’s activism and social justice has her involved in local community planning/implementation on trauma informed care and legislative analysis. Ruth coordinates the IV-E Child Welfare program that focuses on preparing BSW social workers to work in foster care.

MARY KIRK, MSW, LICSW, Instructor and Rochester Field Coordinator
(2014 to present)
Mary began teaching at Winona State University in the spring of 2014. She has held appointments in both the Child Advocacy Studies program and the Social Work Department. Mary will be serving as the Rochester campus BSW program Field Coordinator in Fall 2018. Mary has a B.A. in Sociology from Marquette University in Milwaukee, Wisconsin and an MSW from the University of Iowa in Iowa City, Iowa. She is currently a doctoral student in the DSW program at St Catherine University and University of St Thomas in St Paul, Minnesota. Mary is a Licensed Independent Clinical Social Worker in Minnesota. Her prior work experience includes school social work, medical social work, homelessness services, mental health advocacy, parenting education and clinical work with children and families. Her academic interests include resiliency, social work pedagogy, child development, child welfare, play therapy, women/gender studies, poverty and international social work.

CHARISSA EATON, Ph.D., MSW, LISW, Professor & Program Coordinator
(2010 to Present)
Charissa joined the faculty in 2010. She has an MSW from the University of North Dakota and a PhD from the University of Minnesota, School of Social Work. Charissa is a Licensed Independent Social Worker in Minnesota. Her practice experience includes geriatric case management, dialysis social work, hospital social work, and administration. Charissa’s academic and research interests are aging, medical social work, and ethics.

CATHLEEN JO FARUQUE, Ph.D., MSW, LICSW, DAPA, FAPA, BCPC, Professor
(1997 to present)
Cathy has been with the WSU Social Work Department since 1997. Cathy served as Coordinator of the Rochester Social Work Program from 1997-2004, Field Director of the Department of Social Work from 2004-2009 and Chair of the Department from 2009-2018. Cathy has a BS in Sociology from Winona State University and an MSW from San Diego State University. She has her PhD in Psychology from North Central University. Cathy is an Licensed Independent Social Worker in the state of Minnesota. She is a Board Certified Professional Counselor and Certified Fellow and Diplomate with the American Psychotherapy Association. Her academic interests are primarily focused in mindfulness-based stress reduction, environmental social work, international social work, religion and spirituality in social work, transcultural practice, institutional discrimination, racism and homelessness. Her 17 years of practice experience is predominately in mental health, homelessness, and work with older persons. She has published several books, and journal articles. Cathy produced a documentary on transcultural practice and poverty in Bangladesh and is also a published poet. Currently, Cathy is working on the development of a non-profit to provide low-cost continuing education for social work professionals.
JAY PALMER, Ph.D., MSW, LISW, Associate Professor
(2007 to present)
Jay joined the faculty in 2007. He received an AS in Health Science in 1985 and worked as a psychiatric nurse before earning a BS in Human Services from California State University Fullerton in 1992. Jay received an MSW from California State University Long Beach in 1995, and a PhD in Social Work at the University of South Carolina 2009. His social work practice experience includes the areas of HIV/AIDS, homelessness, gang involved youth, mental health, and persons with developmental disabilities. As a board member, Jay has worked with organizations that support LGBTQ persons, and ones that address sexual assault and intimate partner violence.

OSWALD A. SHANALINGIGWA, Ph.D., MSW, LICSW, Associate Professor & Department Chair
(2009 to Present)
Oswald joined the faculty in 2009. Oswald will start his appoint as Department Chair in Fall 2018. He has a BA in Sociology from the University of Dar-es-salaam, Tanzania and a MSW and PhD from University of Minnesota. His prior work experience is in the area of children and families while working with the government in Tanzania. Other experiences include Adult mental health while working as a case manager and later as Program Director for Adult Mental Health Rehabilitative Service in the twin cities. Oswald is a Licensed Independent Clinical Social Worker (LICSW) in Minnesota. Oswald’s central interests are on cross cultural studies, mental health, Refugee Issues, child welfare, and global justice.

JESSICA E. TYE, Ph.D., MSW, LICSW
(2013 to Present)
Jessica joined the faculty in 2011 on the Rochester campus. She earned an Ed.D. from St. Cloud State in Higher Education Administration, a Masters of Social Work from the University of St. Thomas/College of St. Catherine, and Bachelors in social work and psychology from Wartburg College in Waverly, Iowa. Jessica is a Licensed Independent Clinical Social Worker in Minnesota. Her social work practice experience includes chemical dependency treatment, grant administration, child welfare services, and gender specific case management. Jessica’s academic and research interests are college student mental health, faculty intentions to refer students to counseling, alcohol and drug addiction, child welfare, and MSW program development.

ANNE VANDE BERG, MSW, LISW, Winona Field Director
(2013 to present)
Anne joined the Social Work Department at Winona State University in July 2013. She received her Bachelor of Arts in Cultural Anthropology from Macalester College in 1988 and her MSW from the University of Minnesota in 1999, where she was also a Title IV-E Child Welfare Fellow. She completed her Doctorate of Social Work from the University of St. Thomas/St. Catherine University in May 2017. She is a Licensed Independent Social Worker in the state of Minnesota and has over 17 years of professional experience in social services, with seven years post-graduate direct practice experience. Anne’s practice areas and interests include trauma-informed practices, interprofessional education, children and families in education settings, and nonprofit management.
III-1. DIVERSITY STATEMENT AND INITIATIVES

Department Philosophy
The Winona State University Social Work Department is dedicated to learning and understanding diversity. The department is determined to actively recruit both minority faculty and students. Faculty work to incorporate issues relevant to minority groups in classroom materials. The oppression of minorities, minority accomplishments, and the need for social justice/social change are woven throughout the curriculum. Faculty work to create a welcoming environment and to meet the needs and special interests of all minority students within the Department. As a Department, we reject all forms of racism. We are committed to the elimination of racial discrimination within our University, our College, our Department and Programs – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and work environment.

Each individual faculty member chooses her or his own ways of demonstrating the above commitment. Combining the endeavors of the total faculty results in continual improvement and enhancement of the program goals which focus on diversity. Faculty are encouraged and motivated to continually think of new and better ways of creating diversity in the Department and making the Department attractive to more minorities and students with diverse needs.

An extension of this commitment should additionally be reflected in the activities and philosophy of the WSU Student Association of Social Workers. Advisors to this organization support and encourage members to commit to activities which have as a primary goal of social justice/social change and activities which demonstrate inclusion, not exclusion, both in terms of members, social events, and recipients of services.

Minorities include all people of color, ethnic or religious minorities, sexual minorities, people with disabilities, the elderly, women, children and immigrants (regardless of status).

Strategies and Department Initiatives
1. Faculty and students are encouraged to avail themselves of all opportunities to increase their knowledge and understanding of minority groups and issues. The University and Winona/Rochester communities frequently offer workshops, seminars, and classes on minority topics. In addition, conferences exist both at the state, national, and international levels. Faculty and students are encouraged to attend as many as possible.

2. Faculty and students are encouraged to fill positions of leadership that place them in working relationships with minorities both on the campus and in the larger community. Examples include serving as an advisor to minority clubs on campus and positions within agencies that promote the interests of minority groups.

3. Faculty and students are encouraged to actively reach out to minority populations with whom they come into contact with through their work.

4. Faculty and students are encouraged to choose topics for research projects and conference presentations that deal with minority issues, social justice, and social change.

5. Faculty work with WSU administration and staff in any number of programs. WSU has a wide variety of programs and services on campus including the Inclusion and Diversity Office, the Early Warning System, Special Services, and mentoring programs.

6. The Social Work Department has a strong international component. Both faculty and students are encouraged to take advantage of these opportunities to travel and have experiences abroad. In addition, other WSU departments offer international opportunities either on an ongoing basis or from time to time.

Department of Social Work Diversity Learning Foundation Account: The department offers funding and scholarships for students who are interested in attending conferences, workshops and training programs dedicated to learning about diversity. Scholarships are open to students and faculty and are restricted to available funds in the account. Students interested in applying for Diversity Learning Foundation account funds should meet with the Department of Social Work Chair for information.
III-2. DEPARTMENT STANDARDS FOR STUDENT PROFESSIONAL CONDUCT

Note: The standards outlined in this handbook apply to students who are enrolled in the major at Winona State University’s Department of Social Work.

Winona State University’s Social Work Department is a professional program in the College of Nursing and Health Sciences. Because of the nature of professional social work practice, the Social Work Department has certain expectations of students in the major that may be different from other non-professional, liberal arts majors. The standards provided in this handbook are linked to social work students’ abilities to become effective professional social workers. These standards are provided so that the administration, faculty, staff, and students can be clear about expectations and procedures to address academic performance concerns. Ultimately, it is the goal of the Social Work Department that students have a successful academic experience and be prepared to enter the social work profession.

Becoming a professional social worker is a gradual process. Faculty who teach and supervise students, along with the chairperson, field director, placement agencies, and field supervisors will assess student performance and apply their professional judgment to determine if the standards are being met during a student’s academic career. Professional judgment is based on the capacity to assess a situation by applying values and knowledge from within the Social Work profession, combined with the professional’s own experience and wisdom. Professional judgment involves the application of knowledge, values, and skills to making decisions in a helping process.

All students who have been accepted into the Social Work major are expected to read the Standards for Winona State University Social Work Department, the National Association of Social Workers (NASW) Code of Ethics, NASW Standards for Cultural Competence in Social Work Practice, the International Federation of Social Work (IFSW) Code of Ethics, and the Council on Social Work Education Educational Policy Competency standards. Upon application for admission, students are asked to sign acknowledgment that they have read and are aware of the contents of these documents and will abide by the statutes set forth herein. This form, along with the completed Social Work application materials is kept in the student’s file.

Criteria for Evaluating Student Academic Performance

Winona State University’s Social Work Department is committed to provide a quality professional education and to ensure that graduates of our BSW program are able to function as generalist social work practitioners in a broad array of professional situations. In order to meet this commitment, the Social Work Department evaluates the academic performance of our students in four general areas: Professional Skills; Mental and Emotional Abilities; Professional Performance Skills; and Scholastic Performance. Students of Social Work should be aware that meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in the program. Both professional conduct and scholastic performance comprise the program’s academic standards.

Basic Abilities Necessary to Acquire Professional Skills

1. Communication Skills
Students who meet this criterion demonstrate sufficient written and oral communication skills that are necessary to comprehend information in courses and placement as well as the ability to communicate ideas, thoughts, and feelings to others.

2. Written Communication Skills
The student writes clearly, uses correct grammar and spelling, applies appropriate writing style (APA), follows the directions provided by the course instructor and syllabi for appropriate documentation, citation, and referencing of assignments. Further, the student has sufficient skills in written English to understand content presented in courses and to adequately complete all written assignments.

3. Oral Communication Skills
The student is an effective communicator, is attentive to other students, faculty, staff, clients, and professionals. Expresses ideas, thoughts, and feelings clearly and demonstrates a willingness and ability to listen to other people. Further, the student has sufficient skills in spoken English to:
   - Understand content presented in courses
   - Adequately complete all oral assignments
   - Adequately function in an internship placement

4. Interpersonal Skills
Students who meet this criterion demonstrate the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals. The student understands the ethical obligations of the social work profession and can meet ethical obligations. Interpersonal skills include: compassion, empathy, altruism, integrity, respect and consideration of others. Further, students who meet this criterion are able to take responsibility for their own actions and understand the impact of their actions on other people.

5. Cognitive Skills
Students who meet this criterion exhibit sufficient knowledge of social work as a profession, clarity in thinking, ability to process information and to apply that information to appropriate situations. Further, students who meet this criterion demonstrate grounding in relevant social, biological, and behavioral sciences, research, data gather-
ing, assessment, intervention, and evaluation of practice. The students are able to conceptualize and integrate knowledge and apply that knowledge to social work professional practice.

6. Physical Skills
Students who meet this criterion exhibit sufficient motor and sensory abilities to attend and participate in the core courses, field, and practicum placement with or without accommodations. Refer to the program’s policy for accommodation of disabilities for further clarification.

Emotional and Mental Abilities Necessary for Performance in the Social Work Program and in Professional Practice

1. Stress Management and Coping Mechanisms
Students who meet this criterion demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. Further, they are able to handle stress effectively by using appropriate self-care and development of supportive relationships with colleagues, peers, and others.

2. Emotional and Mental Capacities
Students who meet this criterion use sound judgment. They seek and effectively utilize help for medical and emotional problems that can interfere with scholastic and/or professional performance. They may engage in counseling or seek out support and help when personal problems, psychosocial distress, mental health or substance abuse issues may affect one or more of the following:

▪ Compromise professional, academic, and personal performance
▪ Interfere with professional judgment and/or behavior
▪ Jeopardize the best interests of those to whom social work students have a professional responsibility

Professional Performance Skills Necessary for Performance in the Social Work Program and in Professional Practice

1. Professional Commitment
Students who meet this criterion exhibit a strong commitment to the goals and objectives of social work practice and to the ethical standards of the profession as specified in the National Association of Social Worker Code of Ethics (Appendix A) and for the Minnesota Board of Social Work. Further, the students demonstrate a commitment to the essential values of social work that includes respect for the dignity and self-worth of each individual and his or her right to a just share of society’s resources.

2. Professional Behavior
Students who meet this criterion exhibit behaviors that meet with university, department, and program policies; professional ethical standards; societal laws; classroom, field, and community expectations. Appearance, dress, and general demeanor reflect a professional manner. Students show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respect for others, punctuality and dependability, prioritized responsibilities, class attendance, observation of deadlines, completion of assignments and tasks in a timely fashion, keeping appointments or making appropriate arrangements, and acceptance of supervision and constructive criticism in a positive manner. Further, the students work effectively with others, regardless of level of authority. Students advocate for self in an appropriate and responsible manner and use proper channels for resolution of conflict. Students show a willingness to receive and accept feedback and supervision in a positive manner, as well as feedback to enhance development of professional self.

3. Self Awareness
Students who meet this criterion exhibit knowledge and understanding of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Students accurately assess their own strengths, limitations, and suitability for professional social work practice. Students show an awareness of self and how one is perceived by other people. Further, students who meet this criterion are able to reflect on their own limitations as they relate to professional capacities. Students are willing to examine and change behavior when it interferes in working with people in a professional capacity.

4. Ethical Standards
Students who exhibit the skills of ethical standards exhibit behavior in a professional, personal, and academic manner that demonstrates an adherence to ethical expectations and obligations of practice as noted in the NASW Code of Ethics (Appendix A). Ethical behaviors include:

▪ Adherence to the NASW Code of Ethics and the Minnesota Board of Social Work Licensure
▪ No history of charges and/or convictions of an offense that is contrary to professional practice
▪ Systematic evaluation of clients and their situations in an unbiased, factual manner
▪ Suspension of personal biases during interactions with others
▪ Recognition of other peoples lifestyles and values with empathetic communication and support of others as a basis for a productive professional relationship
▪ Effective and nonjudgmental attitude in working with persons different from self. Provision of appropriate services to all persons in need of assistance regardless of race, religion, age, gender, disability, sexual orientation, and/or value and belief system
▪ No imposition of one’s own personal, religious, sexual, and/or cultural values on others
▪ Demonstration of respect for the rights of others. Commitment to the rights of others for freedom of choice and self-determination.
• Adherence to confidentiality in classroom activities, and agency field placements
• Demonstration of honesty, integrity, and truthfulness about one’s own background, experiences, and qualifications. Completion of one’s own work; giving credit to the ideas of others; and providing proper citations of source materials.
• Adherence to clear and appropriate boundaries. Does not sexually harass, make verbal or physical threats, abuse others in a physical, verbal, emotional, or sexual manner, or participate in dual relationships with others where a conflict of interest may exist. Students are not allowed to become involved in sexual relationships with clients, supervisors, or faculty.

Scholastic Performance Skills Necessary for Success in the Social Work Major

1. Declared Students
Freshman and sophomore students interested in the Social Work Major are advised to become well informed regarding the courses, grade point average, and application requirements necessary for admissions acceptance for a Social Work Major. Admission into the major is limited to a specific number of students, satisfactory completion of the courses considered in admission, successful completion of the application, and notice of acceptance into the major by the Social Work faculty. Students should declare a major in Social Work prior to application into the program. Students must have completed and have a "C" or better and an overall GPA of 2.5 in the following foundation courses: Freshman English, Introduction to Public Speaking, Human Biology, General Psychology, Developmental Psychology, Introduction to Sociology, and Introduction to Social Work. Students must have a satisfactory evaluation and a passing grade in Social Work Field Experience to be considered in the Social Work Program.

2. Students Accepted in the Major
Students are considered to be in academic difficulty in the major if their grade point average falls below 2.50. Students will be advised to withdraw from the Social Work Program if their grade point average falls below a 2.0 overall or a 2.50 in the major. Students who receive less than a “C” in a course within the major should consult with their faculty advisor. A student will be suspended in moving forward in the major when receiving a “D” or “F” in any required social work course. A review will be called by the faculty regarding the consequences of a student’s non-passing grade in core social work courses. The faculty may approve that a student can repeat a course within the major. If the student does not pass the course with a “C” or higher on the second attempt, he or she will be unable to continue in the program. A student is limited to repeating three courses within the major. Failure to maintain a satisfactory evaluation and a passing grade in Social Work Practicum will result in suspension from the program (students should refer to the Social Work Practicum Manual for further information).

Sources of Evidence for Academic Performance Criteria

Evidence of meeting academic performance criteria in the Social Work Major may include but is not limited to any of the following:
• Feedback or reference letters from faculty, work supervisors, supervisors from volunteer human service work or field experience
• Feedback from agency based field supervisors
• Observation of classroom, volunteer, or field experience behaviors
• Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
• Student personal oral and written statements, student professional development plans and self assessments
• Interviews with faculty or other professionals
• Taped interview situations (audio and visual)
• Feedback from students, staff, university, helping professionals, or community
• Feedback from faculty in other social work programs that student may have attended
• Signed application materials, scholastic honesty statements, contract to adhere to NASW Code of Ethics, other contracts between the university and the student

Department Policy for Accommodations for Disabilities

A qualified student will not, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Major. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. A student with a protected disability who requests reasonable accommodation must first notify the University Disability Services office (AKA Access Services) and provide documentation of disability as requested. The University Access Services makes recommendations for accommodations of students. The Social Work Department faculty cannot make accommodation for disabilities when the student is not registered with the University Access Services and hence faculty are made aware of said registration and need for accommodation. The Social Work Department faculty will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. Faculty will make an assessment and plan of action with the assistance of the student and the University Access Services staff.

Policies and Procedures for Review of Academic Performance

Winona State University’s Social Work Department has three levels of reviewing student’s academic performance.
The level of review depends on the potential severity of concern. Information disclosed during student meetings with faculty, chairperson, field director, or school administrators will not be kept confidential if the information raised concerns about professional performance. The chairperson and faculty of the Social Work Department will share pertinent information with each other and with agency field supervisors for the professional purpose of identifying student issues and enhancing problem solving about concerns. Further, the Social Work Department follows the university’s procedures related to student performance issues.

Performance that May Result in a Review or a Possible Dismissal from the Social Work Program

Student reviews may occur under any of the following circumstances:

- Student has failed to meet or maintain academic requirements of the major
- Academic dishonesty, including (but not limited to), lying, cheating, collusion, plagiarism, falsifying academic records, or any act designed to give unfair advantage to the student (faculty adhere to university guidelines found in the university catalog)
- Student’s behavior is judged to be in violation of the current NASW Code of Ethics
- Student has made threats to harm self or others
- Student, prior or during entrance in the program, was engaged in a criminal act that is contrary to professional social work practice
- Student shows a consistent pattern of unprofessional conduct
- Student fails to meet any of the CSWE Standards for Social Work Education, Winona State University’s criteria for academic performance, or the Social Work Program’s expectations of academic performance

Levels of Academic Review

1. Level One
A Level One Review involves a faculty member in the Social Work Department and a student. When a faculty member has concerns about a student enrolled in courses within the Social Work Program, whether related to professional behavior or academic performance, that faculty member will:

- Discuss those concerns with the student directly and work with the student to resolve those difficulties
- Apprise the Chairperson of the Department, the Program Coordinator, the Field Education Director, or other Social Work Faculty of the concerns in order to identify issues or patterns related to the student
- Document dates and content of meetings with the student and place a copy in the student social work program file

Problems that arise during SOCW350 Field Experience will be discussed between the agency field supervisor, field education director, and the student. Problems that arise during the SOCW475 Practicum Placement will be discussed between the agency field supervisor, faculty field liaison, and the student. The faculty field liaison will notify the field education director. In many instances, Level One meetings between the faculty and student resolve the concerns and do not necessarily lead to further reviews.

2. Level Two
A Level Two Review involves a faculty member in the Social Work Department, a student accepted in the major, and the chairperson or program coordinator. The faculty member and the chairperson/program coordinator will meet with the student when the student does not meet or follow program or university standards, policies, and procedures or when concerns have not been resolved at Level One Review. If a problem arises in the field, the agency field supervisor, field faculty liaison, and director of field education will conduct the review with the student.

The chairperson/program coordinator, in conjunction with other faculty, will determine the nature of the concern and gather the information necessary to develop a plan of action that addresses the concern. The student may be provided written instructions outlining student expectations. This process is designed to help the student in dealing with identified concerns that have a direct impact on his or her performance in the Social Work Program. The chairperson or field education director will assess the nature of these concerns and consult with faculty and the Dean of the College of Nursing and Health Sciences. If the problem is not resolved at this stage a Level Three Review may be instituted. Written documentation will be placed in the student file.

3. Level Three
A Level Three Review involves a faculty member in the Social Work Department, a student who has been accepted in the major, the department chairperson, and any faculty who have had direct experience with the student in the classroom or field. In effect, the student may be called to a meeting with the Social Work Department faculty. A Level Three Review is called when problematic patterns are identified with students or when the issues are so serious to require formal consultation with other Social Work Department faculty and the student. A Level Three Review is frequently the result of unresolved issues from prior reviews; when issues are related to that student not meeting the criteria for academic performance; or when the student is being considered for suspension or dismissal from the Social Work Program.

When a Level Three Review is called, the Social Work Department will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem, and identify alternatives for remediation. Appropriate faculty involved in the review will include, but not be limited to, those who have had
direct knowledge of and experience with the student. The student will be given written notification of the meeting date, time, and location, with sufficient time given to prepare for and attend the meeting.

Upon conclusion of the Level Three Review meeting, the chairperson will consult with the Dean of the College of Nursing and Health Sciences to apprise of the problematic situation and to make recommendations regarding the student. Based upon the Level Three Review meeting, objective assessment of the information gathered and provided, with other faculty and the Dean of the College of Nursing and Health Sciences, the Social Work chairperson will inform the student in writing of the decisions, which can include one or more of the following actions:

- **Continue on in the Social Work Major with No Conditions:** In these situations, the concern has been addressed and no further action by the student or the department is required.
- **Establish Formal Conditions for the Student’s Continuance in the Social Work Major:** In this situation, specific conditions must be met in order for the student to remain in the major. Action may include – development of a plan of action or timeline; establishment of goals and measurable objectives; monitoring; faculty support; probationary status; referral of student to services within the university or community; reduced course load or delay of entrance into the practicum experience; requirement to withdraw from the program with an option to reapply at a later date.
- **Advise Student to Change Majors/Degrees and/or Discontinue the Student in the Major:** In some situations, it will be recommended that the student no longer remain in the Social Work Major. The student will be counseled to voluntarily change majors or degrees. If the student does not wish to voluntarily change majors or degrees, the student will be formally notified that (s)he is being suspended from the major. The student will be provided with written documentation regarding the specific reasons for dismissal and the conditions, if any exist, under which he or she may reapply in the major at a later date.

Note: Any violation that jeopardizes clients or agency services and/or seriously disrupts the academic process will result in an immediate suspension from the program and/or placement agency, pending a Level Three Review, which could result in a plan of action, continuation of suspension or immediate removal from the program.

A Level Three Review requires clear, concise documentation of the problem areas as well as verification that the concerns have been discussed with the student and attempts made to resolve the concerns. All documentation, including copies of correspondence, is placed in the student file.

Source: The Winona State University Department of Social Work gratefully acknowledges the use of materials from the University of Texas at Austin – School of Social Work – Standards for Social Work Education. Permission to use materials was granted in March of 2004.

### III-3. STUDENT GRIEVANCE PROCEDURE

**Purpose**
The purpose of this administrative procedure is to describe the method of processing a student grievance. This procedure does not apply to disputes between students and does not substitute for procedural due process in student disciplinary cases, nor the system-wide procedures as stated in the collective bargaining agreements between the State University System and the various exclusive bargaining agents representing employees of Winona State University. Authoritative reference is State University Board Internal Rule IR302.

**Definitions**
- **Grievance:** "Grievance" means a dispute or disagreement between a student and an employee of the university, or between the student and the university.
- **Academic Calendar:** "Academic Calendar" delineates the academic schedule of the university as beginning on the first day of the summer session and ending on the last day of spring semester.
- **Academic Calendar Day:** "Academic Calendar Day" is a day when the university is in session during the academic year as indicated on the academic calendar.
- **Investigative Committee:** the "Investigative Committee" shall consist of six full-time students, none of whom are on academic or disciplinary probation. Members of the investigative committee shall be appointed by the Student Senate. The vice president of Student Affairs, the vice president of the Student Senate, and the appropriate vice president shall serve as ex officio members.

**Procedure**

**Step I**
Whenever any student or group of students has a grievance, she/he or they shall first meet on an informal basis with the faculty, staff member, or university administrator directly involved in the dispute in an attempt to resolve the grievance.
Step II
Whenever any student or group of students has a grievance which remains unresolved after consultation with the faculty, staff member, or university administrator involved, they shall file a written account of their grievance with the appropriate academic dean in cases where the dispute involves teaching faculty, or the appropriate supervisor in cases involving other university employees or the university. The notification shall contain a concise written statement indicating the intention of the party to proceed with the grievance, and the relief requested.

Within five (5) academic calendar days of receiving the written grievance, in cases of disputes with a teacher, there shall be a meeting of the student(s), the faculty member directly involved, the department chairperson, and the appropriate academic dean. In cases of disputes with other employees or the university, the student, staff member involved, and the appropriate university administrator shall meet. The responsible parties for resolving the grievance at this level are the student (or students) and the dean or appropriate supervisor.

Step III
If the grievance is not resolved at the Step II meeting, the Investigative Committee shall be notified. Proceedings shall commence within ten (10) academic calendar days after the Step II meeting. The Investigative Committee shall make a recommendation in writing within seven (7) academic calendar days of the date of the hearing to the University President for her/his consideration and action.

Step IV
The University President will notify both parties of her/his decision within seven (7) academic calendar days of receipt of the recommendation from the Investigative Committee. The President's decision shall be final. Students should periodically check the WSU homepage under Student Affairs to review policy revisions. [http://www.winona.msus.edu/President/old/WSUR EG4_2StudentGrievancePro.HTM]

III-4. CONFIDENTIALITY OF RECORDS
All written deliberations shall be considered confidential and placed in the student's file in the Social Work Office (Maxwell 255 in Winona or ST 128 in Rochester) unless the student requests otherwise. All materials submitted by students who are denied admission, withdraw, or are dismissed from the Program will be kept for at least one year.

III-5. RIGHT OF APPEAL
Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major may take the following steps for appeal:
Meet with a faculty advisor to discuss how you may improve upon the application for a future semester or to discuss other possible majors the student may wish to pursue. Student may ask the faculty advisor for reasons why he or she was not accepted.

Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal for reconsideration should:

Make an appointment with the Social Work Department Chairperson to discuss their circumstances for reconsideration. Submit copies of supporting documents that should be considered.

The Department Chairperson will bring the student issues before the social work faculty at a regularly scheduled Department meeting. Faculty will discuss the student’s circumstances and respond accordingly to the student within a three-week timeframe.

The decision of the faculty is final and will no longer be considered by the department. Students who believe the situation warrants further consideration may set an appointment with the Dean of the College of Nursing and Health Sciences to discuss the concerns. The Dean of the College would respond to the student accordingly after consulting with the Social Work Department Chairperson.
III-6. PLAGIARISM

Plagiarism is the representation of words, thoughts and ideas of someone else as your own. Such misrepresentation constitutes a form of theft. It is viewed by the program faculty as a major violation of ethical social work practice. Students found involved in plagiarism face the following possible penalties depending on faculty members’ perception of the seriousness of the problem:

1. The first offense of plagiarism for a student in a social work class will result in a zero for the assignment in question with a warning from the faculty member.
2. The second offense of plagiarism for a student in a social work class will result in a failure of said class. The offense will be discussed with all social work faculty at a departmental meeting. The student will need to discuss ability to re-take the course with his or her advisor and Department Chairperson.
3. The third offense of plagiarism for a student in a social work class will result in expulsion in the social work major. The offense will be discussed with all social work faculty at a departmental meeting and the offense will be reported by the Department Chair to the Dean of the College of Nursing and Health Sciences and other appropriate university administration.

To assist students in avoiding problems with plagiarism, the following guide is provided:

Not everything students write can be completely original. Students often need to consult published works on the topic being addressed. That is nothing more than learning from others. The question is how do students give proper credit to authors consulted in the composition of a paper?

A useful rule of thumb would be: whenever information or material is derived from a source other than students’ own thinking or personal experiences, students should acknowledge that source.

The most obvious need for acknowledgement occurs when using a direct quotation. In a paper being written by students, they may have reason to repeat an exact sentence or sentences written by another author. If so, those words must be enclosed by quotes and the source of the quotation must be mentioned.

Sometimes when writing, students may want to summarize or rephrase the words or thoughts of another author. Clearly, care must be taken so that a paraphrase does not become plagiarism in disguise. To see that this does not happen, students acknowledge the source after paraphrasing the information. However, that paraphrase is not placed in quotes. It is sufficient to just cite the author.

How can students decide when acknowledgement is necessary? One way to decide is to remember that widely known facts and common phraseology found in easily accessible sources of knowledge need not be acknowledged. Anything that is original with the author of the source consulted must be acknowledged. When in doubt, it is probably best to cite the source of information. (Paraphrased from Plagiarism Explained by Robert Spaeth, Dean of College of Arts and Sciences at St. John's University and published as a pamphlet by the office of Academic Affairs-College of St. Benedict, St. Joseph, MN and St. John's University Collegeville, MN. 1988, p.3-6).

III-7. TRANSFER POLICY AND CREDIT EVALUATION

The purpose of this policy is to ensure non-duplication or course work while asserting that the expected content within the Social Work Program and as specified by the CSWE Curriculum Policy Statement is included in every student’s educational experience.

The acceptance of course credits outside of the program’s course offerings is the responsibility of the registrar’s office as per its equivalency policy. Students requesting such transfer credit approval are referred to the University Transfer Coordinator’s office for this review.

Course credits for courses offered within the Department will only be given for substantially equivalent courses taken in other CSWE accredited social work programs. The advisor and the chairperson must sign off on the substitution forms as per University policy.

As a general rule, exceptions to the above policy are not given. However, if students believe that they have completed a course that meets the requirements for one of the social work program courses, they must complete the following steps:

- Submit course syllabi and description of course requirements to their advisor.
- Discuss with their advisor why they believe this course meets program requirements.

With their advisor, document that the course/s submitted for substitution substantially meet all content requirements of the program course, particularly the content that is covered in relation to the CSWE Curriculum Policy Statement. Students must also establish that the course submitted for substitution was taught by an MSW social worker, if the course was taken as an undergraduate course.
Student petitions must then be submitted for a full faculty review. A majority of the reviewing faculty must approve all petitions.

**Credit Evaluation**

It is the responsibility of each student to ensure credits taken at other colleges and universities are transferred to Winona State University to ensure timely approval for admission to the social work major. Students should take the necessary steps to notify the university when courses are taken at other institutions as well as when the grades are available for transfer. The Social Work Department cannot evaluate student records for admission consideration to the major until the transfer has been reflected for the student on the Degree Audit Report.

WSU requests students do transfers electronically. For WSU students who have attended other schools within the Minnesota State Colleges and University (MNSCU) System, WSU is able to process a copy of transcripts electronically. Students are simply asked to complete the online request form. Students are asked to be sure that they have cleared up any holds on their account at the schools from which they are requesting WSU process transcripts. Any questions about this process or the status of a transcript evaluation should be directed to the Warrior Hub at warriorhub@winona.edu or 507-457-2800. Students can access their e-transcripts online with the following link: http://www.winona.edu/warriorhub/Media/eTranscripts.pdf

**Social Work Course Evaluation**

Credits achieved from CSWE accredited programs will be evaluated for course equivalency by the department as warranted. No credit will be awarded for course work over 7 years old.

### III-8. POLICY ON ARRANGED CLASSES AND LIFE EXPERIENCE CREDIT

**Introduction**

From time to time, due to conflicts in student schedules, requests are made to faculty to provide “arranged classes.” In discussing this phenomenon, it became clear that the quality of content and instruction together with the lack of a student cohort milieu left a great deal to be desired in respect to a quality education. In essence, students simply weren’t getting what they needed. Based on these insights the Social Work Department has the following policy on arranged classes.

**No Arranged Classes**

There will be no arranged classes for the core social work courses. There will also be no arranged classes for SOCW340 Introduction to Social Work and Social Welfare or SOCW350 Field Experience. The core courses include the three practice courses, the two policy courses, the Social Work Diversity Course, Human Behavior in the Social Environment, Social Work Research, Practicum and Seminar.

**Credit for Life or Work Experience**

The Social Work Department at Winona State University does not evaluate or consider credit for life or work experience as a substitution for any social work course work.

### III-9. POLICY ON INTERRUPTION OF MAJOR STUDY AND RETURNING MILITARY

The Social Work Department in Winona and Rochester makes every attempt to admit full cohort groups each semester. It is challenging for the department to alter the student’s time schedule of courses once admitted to the major. If an accepted social work student who is taking core social work classes decides to stop taking classes for a semester, they must submit a written request to the social work faculty. This request must ask for the social work faculty to hold a seat for them in the semester when they will return and the reason for the request. This request will not guarantee a seat, but will allow faculty to plan for the student's return. Students who are serving in the US military will be guaranteed a seat when they return from deployment.
Part IV. Licensing and Other Information

IV-1. CONTACTS FOR STATE AND COUNTY JOBS

MINNESOTA DEPARTMENT OF EMPLOYEE RELATIONS
200 Centennial Office Building
658 Cedar Street
St. Paul, MN 55155
Phone: 651-297-1184
Job Hotline: 651-296-2616
Web Site: [http://www.doer.state.mn.us](http://www.doer.state.mn.us)

MINNESOTA DEPARTMENT OF HUMAN SERVICES
MERIT SYSTEM
444 Lafayette Road
St. Paul, MN 55155
Phone: 651-296-3996
Web Site: [http://www.dhs.state.us/infocenter/employment](http://www.dhs.state.us/infocenter/employment) OR [http://www.state.us/agency/wd/jobs/merit](http://www.state.us/agency/wd/jobs/merit)

Web sites above have information on application processes and exams. Other jobs in Minnesota include: [www.mn-jobs.com](http://www.mn-jobs.com) or [www.mnwfc.org](http://www.mnwfc.org)

IV-2. PROFESSIONAL ASSOCIATIONS AND LICENSING

NATIONAL ASSOCIATION OF SOCIAL WORKERS

NASW of Minnesota
480 Concordia Avenue
St. Paul, MN 55103
800-813-7617
612-293-1935

NASW - National
750 First St. N.E.
Washington, DC 20002-4241
800-638-8799
[www.nasw.org](http://www.nasw.org)

SOCIAL WORK LICENSING IN MINNESOTA

Minnesota Board of Social Work
2829 University Avenue S.E. Suite 340
Minneapolis, MN 55414-3239
612-617-2100
Toll free: 888-234-1320
TTY: 800-627-3529
Fax: 612-617-2103
Email: [social.work@state.mn.us](mailto:social.work@state.mn.us)
Website: [www.socialwork.state.mn.us](http://www.socialwork.state.mn.us)

SOCIAL WORK LICENSING IN WISCONSIN

Department of Regulation and Licensing
1400 E. Washington Ave., Room 166
Madison, WI 53708
608-267-8816

An excellent website for information on licensing in all states: [http://socialworklicensemap.com/](http://socialworklicensemap.com/)

NASW - Membership Applications. See any social work faculty member or SASW officer.
Appendix A. National Association of Social Workers Code of Ethics

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. The code includes four sections. Section one, “Preamble,” summarizes the social work profession’s mission and core values. Section two, “Purpose of the 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. Section three, “Ethical Principles,” presents broad ethical principles, based on social work’s core values that inform social work practice. The final section, “Ethical Standards,” includes ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The Code of Ethics was adopted by the NASW Delegate Assembly of August 1996. All students in the Social Work Program are expected to access a copy of the National Association of Social Worker’s Code of Ethics, available online at http://www.naswdc.org/pubs/code and develop a solid knowledge of the ethics that guide the profession. Written copies of the NASW Code of Ethics can be found in the Field Experience and Practicum Manuals. As indicated on the application to the Social Work Major at WSU, students must affirm and agree to abide by the NASW Code of Ethics.

The National Association of Social Workers is committed to social justice for all. Discrimination and prejudice directed against any group are damaging to the social, emotional, and economic well-being of the affected group and of society as a whole. NASW has a strong affirmative action program that applies to national and chapter leadership and staff. It supports three national committees on equity issues: the National Committee on Women’s Issues, National Committee on Racial and Ethnic Diversity and the National Committee on Gay, Lesbian and Bisexual Issues. Information on Diversity and Equity can be found online at: http://www.naswdc.org/diversity.
Appendix B. CSWE Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards (in italics) are derived from the Educational 2 policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level. Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy. Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context.
1. Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1—Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

**Competency 2—Engage Diversity and Difference in Practice**

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

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

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

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

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

**Competency 4—Engage In Practice-informed Research and Research-informed Practice**

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

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

Competency 5 – Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
6.a apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.b use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:
7.a collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
7.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
7.c develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
7.d select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
8.a critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.c use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.d negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
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8.e facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.a select and use appropriate methods for evaluation of outcomes;
9.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9.c critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
9.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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2. Program Mission and Goals

**Program Mission and Goals Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context. Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice. 10 Program Context

**3. Explicit Curriculum**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

**Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

**Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialization. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values,
skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

**Educational Policy 2.2—Signature Pedagogy: Field Education** Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline - to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

### 3. Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

**Educational Policy 3.0—Diversity** The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

**Educational Policy 3.1—Student Development** Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

**Educational Policy 3.2—Faculty** Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service - as well as their interactions with one another, administration, students, and community - the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

**Policy 3.3—Administrative and Governance Structure** Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

**Policy 3.4—Resources** Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of
students and program improvement. Assessment Educational

**Policy 4.0 – Assessment of Student Learning Outcomes**

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time. Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

**Appendix C. Minnesota State University System Procedures Non-Discrimination and Harassment**

**Part 1. Procedure objective.**

This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to non-discrimination by providing a process through which individuals alleging violation of system non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance or membership or activity in a local commission. This procedure is not applicable to allegations of sexual violence which should be handled under appropriate system and college or university policies and procedures.

A single act of discrimination may be based on more than one protected class status. For example, discrimination based on anti-Semitism may relate to religion, national origin, or both; discrimination against a pregnant woman might be based on sex, marital status, or both.

This procedure shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. In determining whether discrimination or harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be

given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching, and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation, or coercion. Discrimination and harassment are not within the protections of academic freedom.

**Part 2. Definitions.**

**Subpart A. Designated officer.** A designated officer is an individual designated by the president or chancellor to be primarily responsible for investigating or coordinating the investigation of reports and complaints of discrimination/harassment in accordance with this procedure. Designated officers may include individuals in the affirmative action or equity office, the campus security office, the student affairs or student life office, academic or administrative offices of the system office, college, or university. The president or chancellor may designate other individuals to assume the role of the designated officer as deemed necessary.

Designated officers must attend investigator training conducted by the Office of the Chancellor.

**Subpart B. Decision-making authority.** A decision-maker is an individual designated by the president or chancellor to review investigative reports, to make findings whether the discrimination/harassment policies have been violated based upon the investigation and other measures deemed necessary to reach a decision, and to determine the appropriate action for the institution to take based upon the find-
ings. The decision-maker shall be a top level administrator such as a college or university vice president, dean or provost. At the system office, the decision-maker shall be a top level administrator such as a chancellor, vice chancellor, associate vice chancellor or other appropriate system office personnel. The president or chancellor may designate other individuals to assume the role of the decision-maker as deemed necessary.

Designated decision-makers for complaints under this procedure, including presidents, must attend decision-maker training conducted by the Office of the Chancellor.

Part 3. Reporting incidents of discrimination and/or harassment.

Subpart A. Reporting an incident. The system office, colleges, and universities encourage any individual, including any student, employee, applicant for employment, or person eligible for employment (as defined by Minnesota Statutes section 43A.02), who feels she or he has been or is being subjected to discrimination/harassment to report the incident to the designated officer. Any student, faculty member or employee who knows of, receives information about or receives a complaint of discrimination/harassment is urged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Personal resolution. In instances where an individual believes she/he personally has been subjected to behavior prohibited by the 1B.1 Non-discrimination policy, that individual may voluntarily choose to directly address the offensive behavior. In such a situation, she or he should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and that it stop. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop or if the individual believes some employment or education consequences may result from the discussion, she or he should go to the designated officer to process the complaint. Under no circumstances shall an individual be required to use personal resolution to address prohibited behaviors rather than reporting the behavior to the designated officer.

Subpart C. Duty to report. Unless the matter already has been referred to the designated officer, administrators and supervisors must inquire into allegations or behaviors that they reasonably believe may constitute discrimination or harassment and, when a report/complaint appears to be warranted, refer the matter to the designated officer. The duty to report shall not be construed to prevent immediate corrective action by an administrator or supervisor when appropriate.

Subpart D. Institutional responsibility.

1. Colleges and universities. This procedure applies to all members of the educational community including students. Reports/complaints against a president of a college or university shall be filed with the system office. Complaints against a president shall be processed by the college or university if the president's role in the alleged incident was limited to a decision on a recommendation made by another administrator, such as tenure, promotion or non-renewal, and the president had no other substantial involvement in the matter. Reports and complaints against college or university vice presidents, deans, or provosts are filed at the campus level with the president or the president's designee as decision-maker.

2. System office. For reports/complaints which involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints which involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system office personnel or outside investigatory assistance may be designated.

3. Subpart E. Retaliation and reprisal. No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the system office, colleges, and universities. State law prohibits reprisal by a respondent, employer, labor organization, educational institution, employee, agent of the above and others as specified in statute. (Minnesota Statutes section 363.03). Any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing in relation to a discrimination/harassment complaint shall be subject to disciplinary or other action.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, coercion, discrimination, harassment, or unwanted sexual contact toward a complainant, or the complainant's relatives, friends or associates. Retaliation may occur whether or not there is a power or authority differential between the individuals involved. Reprisal also includes discrimination against an individual because that person is associated with a protected group member. Allegations of retaliation or reprisal shall be reported to the designated officer for appropriate action.

Subpart F. False statements prohibited. Any individual who provides false statements regarding the filing of a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart G. Withdrawn Complaints. If a complainant no longer desires to pursue a complaint, the system office,
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colleges, and universities reserve the right to investigate and resolve the complaint.

Part 4. Right to representation.

In accordance with federal law and applicable collective bargaining agreement and personnel plan language, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel plan or law. Any disciplinary action imposed as a result of an investigation conducted under this procedure will be processed in accordance with the applicable collective bargaining agreement or personnel plan.

Part 5. Investigation and resolution.

The system office, college or university has an affirmative duty to take timely and appropriate action to stop inappropriate behavior, conduct investigations and facilitate resolutions as appropriate.

Subpart A. Making a report/complaint. The designated officer must be contacted in order to initiate a report/complaint. The report/complaint should be brought as soon as possible after an incident occurs. The designated officer shall retain control of the investigatory process and determine whether and/or how to proceed.

Subpart B. Initial inquiry and review process. After receiving a report/complaint, the designated officer shall take the steps listed below:

1. Jurisdiction. The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.

2. Conflicts. If the designated officer determines that the report/complaint falls within the scope of the institution's nondiscrimination policies and this procedure, the designated officer shall first determine who will conduct the complaint process. The designated officer should identify to the president or chancellor any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president determines that a conflict exists, another designated officer shall be assigned.

3. Information provided to complainant. At the time the report/complaint is made, the designated officer shall:
   a.) inform the complainant of the provisions of the nondiscrimination policy;
   b.) provide a copy of the policy and the report/complaint procedure to the complainant;
   c.) advise the complainant of other options such as alternative dispute resolution or mediation and that the complainant may also choose to pursue other legal options; and
   d.) determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement.

4. Complaint Form. The designated officer shall insure that the complaint is documented in writing on the complaint form available from system office, college, or university authorities. The complaint form must include:
   a.) a detailed description of the facts upon which the charge is based;
   b.) name(s) of the respondent(s), if known;
   c.) a list of possible witnesses as deemed appropriate by the designated officer; and
   d.) other information pertinent to the complaint.

At the conclusion of the process, the final disposition of the complaint shall be included on the complaint form.

5. Information provided to the respondent. At the time initial contact is made with the respondent, the designated officer shall:
   a.) inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy;
   b.) provide a copy of the policy and the report/complaint procedure to the respondent;
   c.) advise the respondent of other options such as alternative dispute resolution or mediation;
   d.) explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations; and
   e.) determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement.

6. Processing the complaint. The designated officer shall:
   a.) conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
   b.) investigate the complaint without identifying the complainant, if in the judgment of the designated officer, this would increase the likelihood of satisfactory resolution of the complaint;
   c.) inform the complainant, respondent, witnesses and other involved individuals of the prohibition against retaliation and reprisal;
   d.) create, gather and maintain investigative documentation as appropriate;
   e.) disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice (Tennessee warning) in accordance with state law; and
   f.) inform the complainant and respondent of the sta-
tus of the investigation at reasonable times until final disposition of the complaint.

Subpart C. Initial inquiry and informal resolution. After conducting an initial inquiry and review, if the designated officer determines that the issue can be resolved without further investigation, the designated officer may use one or more of the following methods to resolve the complaint:

1. conduct training for the unit, division, or department, calling attention to the consequences of engaging in such behavior;
2. facilitate meetings between the parties;
3. separate the parties, after consultation with appropriate system office, college or university personnel;
4. prepare a written letter of agreement confirming that the respondent has been informed of the policy and complaint procedure, identifying and documenting the respondent's acceptance of the designated officer's resolution of the complaint, and stating that retaliation is prohibited;
5. other possible outcomes may include explicit agreements about future conduct, a letter of apology to the complainant, changes in workplace assignments, enrollment in a different course or program, or other appropriate action.

Subpart D. Investigation and decision process. If the above methods do not resolve the complaint within a reasonable period of time to the satisfaction of the designated officer, or the designated officer feels additional steps should be taken, the procedures in this subpart shall be followed.

1. Designated officer. The designated officer shall:
   a.) conduct further investigation as deemed appropriate by the designated officer;
   b.) prepare an investigation report for review by the decision-maker;
   c.) take additional investigative measures as requested by the decision-maker;
   d.) provide sufficient information to the respondent consistent with federal and state data privacy laws to allow the respondent to respond to the substance of the complaint; and
   e.) provide the investigation report to the complainant or respondent upon request unless the information is protected under state or federal law.
2. Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:
   a.) determine whether additional steps should be taken, at the discretion of the decision-maker, prior to making the decision. Additional steps may include:
      a. a request that the designated officer take additional investigative measures;
      b. a meeting with the complainant, respondent or other involved individuals. If a meeting invol-
   ing a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law. Other employees may be accompanied by an attorney or other support person at the discretion of the decision-maker;
   c. a request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint;
   d. take other measures deemed necessary to reach a decision;
   e. when making the decision, take into account the surrounding circumstances, the nature of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
   f. determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resource or supervisory personnel to determine appropriate discipline;
   g. report in writing to the complainant, respondent and the designated officer her or his findings as to whether or not the nondiscrimination policy has been violated. The written answer to the complainant shall be provided within 60 days after a complaint is made unless reasonable cause for delay exists.

Subpart E. Confidentiality. Confidentiality cannot be guaranteed; however, care will be taken to keep Investigation discussions sufficiently broad to protect the complainant's identity when appropriate. There may be instances in which the system office, college, or university has a responsibility to act even if the complainant requests that no action be taken. In such instances, the system office, college or university may investigate and take appropriate action on the basis of the facts or evidence available.

Subpart F. Investigative data. Information gathered during the investigation will be handled in accordance with federal and state data privacy laws.

Subpart G. Other remedies.

1. Reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which
the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.

2. **Summary suspension or other action.** Under appropriate circumstances, the president or designee may impose on a student a summary suspension or other temporary measures at any point in time during the report/complaint process. A summary suspension may be imposed when, in the judgment of the president or designee, the accused student's presence on the college or university campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused student shall be given notice of the intention to impose the summary suspension and, except in an emergency, shall be given an opportunity to present oral or written arguments against the imposition of the suspension.

After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the administrator. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

3. **Alternative dispute resolution and mediation.** The system office, colleges, and universities, in consultation with the system Office of Equal Opportunity and Diversity, may use alternative dispute resolution or mediation services as a method of resolving discrimination/harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint.

**Part 6. System office, college, or university action.**
The system office, college, or university shall take the appropriate corrective action based on results of the investigation and shall follow up as appropriate to ensure that the corrective action is effective. Complainants are encouraged to report any recurrences of conduct which were found to violate the system non-discrimination policies.

The decision-maker shall notify the complainant and respondent in writing of the final disposition of the complaint. Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college or university.

**Part 7. Appeal.**

Subpart A. Filing an appeal. The complainant and the respondent may appeal the decision of the decision-maker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision was improper. In a complaint against a president or other official who reports directly to the chancellor, an appeal may be considered by the chancellor whether or not the chancellor served as the decision maker.

Subpart B. Effect of review. For employees represented by a collective bargaining agreement, an appeal under this procedure is separate and distinct from, and is not in any way related to, any contractual protections or procedures. During the pending appeal, disciplinary or corrective action taken as a result of the decision shall be enforced. In addition, in cases involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes, Chapter 14.

Subpart C. Appeal process. The president or designee shall review the record provided and determine whether the complaint is substantiated or not substantiated. The president or designee may receive additional information if the president or designee believes such information would aid in the consideration of the appeal. The decision on appeal will be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

**Part 8. Education and training.**
The system office, colleges and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as education seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational material development and distribution. Education and training programs should include education about the system office, colleges and universities non-discrimination policies as well as conducting investigations, management and implementation of this procedure.

**Part 9. Dissemination of report/complaint procedure.**
Information regarding this procedure and the system office, college or university non-discrimination policies must be provided to each student during student registration and each employee on acceptance of employment. Copies of the policies shall be conspicuously posted at appropriate locations at the system office and on college and university
Social Work Student Handbook 2018 ©

campuses at all times and shall include the designated officers’ names, locations and telephone numbers.

Designated officers also must be identified by name, location and phone number in informational publications such as student catalogs, student and employee handbooks, bulletin boards, campus websites or other appropriate public announcements.

**Part 10. Maintenance of report/complaint procedure documentation.**

During and upon the completion of the complaint process, the complaint file shall be reposited in a secure location in the office of the designated officer for the system office, college or university. Access to the data shall be in accordance with the respective collective bargaining agreement or personnel plan, the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act or other applicable law.

Designated officers are required to report investigative data concerning investigations under Board policy 1B.1 to the Office of the Chancellor on a quarterly basis.
Appendix D. WSU Regulation Number 5-7 Policy for Dealing with Sexual Harassment

1. POLICY: It is the policy of Winona State University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Winona State University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

2. DEFINITION: Sexual harassment of employees and students at Winona State University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

   a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic evaluation.
   b. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual.
   c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

3. CONSENTUAL RELATIONSHIPS Consenting romantic and sexual relationships between faculty and student, or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise.

   a. Professional/Client - Codes of ethics for most professional associations forbid professional-client sexual relationships. In the view of the University, the professor-student relationship is one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and future employment, etc., greatly diminish the student's actual freedom of choice should sexual favors be included among the professor's other, legitimate, demands. Therefore, faculty are warned against the possible costs of even an apparently consenting relationship, in regard to the academic efforts of both faculty member and student.
   b. Supervisor/Employee - A supervisor who enters into a sexual relationship with an employee where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to provide immunity on ground of mutual consent.

   The administration and the Affirmative Action Office involved with a charge of sexual harassment shall be expected, in general, to be unsympathetic to a defense based on consent when the facts establish that a professional faculty-student or supervisor-employee power differential existed within the relationship.

4. COMPLAINT PROCEDURES

   a. Persons who feel that they have been sexually harassed under the above definition and wish further information, or assistance in filing a complaint, should contact the Affirmative Action Officer.
   b. If the complaint involves the Affirmative Action Officer or a staff member in the Affirmative Action Office, persons may contact the Director of Human Resources or members of the Affirmative Action/Title IX Compliance Committee. (The current list of members is available from the office of Academic Affairs.)
   c. Complaints will be processed according to the System Discrimination/Sexual Harassment Grievance Procedure.
Appendix E. Social Work Program Application Packet

Admission Requirements

1. GPA OF 2.50 in social work foundation courses and a overall university GPA of 2.0 or higher prior to admission to the program, and a C or better in all foundation courses. Completion of statistics with C or better.

2. Satisfactory completion of all foundation courses including SOCW340, Introduction to Social Work. The same criteria will be applied to transfer students for comparable courses completed at other institutions. There may be some rare exceptions for which program faculty will grant conditional admission for one academic semester. During this time, the student would be expected to meet the program requirements. Admission will be deferred when requirements are not met by the end of the following semester.

3. Completion of SOCW350 Social Work Field Experience with satisfactory midterm and final evaluations.

4. Student will review the NASW Code of Ethics, The Social Work Department Standards for Professional Conduct, and the Winona State University/Social Work Retention and Termination Policy (see Social Work Student Handbook) for academic and behavioral criteria. The student's signature on the Admission Application signifies adherence to these standards.

5. Due to limited enrollment in the Social Work Department, admission to the Major is based on both objective and subjective criteria.

6. Students who do not meet the requirements but feel they have specific skills, knowledge, or experience can petition for special consideration for admission to the Social Work Program.

Application Process

https://www.winona.edu/socialwork-major.asp Submit two complete copies of your application to the Social Work Department Office in Maxwell Hall 255 or in ST128 on the Rochester Campus. The application packet should only be submitted when completed in its entirety with the following items:

A. Application cover page (Appendix pages E-1 to E-3). Students should check out the social work home page to ensure they have the most current application forms and reference forms. These are forms-fillable electronic forms.

B. Current WSU DARS/transcript and transcript from all schools attended

C. A copy of your Criminal Background Check.

• As part of the process for entering the social work program, all students must complete a MN Department of Human Services Background study. Instructions for completing this study can be found at the Department office in Maxwell 255 (Winona) or ST128 (Rochester).

D. Two letters of reference, using the forms attached to the application, from non-social work professors, supervisors, clergy or other non-peer professionals. If the student is waiving his/her right to access the reference letter contents it should be placed in a sealed envelope signed by the person completing the reference. Please note that reference letters from social work faculty, field experience supervisors, or fellow students will not be accepted.

E. Essay for application.

F. Social Work Field Experience (SOCW350) midterm and final evaluations, or midterm evaluation from the field instructor, if currently enrolled in Field Experience

G. Current Resume.

2. Admission deadlines: First Tuesday in October for fall semester and third Tuesday in February for spring semester admission. Complete applications to are to be submitted no later than 3:30 p.m. on the due date in the department office – Maxwell Hall 255 in Winona and ST128 in Rochester.

3. Late or incomplete applications will not be accepted and will delay consideration for admission until the next semester.

4. An admission decision will be made by social work faculty after a review of student's application materials. Students admission letters can be acceptance without conditions, accepted pending completion of all requirements before next semester, placed on a wait list, or not accepted. The applicant will be notified of the faculty's decision within one month of application submissions.

5. Appeal of the admission decision is every student's right. See the Department Retention and Termination Policy.

Due Dates

Applications for the Social Work Program are due the first Tuesday in October or the third Tuesday in February depending on the semester students apply. Completed applications should be submitted no later than 3:30 p.m. on the due date to the department office – either Maxwell Hall 255 in Winona or ST 128 in Rochester. Late or incomplete applications will not be accepted.

Note: In the event that additional seats are open in the Winona or Rochester campus in the Social Work major
on any given semester, second chance applications will be made available. Students will be notified via WSU email, posting on department offices, and the WSU Social Work Alumni page on Facebook in the event of available space and opportunity for a second chance application. Students interested in a second chance application should contact the department office manager in Winona or Rochester and provide the department with a contact email address.

- October 2, 2018
- February 19, 2019
- October 1, 2019
- February 18, 2020
- October 2, 2020
- February 16, 2021

APPLICATION OPTIONS

Students may submit an application for consideration in our traditional program in Winona or Rochester campus starting in Fall Semester. Students may also select a traditional program in Winona every Spring or the Hybrid model offered in Rochester in the Spring. Students are allowed to select more than one option for consideration and should so indicate on the application by order of interest or priority.

APPEAL

Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major may take the following steps for appeal:

Meet with a faculty advisor to discuss how you may improve upon the application for a future semester or to discuss other possible majors the student may wish to pursue. Student may ask the faculty advisor for reasons why he or she was not accepted.

Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal for reconsideration should:

Make an appointment with the Social Work Department Chairperson to discuss their circumstances for reconsideration. Submit copies of supporting documents that should be considered.

The Department Chairperson will bring the student issues before the social work faculty at a regularly scheduled Department meeting. Faculty will discuss the student’s circumstances and respond accordingly to the student within a three-week timeframe.

The decision of the faculty is final and will no longer be considered by the department. Students who believe the situation warrants further consideration may request an appointment with the Dean of the College of Nursing and Health Sciences to discuss their concerns. The Dean of the College would respond to the student accordingly after consulting with the Social Work Department Chairperson.
Winona State University Social Work Program Application Form

I am applying to start the major in (select all that apply in order of priority):
FALL: Winona Campus______ Rochester Campus______
SPRING: Winona Campus______ Rochester Hybrid______

Important. All information you provide is confidential and will be used by the social work program only for educational purposes. Must submit TWO copies of the entire application to the Department Office (Maxwell Hall 255) by the due date.

Part I. Personal Information
Name ___________________________ University ID# ___________________________
Permanent Address ___________________________
(ADDRESS) ___________________________
(CITY) (STATE) (ZIPCODE) ___________________________
Campus Address ___________________________
(ADDRESS) ___________________________
(CITY) (STATE) (ZIPCODE) ___________________________
Home Phone ___________________________ Work Phone ___________________________
Cell Phone ___________________________ Email Address ___________________________

Part II. Application Information (FROM WSU DARS)
Current Overall GPA _______________ Semester Credits Completed _______________
Credits completing this semester _______________
If you are a transfer student:
Institution 1 ___________________________ College/University ___________________________
Dates (from-to) ___________________________ Number of Hours ______
Institution 2 ___________________________ College/University ___________________________
Dates (from-to) ___________________________ Number of Hours ______
Social Work Foundation Courses Completed
Human Biology ___________________________
Introduction to Sociology ___________________________
Freshman English ___________________________
Introduction to Psychological Science ___________________________
Developmental Psychology ___________________________
Introduction to Public Speaking ___________________________
Introduction to Social Work ___________________________
Social Work Field Experience ___________________________
Statistics 110 or Psych Stats 231* ___________________________

Note. *Statistics must be at least a C, but is not included in your admissions GPA.
Part III. References

Two references are required. These should be from non-social work professors who know your academic abilities and from non-relative professionals who can address your suitability and readiness for entry into the social work profession. It is your responsibility to give the attached reference forms directly to the individuals named below. If a student waives his or her right to review the reference letter it should be in a sealed envelope and submitted by the student with the application form. Please indicate the individuals from whom letters have been requested.

Reference 1
(NAME)  (TITLE)
Reference 2
(NAME)  (TITLE)

Part IV. Admissions Statement

As part of your application for admission to the Social Work Major, you are to submit a typed essay which addresses the three areas listed below. This essay will be used as a method of assessing your basic writing skills and to aid in the decision for admission. Your essay should be a separate attachment to this form, and be approximately three to five pages in length. Please follow the outline headings as used below to organize your written statement. The three areas that you are to address in your statement are:

1. Discuss the major reasons for your interest in the profession of social work.
2. Describe any experiences that you have had in working with people (voluntary or paid). Please indicate the type of setting and the length of your experiences.
3. Respect for diversity of values, heritages, customs, and lifestyles are an important part of social work practice.
   ▪ What experiences have you had which makes you feel that you can work effectively with people from diverse populations (i.e., religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences).
   ▪ What difficulties would you feel you might have as an individual in working with any of the groups listed above? Please be specific.

Part V. Background Check

Submit a copy of your state background check with this application. All students must complete Minnesota Department of Human Services Criminal Background Check. These are completed by most students when enrolled in SOCW350 Field Experience. Students who have not completed this background check must check with the Department Office in Winona (Maxwell 255) or Rochester (ST128) for the procedures to complete this background check.

Part VI. Signature

I hereby affirm that I have read the Social Work Student Handbook in its entirety and will abide by the Social Work Program’s policies, procedures and standards for student conduct as outlined herein. I give my permission to the department to maintain all application materials as part of a file should I be accepted into the Program. I understand that the oral and written portions of my application will be screened by the social work faculty.

I hereby affirm and agree that I have read and will abide by the NASW Code of Ethics.

Signature of Applicant ___________________________ Date ___________________________
Special Note.

- Bring or send completed application materials to the Social Work Program Office on your campus: Maxwell Hall 255 in Winona and ST128 on the Rochester Campus

- Submission Deadlines: First Tuesday in October for Fall semester and Third Tuesday in February for Spring semester admission.

- SECOND CHANCE: Upon completion of admissions process and acceptance of students, if it is found that space is available on either campus – second chance applications will be called. Students who wish to be considered in the event of a second chance for applications should contact the department office.
Student Code of Conduct

As a student majoring in Social Work at Winona State University, I understand that when I communicate with faculty and students, both orally and in writing, that I should do so in a manner that is polite, respectful and courteous.

Whenever I disagree with someone, I restrict our differences to the issues itself while continuing to respect the individual with whom I disagree. This civil response is a basic tenet of attending our program.

I agree to disagree without being disagreeable! All of my discussion and argumentation with faculty, staff, and fellow students will be conducted in a polite, courteous, civil, and dignified manner.

Student ________________________________________ Date __________________________

Acknowledgment: Bob Cipriano, Ph.D., Magna Presentations, October 23, 2008.
Winona State University Social Work Program
Recommendation Form

NAME OF APPLICANT

The above named student is applying for acceptance into the Social Work major at Winona State University. You have been selected by the applicant as someone who will be helpful in evaluating readiness and qualifications for social work practice. The applicant and the Social Work Program will appreciate your completing this form and returning it promptly. If you would care to add a letter of reference in addition to this form, please do so.

A major concern of the program is to arrive at a decision that will serve the best interest of the applicant and the Social Work Profession. Your responses will therefore serve as an important aid in making a decision regarding this student's application. All information you provide is confidential and will be used only for the evaluation of the application for admission to the undergraduate social work major at Winona State University.

I hereby DO ____ DO NOT ____ waive my right to review this completed recommendation.

__________________________________________
Student Signature

__________________________________________
Date

1. Approximately how long have you known the applicant? _____ Years _____ Months

2. How well do you feel you know the applicant? _____ Casually _____ Well _____ Very Well

3. What was the nature of your contacts with the applicant?


4. What do you consider to be the applicant's major strengths?


5. What do you consider to be the applicant's major weaknesses?


6. Please rate the applicant in the following areas by using this scale.

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<tr>
<th>0-1 Poor</th>
<th>2-3 Below Average</th>
<th>4-6 Average</th>
<th>7-8 Above Average</th>
<th>9-10 Exceptional</th>
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<td>A. Maturity and emotional stability</td>
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<td>B. Willingness to accept criticism</td>
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<td>C. Intellectual ability</td>
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<td>D. Ability to respect and work with differences</td>
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<td>E. Sensitivity to needs and feelings for others</td>
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<td>F. Leadership ability</td>
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<td>G. Resourcefulness and creativity</td>
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<td>H. Willingness to accept direction and/or supervision</td>
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<td>I. Writing skills</td>
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<td>J. Motivation and enthusiasm for knowledge</td>
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<td>K. Ability to express ideas verbally</td>
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<td>L. Commitment to work toward solving social problems</td>
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</table>

7. Please express your views on any of the items above and on any other relevant strengths or weaknesses about which you have knowledge.

8. In summary

___ I strongly recommend this applicant.
___ I recommend this applicant.
___ I recommend this applicant with reservation.
___ I am unable to recommend this applicant.

______________________________   ______________________________
Signature of Evaluator                          Date

______________________________   ______________________________
Name                                      Title

______________________________   ______________________________
Affiliation (Agency, School, Business)     Telephone

______________________________
Address

Please return this form to the student in a sealed envelope OR if completing an electronic copy send to Lori Moe at lmoe@winona.edu on the Winona campus or Jane Appen-Anderson at JAAnderson@winona.edu on the Rochester campus. Your e-mail address will serve as electronic signature.