



**Western Illinois
University**

SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

for the

2024-2025 ACADEMIC YEAR

Social Work Program

Horrabin Hall 8

1 University Circle

Macomb, IL 61455

https://www.wiu.edu/coehs/cnedcsp/social_work/

MESSAGE FROM FACULTY AND STAFF

Welcome to the BSW Program at Western Illinois University. We hope you will make the most of your educational experience at WIU and eventually join our many graduates now employed in the social work profession. We are committed to helping you successfully meet your goal of becoming a professional social worker. We encourage you to become actively involved in all aspects of the program, including educational, leadership and service opportunities. This BSW Student Handbook is a guide for students, as well as faculty members, field instructors, and others who work with students enrolled in our Bachelor of Social Work Program. Primarily, the Handbook is designed as a resource to help you navigate your educational experience in the BSW Program at WIU. It contains helpful information regarding the requirements, expectations, and policies of the BSW Program, as well as important information related to BSW Program classes and the field experience. As you progress through the Program, this Handbook serves as a guide to answer questions and to help locate the information and resources you need to enjoy a productive and successful educational journey. This Handbook, as well as many other resources for students, is available on the WIU BSW Program webpage:

https://www.wiu.edu/coehs/cnedcsp/social_work/docs/BSW_Handbook.pdf

We wish our students and professional partners well and look forward to a rewarding educational experience with you!

Social Work... is a dynamic profession based on knowledge, practice skills, research, and professional values. It has a code of ethics, practice standards, and a national system of accreditation. The profession unites the commitment to help others with the skill and knowledge needed to provide that help.

Social Work... is a profession dedicated to enhancing human capacity to solve complex social problems in order to create a more humane and just society.

Social work is a helping profession...

The primary mission of the social work profession is to enhance human well-being and help meet basic and complex needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty. If you're looking for a career with meaning, action, diversity, satisfaction, and a variety of options, consider social work.

Social work is different from other professions, because we focus both on the person and their environment. Social workers deal with the external factors that impact a person's situation and outlook. And we create opportunities for assessment and intervention, to help clients and communities cope effectively with their reality and change that reality when necessary. Social workers help clients deal not only with how they feel about a situation but also with what they can do about it.

In thousands of ways, social workers help people of every age and background, all across the country. We help guide people to critical resources and counsel them on life-changing decisions. We also advocate for change to improve social conditions and strengthen the social net. (www.socialworkers.org)

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Or scan here -



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HISTORY OF THE SOCIAL WORK PROGRAM AT WIU

The social work concentration or “emphasis” was initially established within the Department of Sociology and Anthropology in the 1970s by Lillian Snyder, MSW, Ph.D. In the 1980s the Illinois Board of Higher Education approved the Bachelor of Social Work Degree Program. The Program received initial CSWE accreditation in 1996, retroactive to December 1995. Because the response to the accredited program was so positive, the University established the Department of Social Work within the College of Arts and Sciences on April 1, 1997. On July 1, 2003 the Department of Social Work moved to the College of Education and Human Services. In 2013 the Department of Social Work merged with the Department of Health Sciences to become the Department of Health Sciences and Social Work. In spring 2024 the HSSW Department was dissolved and the BSW Program was moved to the Department of Counselor Education, College Student Personnel, and Social Work.

THE BACHELOR OF SOCIAL WORK DEGREE

The Bachelor of Social Work Degree (BSW) is a specialized undergraduate professional degree that prepares graduates as generalist social workers for professional employment in social service agencies and organizations. By focusing their studies on human behavior and the social environment, social welfare policies and services, social work values and ethics, social work practice and interventions, social and economic justice, social work research, human diversity, and field education, students are prepared to work in public and private agencies as professional social workers. The Bachelor of Social Work curriculum combines the liberal arts with the specialized professional education which social workers need to provide quality services to clients. The Council on Social Work Education (CSWE) sets rigorous standards for students which include formal admissions procedures, a broad spectrum of knowledge and values which must be acquired, and a practicum placement in an agency setting with professional social work supervision.

The social work profession is for individuals committed to the enhancement of human well-being and the alleviation of poverty and oppression through empowerment. Social workers seek to "make a difference" by helping individuals, groups, families, and communities restore and enhance their functioning through the development and implementation of social policies and programs to meet human needs, and through advocacy and social action which promotes social, economic, and environmental justice. Social workers are concerned with any social situation that limits an individual's, group's or community's development, hampers effective functioning, or diminishes dignity and self-respect. The social work profession developed from society's recognition of the human rights of self-determination and self-realization.

CAREERS FOR PROFESSIONAL SOCIAL WORKERS

BSW graduates are employed in a wide variety of fields, agencies, and types of positions. The "generalist" nature of the BSW curriculum prepares students to be flexible about their work environment and to change work environments or client populations based on interest or job opportunities with relative ease. While students often choose a practicum setting based on interest in the client population or specialty, it is common for social workers to have worked in a variety of settings during their careers.

Agencies and organizations that employ BSW social workers consist of both public and private employers. It is also common practice today for public agencies to contract for specific services with private agencies and organizations. Settings for social work practice include but are not limited to:

Hospitals	Adoption and Foster Care
Nursing homes	Vocational rehabilitation services
Substance abuse programs	Schools
Mental health centers	Domestic violence programs
Residential treatment facilities	Sexual Assault services
Family counseling services	Intellectual & Developmental Disabilities services
Aging services	Human Resource Offices
Child welfare	Employee Assistance Programs
Red Cross	Homeless shelters & Transitional living programs
Police Social Work	Hospice and Palliative care
Veteran's Services	Public health settings
Military Social Work	Probation departments
Political Social Work	Advocacy Organizations
Private practice	Local, State, and Federal Government
Forensic Social Work	Research and Policy writing

LICENSING IN THE SOCIAL WORK PROFESSION

All fifty states have a licensing or regulation law that protects the title “social worker” by use from anyone who is not a social worker. Professional licensing protects the public from persons claiming to have expertise that they do not possess.

The state of Illinois has two levels of licensure:

- 1) Licensed Social Worker (LSW)
- 2) Licensed Clinical Social Worker (LCSW)

In order to obtain an LSW a person must:

1. Be of good moral character;
2. Complete a BSW degree from a CSWE approved social work program and 3 years of supervised professional experience;

OR

3. Complete an MSW from a CSWE accredited social work program;
and
4. Apply in writing for the LSW license using the prescribed forms.

In order to obtain an LCSW a person must:

1. Be of good moral character;
2. Complete an MSW from a CSWE accredited social work program;
3. After earning MSW degree, complete 3,000 hours of supervised clinical professional experience.
4. Apply in writing to take the licensing exam using the prescribed forms;
and
5. Pass the licensing examination.

To learn more about obtaining a social work license in Illinois contact:

Illinois Department of Professional Regulation

320 W. Washington, 3rd Floor

Springfield, IL 62786

Web site: <https://idfpr.illinois.gov/>

Information is also available on ILNASW, the Illinois Chapter of the National Association of Social Work <https://www.naswil.org/licensure>

Students who plan to practice outside of Illinois should talk with the Program Coordinator or the Professional Social Work Advisor about how to determine licensing opportunities and requirements. Not all states have licensure reciprocity. If you plan on working in another state, it is important to check that state’s regulation for accepting another state’s testing and criteria for social work licensure.

SOCIAL WORK PROGRAM AND MISSION - SOCIAL WORK CARES

Many students first entering the social work program identify “helping people” as their reason for choosing social work as a major. This caring attitude is essential for social workers, but does not make one a social worker. The acronym *CARES* was created to describe the characteristics of a social worker that all students should aspire to be: Competent, Advocates, Responsible, Ethical, and Service-Oriented. Students will build on this caring attitude through course work, professional development, personal growth, community service, and the field practicum to become professional social workers.

BSW Program Mission

The mission of the social work program is to prepare competent generalist social workers who empower individuals, families, groups, organizations, and communities, both locally and globally, and serve as advocates for a more socially just society. The program provides a supportive learning environment that fosters a respect for human diversity, a passion for human rights, a commitment to responsible and ethical professional practice, and a dedication to eliminating poverty and enhancing the lives of all people.

BSW Program Goals

1. To educate students who are **Competent** to practice at the generalist BSW level, through a curriculum built on the nine core competencies.
2. To instill in students their duty to be **Advocates** who challenge injustice and actively promote the dignity and worth of all people.
3. To produce graduates who are **Responsible** professionals who act with integrity.
4. To prepare graduates who behave in an **Ethical** manner, continuously conscious of the implications their actions have for their clients, coworkers, and profession.
5. To develop **Service-oriented** citizens engaged in their community who contribute toward finding solutions for local, regional, and global issues.

GENERALIST SOCIAL WORK PRACTICE

Definition of Generalist Social Work Practice

The social work curriculum prepares graduates for generalist social work practice through the mastery of the nine core competencies. The Program has adopted the definition of Generalist Practice from the Council on Social Work Education as follows:

“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” (CSWE, 2015, p. 11).

CSWE COMPETENCIES and PRACTICE BEHAVIORS

The Program is designed to prepare students for competent social work practice as defined by the 2022 Council on Social Work Education (CSWE) Educational Policy Accreditation Standards (EPAS). The goal of competency-based education is to assure that students can successfully integrate and apply the competencies in practice with individuals, families, groups, organizations, and communities. Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. CSWE outlines 9 core competencies which provide the intellectual framework for the program’s professional curriculum and design. Each competency is defined by a set of practice behaviors. The total social work curriculum provides opportunities for students to master all 9 core competencies.

Competency	Practice Behaviors
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> 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 within the profession as appropriate to context; b. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<ul style="list-style-type: none"> a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<ul style="list-style-type: none"> a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels: and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice	<ul style="list-style-type: none"> a. use social justice, anti-racist, and anti-oppressive lens to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities	<p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>
7. Assess Individuals, Families, Groups, Organizations, and Communities	<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interpersonal frameworks when assessing clients and constituencies;</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>

REQUIRED VOLUNTEER/WORK EXPERIENCE HOURS FOR BSW STUDENTS

Social work students are required to complete 100 volunteer or paid work hours in a human service setting. The 100 hours must be completed and verification forms submitted to the Program Coordinator on or before the student's first class meeting of SW 440, Pre-Practicum. Students will not proceed in planning a Practicum if the hours are not completed, correctly documented, and submitted by the deadline.

The purposes of requiring Social Work Students to volunteer in human service agencies include:

1. Learn about working in a human services agency.
2. Learn about working with individuals who are in need of assistance.
3. Enhance self-awareness.
4. Strengthen interpersonal skills.
5. Strengthen professional behaviors.
6. Demonstrate commitment to the core values -
 - Service
 - Social Justice
 - Dignity and Worth of the Person
 - Importance of Human Relationships
 - Integrity
 - Competence

Frequently Asked Questions for Volunteer/Work Experience Verification.

What is a human service setting?

Any professional setting or organization that provides services to individuals, groups, families or communities.

What type of human service settings are acceptable?

Nursing homes, youth camps, licensed day care centers, and after-school programs are good examples of human service settings. A human service setting is a professional setting or program that works with people in need. Students must complete at least 50 hours in a human service setting. Students may complete up to 50 hours with community service activities through campus or community organizations that may not directly take place in a human service setting. Ex.: SWSA, WAVE, Crisis Intervention Training.

How are the hours documented?

The Volunteer/Work Experience Verification Form is located in Appendix F and in the Social Work Major Admission Application. The form must be filled out correctly and signed by the supervisor who monitored your hours.

I was a peer counselor my senior year in high school. Do the hours count?

Yes, **if** the hours were completed within two years prior to the semester in which you are applying to the major, and, you are able to have the person who supervised you sign the completed Volunteer/Work Experience Verification form.

What if I have hours from more than one human service setting or organization?

For each human service setting or organization, you must have a completed and signed Volunteer/Work Experience Verification form. Without the completed and signed form, the hours are not valid.

When should the hours be completed?

All 100 hours must be completed by the first day of class for SW 440, Pre-Practicum.

What happens if I do not have my 100 hours completed by the first day of class for SW 440?

100 hours are required to fill out the SW 480 Practicum application. Incomplete hours or improper completion/missing Volunteer/Work Experience Verification forms may lead to dropping SW 440 and a delay in graduation by at least one semester.

When should I start my hours?

As soon as possible. Volunteering is a good way to find out what career path you want to pursue in social work.

I am not sure my hours I have completed or want to complete fit the criteria for a human service setting or organization.

Contact Professor Zellmann, BSW Program Coordinator, at KT-Zellmann@wiu.edu

See Appendix E for the Volunteer/Work Experience Summary form

Social Work Program Assessment

At different points throughout the program, students are assessed regarding their mastery of the competencies. Assessment instruments used in the Bachelor of Social Work Program, the timeline for distribution, and information about instrument is provided in the table below.

Instrument	Purpose/Content	Distribution Timeline
1. Course Embedded Assessments	Direct evaluation of student performance across all competencies	Evaluation of all students on specified assignments throughout the semester. Data collected every semester.
2. SWEAP* Field Placement/Practicum Assessment Instrument (Midterm and Completion)	Evaluation of student performance on practice behaviors at mid-term and completion of practicum.	Electronic link to survey distributed via email to practicum supervisors at mid-term and end of semester.
3. SWEAP Exit Survey	Demographics, post-graduate plans, student self-assessment of competencies, current employment	Administered electronically in class near end of SW 480.
4. Student Evaluation of Social Work Program	Student evaluation of self-performance on each of 16 learning outcomes.	Administered on paper in class near end of SW 480.
5. Student Evaluation of Practicum Agency	Student evaluation of practicum learning environment	Administered on paper in class near end of SW 480.
6. Field Instructor Evaluation of the Social Work Program	Supervisors provide feedback about their experience with practicum	Via internal survey online to practicum supervisors after completion of student supervision in practicum.
7. Alumni Survey	Alumni assessment of program	Administered 3-4 years prior to the next Reaffirmation of Accreditation to obtain alumni feedback.

*SWEAP= Social Work Education Assessment Project

ADMISSION TO THE SOCIAL WORK MAJOR

The Bachelor of Social Work degree is a professional degree designed to prepare graduates to work in direct practice with clients in a wide variety of social service settings. The Council on Social Work Education, (CSWE), which accredits social work programs, charges each program with the responsibility of “gatekeeping” for the profession. The social work faculty will help students determine whether or not social work is an appropriate career choice. Students will need to work closely with their advisor and social work instructors to progress through the program curriculum. It is the student's responsibility to keep updated on the requirements and deadlines involved in the social work program.

Initially, all students entering the Social Work program are classified as Pre-Social Work majors. Enrollment as a Pre-Social Work Major does not guarantee acceptance as a candidate for the Bachelor of Social Work degree. To be accepted as a Social Work major and candidate for the Bachelor of Social Work degree, students must satisfy the following requirements:

1. Complete Introduction to Social Work (SW 100) or transfer equivalent with a final grade of C or better. Complete or be registered in, or have in plan of study for BIOL 100, ENG 180, PSY 100, and SOC 100.
2. Have a minimum GPA of 2.00 overall.
3. Completion of at least 24 sh of college course work.
4. Complete Social Work Program Application materials and personal interview with a member of the Social Work faculty.
5. Be accepted, on the basis of the application process, by the Social Work faculty. If the application is denied, the student has the right to appeal to the chairperson. The department will consider the appeal as a committee of the whole. See the application materials for further information.

Students must maintain good standing in the major after admission. Students must complete 100 volunteer or work hours in the social services field, as described on pages 15-16 of this Handbook and in the application materials, prior to the first day of the SW 440 Pre-Practicum class. Students will meet with their Academic Advisor at least once per semester to review their progress in completing academic requirements.

Application Instructions for Admission to the Social Work Major are located in Appendix A. **Application for Admission** to the Social Work Major is located in Appendix B.

The application instructions and forms are available on Western Online. Students submit the application in paper format.

Admission to the Social Work Major is a prerequisite for enrolling in certain Social Work courses. Students who do not successfully submit the application in the correct semester may be unable to complete these courses in a timely manner. This may delay the student's graduation date. Each student is responsible for meeting with their academic advisor to determine the correct semester in which to submit the application. Transfer students with

junior standing should complete the admissions application early in their first semester at Western Illinois University. Questions regarding the admission to the major process should be directed to the Social Work Program Coordinator or Social Work Professional Advisor. Each fall, the Social Work Admissions Application Workshop is held in SW 212.

Students who do not fully comply with the Application Instructions will be informed that their application will not be accepted for review by the Admissions Committee. The student will have the opportunity to resubmit their application the next semester.

Admission Decisions

Formal Admission: All social work admission requirements have been met and the student has been accepted into the program as a full social work major.

Denied Admission: If faculty have concerns regarding a student's readiness for the major or if a student does not meet the minimum admission requirements, the student may be asked to reapply after addressing the concerns; or faculty may determine that the student is not suitable for the profession of social work.

Policy – Appeal Process for Denied Admission to the Social Work Major

Students who are denied admission to the Social Work Major may appeal the decision. We strongly recommend that students reflect on the reasons for the denial. Appeals must be based on new information or clarification of information. Students are encouraged to meet with the Social Work Program Coordinator to discuss questions about the denied admission and the appeal process.

The appeal must be filed within two weeks of email notification that the applicant's Letter of Admission Status has been received via email.

Students wishing to appeal a denied admission should:

1. Complete the Social Work Program Denial of Admission Appeal Policy Form.
2. Schedule an appointment with the Social Work Program Coordinator, Professor Zellmann, at kt-zellmann@wiu.edu
3. Submit the Form to Professor Zellmann at the scheduled meeting.

The Denial of Admissions Appeal form may be found at –

http://www.wiu.edu/coehs/health_sciences/student_forms/Denial%20Appeal%20Form.pdf

CRITERIA FOR CONTINUATION IN THE SOCIAL WORK PROGRAM

Formal admission to the Social Work Program does not guarantee continuance in the Program. After formal acceptance, the Social Work faculty will review all students' performance each semester until completion of all degree requirements. In order to continue in the Social Work Program, students must demonstrate adherence to the following:

Academic Standards:

- Complete each Social Work class with a grade of C or better.
- Maintain a Social Work GPA of 2.5

Professional Standards:

In general, students who meet academic standards will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the other challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge both in and out the classroom, in interactions with professors or other students, or in fieldwork.

Behaviors that may result in a student being considered for termination from the program or other disciplinary action (i.e., probation, suspension) include the following:

- Behaviors in violation of the Western Illinois University Code of Student Conduct http://www.wiu.edu/student_services/srrri/codeofconduct.php
- Consistent failure to meet generally accepted standards of professional conduct and personal integrity, as described in the NASW Code of Ethics. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Disruptive behavior towards other students, faculty, staff, agency staff, field instructors, or agency clients.
- Consistent inability to form effective helping relationships (e.g. lack of respect for client self-determination, inability to be non-judgmental, discriminatory behavior, lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion).
- Lack of minimal self-awareness that consistently interferes with ability to relate to others (e.g., uses self-disclosure inappropriately in the classroom, field placement, or the profession; is unable to work toward resolving one's personal issues that may impair academic and/or professional performance).
- A pattern of irresponsible behavior, such as excessive tardiness and/or absenteeism in class or field.
- Present or history of past felony convictions that would seriously compromise the ability to work as a social worker (e.g., conviction for sexual abuse of children).
- Behaviors that indicate lack of professional integrity or emotional stability (e.g., lying, cheating, or plagiarizing in program applications, course assignments, or fieldwork).

These behaviors may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any

concerns raised should be brought to the attention of the Program Coordinator. When a potential concern reaches the Coordinator, they will follow the guidelines stated in the Policy on Professional Social Work Behaviors.

At three points during a student's tenure in the BSW Program the student will meet with a faculty member to complete the Social Work Major Progress Review form (see Appendix E) and discuss the student's progress in the program. At each of these points the student must demonstrate progress toward completing academic, volunteer, and professional behavior requirements. The Social Work Major Progress Review form will be initiated during the Social Work Major Admission process, reviewed while the student is enrolled in SW 315 Generalist Social Work Practice I, with the final reviewed occurring while the student is enrolled in SW 440 Pre-Practicum.

POLICY ON PROFESSIONAL SOCIAL WORK BEHAVIORS

Students in the Bachelor of Social Work (BSW) program at Western Illinois University (WIU) are expected to demonstrate professional social work behaviors that are consistent with the National Association of Social Work (NASW) Code of Ethics, the Social Work Program Policy on Professional Social Work Behaviors, and the WIU Code of Student Conduct Policy.

The Social Work Program Policy on Professional Social Work Behaviors intends to support and assist students in preparing for social work practice with vulnerable and marginalized individuals, families, groups, communities, and organizations. The Program has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect student's rights. The Policy provides guidelines that will help the Program to identify behaviors that suggest a student may require assistance to meet the standards of professional social work practice, or that the student is not a good fit with the professional social work practice.

The professional social work behaviors are observable behaviors that can be demonstrated in the classroom; in written assignments and presentations; in field placements; and in other contexts on campus and in the community where professional behavior is expected. Examples of professional social work behaviors are included in a table in this document.

Behavior that May Result in a Review

A Student Review may occur under any of the following circumstances:

1. Noncompliance with the NASW Code of Ethics.
2. Noncompliance with the Social Work Program Policy on Professional Social Work Behaviors.
3. Sanctions imposed on student for violation of WIU Code of Student Conduct Policy.
4. Demonstration of behavior that causes individuals within the Social Work Program to have serious or persistent concern about the effect of the student's behavior on the learning environment. Reasons for the concern may include, but are not limited to, the following:

- Speech or behavior that discriminates or harasses because of race, ancestry, place of origin, citizenship, religion, gender identity, sexual orientation, age, marital status, family status or disability. This includes gender harassment, sexist or hetero-sexist innuendo, climate and attitudes.
- Intimidation or threats to harm another person in non-physical ways.
- Aggressive language and other forms of verbal abuse.

Behaviors may be classified as, but not limited to, problematic behavior, ethical misconduct, impairment, and/or incompetence. Definitions:

- Problematic Behavior: Problematic Behavior refers to a student's behaviors, attitudes, or characteristics that may require remediation. The table at the end of this document provides numerous examples of problematic behaviors.
- Ethical Misconduct: Ethical Misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.
- Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways: Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; inability or unwillingness to acquire professional skills and reach an accepted level of competency; or inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.
- Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence, they are violating the ethical standard of competence. [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296.]

When the alleged behavior is either harassment, discrimination, or misconduct as defined in the WIU Discrimination, Sexual Harassment, or Sexual Misconduct Policy, that policy will take precedence over the process described in the Policy on Professional Social Work Behaviors, and there will be an automatic review of the student for possible termination from the BSW program. In addition to a review, remediation plan, or termination on the part of the Social Work Program, students may also be subject to additional review and sanctions from WIU University Conduct Board.

Confidentiality and Sharing of Information

The Social Work Program recognizes that the safety, confidentiality and self-determination of students or others is an important priority. In developing a response to a situation, the Program must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy. Every effort will be made to keep information as

confidential as possible under the circumstances. Information will be shared on a need-to-know basis. Because of confidentiality issues, student representatives shall not be involved in these matters.

The Review Process

Problematic behavior, ethical misconduct, impairment, and/or incompetence may be identified by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public.

Faculty Review Committee, FRC, refers to all full time Social Work faculty.

When a faculty member identifies the problem:

1. The student will meet with and discuss the matter with the individual faculty member* who has identified the problem. The faculty member will attempt to resolve the matter through discussion. If warranted, the faculty member will make suggestions for performance objectives.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the Program Coordinator, and placed in the student's file.

(b) Review of the student's progress will be monitored and documented by the faculty member. This step will continue at the discretion of the faculty member.

(c) If the problems are not resolved, the student will proceed to step #2.

*The faculty member is only obligated to provide grades/feedback in meeting specific course requirements (assignments, tests, papers, field performance, etc.). In addition, the faculty member determines how grades/feedback will be given to students. Educational policies and standards are outlined in course syllabi, and the student is expected to adhere to such policies and standards. For the student, this involves meeting all course requirements, maintaining a professional demeanor, attendance and participation in the classroom and/or online, as outlined in each course syllabus. It is not the individual faculty member's role to initiate discussion about individual class performance with the student. This supports the educational philosophy of respecting the student as an adult learner with responsibility for one's own academic performance.

2. If the matter is not resolved, it will be referred to the Program Coordinator. The Program Coordinator will meet with and discuss the issue with the faculty member and the student to attempt to resolve the matter.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the faculty member who initiated the review process, and placed in the student's file.

(b) Review of the student's progress will be monitored and documented by the Program Coordinator.

(c) If the matter is not resolved, the student will proceed to step #3.

3. If a student has completed the steps outlined above and the problem is not resolved, it will be taken up by the Faculty Review Committee (FRC). The Program Coordinator will organize and facilitate a meeting with the student and faculty. Depending on the situation, attendees may also include any relevant parties such as an advisor, adjunct instructor, or field supervisor. The student may ask another person, not involved in the situation, to accompany them as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness. The student will have the opportunity to present any information related to their behavior or performance. This committee reviews an individual student's academic and professional performance and renders a decision.

Outcomes:

(a) If new information is presented that warrants modification and/or continuation of goals established in steps 1 and 2, the committee and student will develop a plan to monitor progress and determine a timeline for review.

(b) If the FRC decides to dismiss a student from the program, the decision and reasons supporting the decision must be put in writing to the student, with copies to the Department Chair.

During the process, it may become apparent that the student has decided not to continue the pursuit of a social work degree. The student may volunteer to withdraw at any time.

A decision made by the FRC may be appealed by the student, following notification of dismissal from the major. The student should address their reason for appeal in writing to the Department Chair within 10 days of notification. The department chair will review the appeal and may choose to discuss the case with the student and faculty. The department chair may decide to uphold the dismissal or return the decision to the faculty for discussion of additional steps toward remediation of the situation. If dismissed from the program: readmission is contingent upon review of the file; readmission is not guaranteed; and readmission may be denied.

When a person or persons other than a faculty member identifies the problem:

1. The student will meet with and discuss the matter with the Program Coordinator. The Program Coordinator will attempt to resolve the matter through discussion. If warranted, the Program Coordinator will make suggestions for performance objectives.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student and placed in the student's file.

(b) Review of the student's progress will be monitored and documented. This step will continue at the discretion of the Program Coordinator

(c) If the problems are not resolved, the student will proceed to step #2.

2. If the matter is not resolved, it will be taken up by the Faculty Review Committee. The Program Coordinator will organize and facilitate a meeting with the student and faculty. Depending on the situation, attendees may also include any relevant parties such as an advisor, adjunct instructor, or field supervisor. The student may ask another person, not involved in the situation, to accompany them as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness. The student will have the opportunity to present any information related to their behavior or performance. This committee reviews an individual student's academic and professional performance and renders a decision.

(a) If new information is presented that warrants modification and/or continuation of goals established in steps 1 and 2, the committee and student will develop a plan to monitor progress and determine a timeline for review.

(b) If the FRC decides to dismiss a student from the program, the decision and reasons supporting the decision must be put in writing to the student, with copies to the Department Chair.

During the process, it may become apparent that the student has decided not to continue the pursuit of a social work degree. The student may volunteer to withdraw at any time.

A decision made by the FRC may be appealed by the student, following notification of dismissal from the major. The student should address their reason for appeal in writing to the department chair within 10 days of notification. The department chair will review the appeal and may choose to discuss the case with the student and faculty. The department chair may decide to uphold the dismissal or return the decision to the faculty for discussion of additional steps toward remediation of the situation. If dismissed from the program: readmission is contingent upon review of the file; readmission is not guaranteed; and readmission may be denied.

Additional Points of Emphasis

Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk. Confidentiality must be maintained at all times. This policy is subject to annual review/revision.

Revised November 29, 2021

PROFESSIONAL SOCIAL WORK BEHAVIORS

The following table provides examples of some of the more important ethical requirements and related behavior concerns. It is the responsibility of students to understand the Code of Ethics in its entirety, and be aware of additional ways in which problematic behaviors may arise. Included in this table are Code of Ethics Principles and Council of Social Work Education competency practice behaviors. This is not an exhaustive listing.

Professional Attribute	Code of Ethics Principles	Characteristic Behavior	Behavioral Concerns
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<p>Respectful treatment of and attention to others.</p>	<p>Ethical Principle: “Social workers respect the inherent dignity and worth of the person.”</p> <p>1.12: “Social workers should ...use accurate and respectful language in all communications to and about clients.”</p> <p>2.01: “Social workers should treat colleagues with respect ...”</p>	<p>Nonjudgmental listening to instructors and other students.</p> <p>Not being disruptive within the classroom.</p> <p>Attempt to defuse potentially tense encounters. Tactfully focus on issues and rational arguments when disagreeing with an opinion. Support others within the context of group projects.</p>	<p>Snickering, sighing or making faces when others are speaking, or purposefully ignoring others when they are speaking.</p> <p>Disruptive behaviors in the classroom such as having cellphones on, texting during class, working on other assignments, side conversations, talking over other students or professors.</p> <p>Arriving late to class or leaving early on a regular basis.</p> <p>Personalizing arguments or attacking others during the course of class discussions, or speaking derisively about other students or professors behind their backs. Challenging a professor or student in a defiant or aggressive manner.</p>
<p>Honesty and integrity</p>	<p>Ethical Principle: “Social workers behave in a trustworthy manner.”</p> <p>4.04: “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.</p>	<p>Honesty in communication with fellow students, faculty, employers, clients and others.</p> <p>Displaying a professional manner, especially when in a field agency or in a public setting.</p>	<p>Cheating on tests, engaging in plagiarism, dishonest statements regarding course attendance, assignments, activities, etc.</p> <p>Deception in procuring and/or documenting volunteer/paid service hours. Deception in agency record-keeping within the context of a field placement or other agency involvement.</p>
<p>Professional Attribute</p>	<p>Code of Ethics Principles</p>	<p>Selected Characteristic Behavior</p>	<p>Selected Behavioral Concerns</p>
<p>Competence</p>	<p>Ethical Principle: “Social workers practice within their area of competence.”</p>	<p>Honesty with field agencies about area of knowledge and experience.</p>	<p>Engaging in any type of intervention or treatment that the student does not understand, especially when clients may be harmed.</p>

	<p>1.04 (a) “Social workers should provide services and represent themselves only within the boundaries of their education, training, ...”</p> <p>4.05 (a) “Social workers should not allow their own personal problems, psychological distress, ...to interfere with their professional judgment or performance ...”</p>	<p>Ensure proper boundaries are maintained when engaging in discussions with peers, clients, co-workers and field supervisors.</p> <p>Students will not commit to a course of education or to a field placement if unsure of their ability to follow through with the commitment due to personal issues.</p>	<p>Consistent issues related to reliability (e.g., chronic lateness or absences, not following through on group projects, late assignments) in classes and/or field placements. Failure to meet syllabus expectations.</p> <p>Problematic boundary or conflict of interest issues, especially related to clients (e.g., a personal relationship with clients or family members outside the Agency auspices). Emotional and/or physical issues that interfere with competent practice.</p>
Confidentiality	<p>1.07 (b) “Social workers may disclose confidential information when appropriate with valid consent ...”</p> <p>1.07 (i) “Social workers should not discuss confidential information in any setting unless privacy can be ensured.”</p>	<p>Students will discuss issues related to practicum clients if they can share information in a way that does not compromise confidentiality.</p> <p>Student’s respect for fellow students and others is such that they are very cautious of what personal information they share with others and in how they share information.</p>	<p>Disclosing confidential information about clients in course assignments, discussions with fellow students, etc.</p> <p>Disclosing personal information about fellow students that is hurtful or demeaning. Disclosing personal information about fellow students or faculty in a public forum or on social media without their prior consent.</p>
Professional Attribute	CSWE Competency Practice Behaviors	Selected Characteristic Behavior	Selected Behavioral Concerns
Professional Demeanor	Practice Behavior #1.b: Demonstrate professional demeanor in	In class settings, field placements, and other areas where the student is readily identifiable as a social work student, s/he	Use of disparaging, crude, or offensive language, especially in public settings. Sexually provocative manner of dressing

	behavior; appearance, and oral, written, and electronic communication	should be aware of personal appearance and actions.	or behavior in all social work settings.
Managing Personal Values and Information	Practice Behavior #3.b: demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	<p>Students demonstrate an awareness of the proper use of self-disclosure of personal information, and its potential impact on others.</p> <p>Students understand when their personal values may be limiting client self-determination.</p> <p>Students understand the power relationship inherent in the client/worker dyad (e.g., that workers may have an undue influence over vulnerable clients) and are cautious of overly influencing clients.</p>	<p>Sharing personal issues about oneself or one's background at times/places or in ways that make others (especially clients) uncomfortable, or might make others question the student's judgment.</p> <p>Pushing clients to make specific decisions that relate to the student's rather than the client's value or belief system.</p> <p>Students use their own personal past experiences with social work(ers) and/or insight gained from overcoming a difficult situation as their only guide to assisting clients with similar issues.</p>

**PROFESSIONAL SOCIAL WORK ADVISING
FOR PRE-SOCIAL WORK and SOCIAL WORK MAJORS**

Contact Professor Kaycee Peterman, Professional Social Work Advisor, at k-peterman@wiu.edu

Professional Social Work Advising focuses on the social work profession, assisting the student to make choices throughout their program of study that are informed by social work professional interests, competence, values and ethics, professionalism, and requirements of the profession both before and after graduation. The Professional Social Work Advisor is a faculty member who holds an MSW, is licensed as a social worker, and has at least two years direct social work practice experience.

The Professional Social Work Advisor meets with students individually to discuss their progress and answer questions about their professional development including fields of practice, graduate school options, and social work licensure. The Professional Advisor also plans and facilitates group meetings and forums to provide information and engage students in optimizing their professional development. Twice a month the Professional Advisor sponsors *Your Future in Social Work* sessions. These sessions address a variety of topics including writing

an application narrative, applying to graduate school, and self-care. The sessions are open to all Pre-Social Work and Social Work students.

Students are encouraged to contact the Professional Social Work Advisor to schedule a meeting.

**ACADEMIC ADVISING
FOR PRE-SOCIAL WORK and SOCIAL WORK MAJORS**

Contact Stacy Dorsett, Academic Advisor, in the COEHS Advising Center in Horrabin Hall 91 (309) 298-1438 **To schedule an appointment click here- calendly.com/sdorsett**

The advising relationship for pre-social work and social work majors is extremely important. Social work courses must be taken in sequence and only when prerequisites have been successfully completed. In addition, official admission to the social work major is necessary to register for social work practice courses and to prepare for admission to the practicum. Your academic advisor is the person who will help you with the necessary procedures and provide you with information as you progress through your college career. It is, however, your responsibility to make sure that all of the academic requirements of your specific catalog year are met.

Each semester an "advisor encumbrance" prevents students from registering until they have completed a registration appointment with the social work academic advisor. The academic advisor will not release your hold until you have completed a registration appointment. During the Registration appointment, you will discuss your current academic status and review the courses you will need to complete following semester. Only the student's academic advisor may release the "advisor encumbrance."

Meeting with the advisor in a timely manner is important to determine the right courses. All 200 level and above social work courses require special permission. Students meet with the Academic Advisor and choose course selections for the next semester. This is on a first-come first-served basis. Practice courses are limited in size. Failure to meet with your advisor regularly may mean that you will spend extra semesters at WIU in order to complete your BSW degree.

In addition to helping you choose courses and develop a plan for your college career, the academic advisor can provide an assessment of your study skills, provide study skills education, and refer you to the many academic services located on campus such as tutoring and writing assistance. The academic advisor can direct you to information on counseling services, financial assistance and volunteer, cultural, and student activities.

During the fall of sophomore year, students are required to complete a Planning Conference with the academic advisor. During this conference the advisor and student will review the BSW Degree Plan and determine the point at which the student will apply to the Social Work

Program. New transfer students must meet with the advisor before or during their first week of school at WIU for their Planning Conference.

CURRICULUM

The primary means of achieving the goals and objectives of the social work program is through the social work curriculum. The curriculum for the Bachelor of Social Work degree offers liberal arts, as found in the university general education requirements, and the social work curriculum which includes a semester long practicum. This curriculum complies with the Curriculum Policy Statement of the Council on Social Work Education.

University Requirements

120 semester hours of courses for graduation

60 semester hours must be from a 4-year institution

40 semester hours must be in 300 or 400 level courses

Complete University General Education requirements

Meet Math Competency requirement through testing or coursework

Complete requirements for a major

Earn at least a 2.0 GPA overall

Each course builds on the prerequisite courses and experiences required for admission to the course. The Social Work program maintains strict adherence to prerequisite and concurrent course requirements. Courses are designed to provide students with increasingly more complex knowledge and concepts. Most social work courses, with the exception of SW 100 - Introduction to Social Work, will assume students have the general knowledge and skills developed while completing the general education requirements.

Social Work General Education Requirements (43 sh) (Liberal Arts Foundation)

University General Education Curriculum: 37 sh

To include:

Human Biology (BIOL 100, 4 sh)

Additional Math/Science courses (6 sh)

College Writing I (ENG 180, 3 sh) and College Writing II (ENG 280, 3 sh)

Introduction to Public Speaking (COMM 241, 3 sh)

Foreign Language course, an additional Multicultural course, or Sign Language course (3 sh)

Philosophy lower division course (3 sh)

American Government course (POLS 122, 3 sh)

Introduction to Psychology (PSY 100, 3 sh)

Introduction to Sociology (SOC 100, 3 sh)

Other: 6 semester hours

Additional Social Sciences General Education course (3 sh)

Additional Humanities General Education course (3 sh)

Social Work Course Requirements (54 sh) See current Undergraduate Catalog for descriptions at <https://www.wiu.edu/catalog/>

Foundation Social Work Courses (48)

SW 100	Introduction to Social Work	3 sh
SW 212	Human Behavior and the Social Environment I	3 sh
SW 213	Human Behavior and the Social Environment II	3 sh
SW 312	Social Work Research Methodology	3 sh
SW 313	Social Work Statistics	3 sh
SW 315	Generalist Social Work Practice I	4 sh
SW 316	Case Management	3 sh
SW 325	Social Welfare Policy	3 sh
SW 380	Social Justice and Diversity	3 sh
SW 415	Generalist Social Work Practice II	3 sh
SW 425	Generalist Social Work Practice III	3 sh
SW 440	Pre-Practicum	1 sh
SW 480	Generalist Social Work Practicum	13 sh

Social Work Elective Courses (6 sh required)

SW 298	Individual Studies	3 sh
SW 331	Social Work and Addictions	3 sh
SW 332	Social Work with Aging	3 sh
SW 334	Social Work, Disabilities, and Health	3 sh
SW 335	Domestic Violence and Social Work Intervention	3 sh
SW 336	Medical Social Work	3 sh
SW 337	Social Work in Rural Environments	3 sh
SW 338	Social Work and Mental Health	3 sh
SW 340	Topics in Social Work	3 sh
SW 341	Social Work in Child Welfare I	3 sh
SW 342	Social Work in Child Welfare II	3 sh
SW 345	Investigations in Social Work	3 sh
SW 496	Senior Honors Thesis in Social Work	3-6 sh

Open Electives or Minor Requirements (23 sh)

Social work majors must complete 23 credit hours of open electives or fulfill the requirements of one minor to graduate. An Open elective is defined as any course that provides one or more college credit hours. The decision regarding a minor is the student's choice. Students choosing the minor option are required to meet with their minor academic advisor at least once after declaring their minor, to ensure they are adequately meeting the requirements. Minors range from 16 to 21 semester hours and require specific courses or levels of courses.

Field Education

The Generalist Social Work Practicum is designed to provide students with supervised practice experience in an agency setting in conjunction with an academic component. Students actively participate in the service delivery systems of approved agencies and organizations. Students bring these experiences to the seminar class held on campus. Working with their Field

Supervisor and Practicum instructor, students soon make the connection between academic preparation and practice application through discussion, assignments, and evaluation. The goal of the Practicum course is to help students develop skills that enable each student to be a self-directed learner who can work with confidence, exercise sound judgment, and respond to a variety of roles and responsibilities.

The WIU social work program uses a block model for practicum. A block model means the practicum is completed over the course of one semester. The Practicum involves a full-time assignment to an agency and includes a seminar class on campus, usually scheduled every other Friday afternoon. Students must complete both field and seminar requirements.

The integrative seminar is a class which provides opportunities for discussion and is a part of the practicum experience. There are assignments in the class which complement the student's agency experience. Practicum students are required to attend seminar classes.

The practicum requires a minimum of 450 field hours over a minimum of 15 weeks and participation in a bi-weekly seminar class for 13 credit hours. The practicum will generally involve a 32-hour work week in an agency setting.

Practicum agency sites are restricted to an 80-mile radius surrounding Macomb or, under special circumstances, areas outside the 80-mile radius. Students considering a practicum outside of this radius must complete a special permission form and submit to the Field Education Director. If a student receives approval to complete a practicum outside of the 80-mile radius, the student is expected to attend seminar class, as scheduled, on the Macomb campus. There are no exceptions.

Paid practicums for social workers are limited. Most social service organizations in which students are placed do not have funding to pay students for their practicum hours. A student should not expect to be paid for a practicum unless the student is planning a practicum at their current place of social work employment. It is possible that students can have a practicum placement at the social service agency that already employs them, provided that the educational experience is new learning of knowledge, values, and skills. Additional requirements for a practicum at place of employment are located in the Field Practicum Manual.

Additional information regarding approval criteria for a practicum is located in the Field Practicum Manual at http://www.wiu.edu/coehs/health_sciences/social_work/practicum.php

The required hours and seminar course are based on the Council on Social Work Education field education accreditation standards. Requirements for admission to the Practicum include:

1. Admission as a social work major
2. Senior status
3. Completion of all other core requirements for the social work major and within 20 credits of graduation
4. Completion of 100 hours of work/volunteer experience in a social service setting.
5. Completion of the application process as required in the SW 440 Pre-practicum course
6. Minimum of 2.5 GPA in social work

7. Consent of the Director of Field Education
8. Demonstration of professional readiness

TRADITIONAL 4-YEAR PLAN			
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1st Semester		2nd Semester		3rd Semester		4th Semester	
SW 100	3	Science/Math	3	SW 212	3	SW 213	3
Soc 100Y	3	POLS 122	3	Eng 280	3	Science/Math	2
BIOL 100	4	ENG 180	3	PSY 100	3	COM 241	3
PHIL 100	3	HUM	3	Hum/Fine Arts	3	SOC SCI	3
Multicul	3	Elective	3	For. Lang. or Multi	3	Elective	3
16		15		15		14	
5th Semester		6th Semester		7th Semester		8th Semester	
SW 312	3	SW 313	3	SW 415	3	SW 480	13
SW 325	3	SW 315	4	SW 425	3		
SW Elective	3	SW 316	3	SW Elec	3		
Hum	3	SW 380	3	SW 440	1		
Elective	3	Elective	3	Elective	3		
				Elective	3		
15		16		16		13	

Social work courses **MUST** be taken in sequence. Several courses are offered only in the fall or spring semesters. Students may not take social work courses without the necessary prerequisites or concurrent courses. All social work core courses must be completed before enrolling in the Practicum, SW 480. Students must be within 20 hours of graduating to enroll in the Practicum.

TRANSFER STUDENT INFORMATION

Many students transfer to WIU to complete their education in social work. To meet accreditation criteria, the Social Work Program has developed a set of policies that are designed to help transfer students understand the requirements of the social work program, admission to the social work major (see Appendix B: Application/ Admission), and transfer credit information.

Social Work Transfer Student Policies

1. Transfer students must fulfill the required General Education courses specified as prerequisites to social work courses. If not completed prior to transfer, these courses will become a priority when students plan their schedule with the academic advisor.
2. Transfer students must complete the University General Education Curriculum requirements as specified in their designated University Catalog.
3. Transfer credit for General Education courses will be accepted by the Social Work Program as determined by the Transfer Admissions office and recorded on the Transfer Evaluation Form.
4. Any exceptions to the social work prerequisite General Education courses must be made by the Social Work program and communicated to the Registrar's Office accordingly.
5. Transfer credit for any social work course will be determined by the Social Work program. Credit for 200, 300 and 400 level social work courses will not be given for courses taken at a non- accredited social work program. Credit for social work courses will be considered once the student provides a syllabus for each course, a transcript of grades received and contact person information for the transfer school.
6. No credit for life or work experiences will be accepted as a substitute for any social work course.
7. Transfer students will be eligible to submit Major Applications for admission to the social work major during the first semester of their attendance at WIU if all requirements have been met. Transfer students are strongly advised to meet with the academic advisor as soon as possible for a Planning Conference to determine eligibility.
8. Students using GradTrac, IAI, and/or Dual Admissions at Western Illinois University must complete the stated General Education, Social Work admissions, and major course requirements to qualify for a Bachelor of Social Work Degree.

Policy on Transfer Students from other BSW Social Work Programs

1. Students transferring from another BSW Program are encouraged to meet with the Program Coordinator to review transcripts and documents from previous BSW Program.
2. All transfer students must meet the criteria for general admission to WIU and must apply to the BSW program separate from admission to WIU.

3. The previous BSW Program must be fully accredited by the CSWE at the time of the transfer in order for the Social Work course work to be accepted.
4. Each transfer student from another BSW Program must complete the WIU BSW Application Form and submit it in the same time frame as other students seeking admission to the WIU BSW Program.
5. Students may be asked to submit copies of all their previous BSW course syllabi and a transcript from all the other universities/colleges.
7. Students seeking to transfer should meet with the academic advisor to assess additional WIU requirements and the applicability of their general education coursework.
8. The final decision about admission will be made on a case by case basis by the social work faculty and will take into consideration space availability, size of the cohort, and other WIU BSW Program needs.

TRANSFER PLAN

To complete the major in two years, SW 100, BIOL 100, and Math Competency must be completed before transferring.

Fall Semester		Spring Semester		Fall Semester		Spring Semester	
SW 212	3	SW 213	3	SW 415	3	<u>SW 480</u>	<u>13</u>
SW 312	3	SW 313	3	SW 425	3		13
SW 325	3	SW 315	4	SW Elective	3		
SW Elective	3	SW 316	3	SW 440	1		
<u>Elective</u>	<u>3</u>	<u>SW 380</u>	<u>3</u>	<u>Elective</u>	<u>3</u>		
	15		16	<u>Elective</u>	<u>3</u>		
					16		

In addition to taking social work major courses in sequence, students must complete 23 hours of open electives or fulfill the requirements of a minor prior to graduation. It may be necessary for transfer students to take more than 15 hours a semester and/or take an additional semester in order to complete all graduation requirements. Transfer students must complete 60 hours from a 4-year school even if they have completed an Associate's Degree. If a student with an Associate's Degree has not completed all social work general education courses, the student may enroll in general education courses in lieu of taking general electives. All social work courses must be completed before the student enrolls in the Practicum, SW 480. Students must be within 20 hours of graduating to enroll in the Practicum.

UNIVERSITY/DCFS PARTNERSHIP

The WIU Social Work Program is a member of the DCFS/University Partnership. The purpose of the Partnership program is to equip and develop the Department's future workforce by providing an opportunity for students to gain more knowledge about the Department and learn how they can positively impact the lives of Illinois children and families through a career with DCFS.

Social workers who are answering the call to intervene with children and families involved in the Illinois child welfare system must first complete foundation training and pass professional employment exams. Through the Partnership students will learn knowledge, skills, and values for working with children and families, and will complete a significant portion of the requirements for the CWEL, Child Welfare Employee License. Thus, they will more quickly be eligible to be hired by DCFS or other organizations providing direct child welfare services. This is an exciting benefit to students who plan to work in child welfare. The courses will also benefit students who do not plan to work directly in child welfare. Workers in all fields, including school social work, medical settings, chemical dependency, mental health, and victim services will encounter situations in which a working knowledge of child welfare will be valuable.

In the SW 341 Social Work in Child Welfare I and SW 342 Social Work in Child Welfare II courses, students will receive the foundation training and take the professional employment exams to help prepare them for a child welfare position as a caseworker within the Placement/Permanency (Foster Care) specialty.

DCFS Pat McGuire Child Welfare Education Fellowship Pilot Program

The Social Work Program works with DCFS to offer the PMCWEF stipend. Eligible students who are willing to commit to working in child welfare for a specified length of time may apply to DCFS to receive up to \$5000 per semester for up to four semesters. Students interested in learning more about the stipend program should contact Professor Zellmann at kt-zellmann@wiu.edu

ILLINOIS ARTICULATION INITIATIVE (IAI)

The Social Work program and Western Illinois University recognize the Illinois Articulation Initiative (IAI) agreement when accepting courses for transfer. The IAI is a statewide agreement that allows transfer of completed Illinois General Education Core Curriculum between participating institutions.

LIFE OR WORK EXPERIENCE

The Social Work Program, in accordance with the Council on Social Work Education, does not grant credit for life or work experience as a substitute for social work courses.

SOCIAL WORK PROGRAM ATTENDANCE POLICY

Attending classes and participating in classroom discussions and experiential activities are an integral part of your education and your preparation to be a professional social worker. Classroom discussions and exercises provide students the opportunity to learn from faculty and from fellow students. Social Work faculty expect students to attend class and to participate in classroom discussions and experiential activities. Students are encouraged to review the attendance policy for each class and to meet with faculty to discuss any questions.

CLASSROOM EXPECTATIONS FOR SOCIAL WORK STUDENTS

The BSW prepares students for "generalist" practice at the beginning level of social work. The degree of interest and ability you have for the field can be evaluated by your instructors only by what they can observe. Therefore, your class attendance and participation, showing respect for your peers, and turning in assignments on time are the best indicators of how you will perform on the job. You may need a reference or a letter of recommendation for scholarships, awards, employment, field practicum or graduate school from your instructors. Your classroom performance may be the only information they know about you.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
 - *Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided.*
 - *Come to class prepared, with readings and other homework completed.*
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
 - *Listen while others are speaking.*
 - *Give feedback to peers in a constructive manner.*
 - *Approach conflict with peers or instructors in a cooperative manner.*
 - *Use positive and nonjudgmental language.*
 - *Limit use of electronic devices to pre and post class times and breaks and/or follow class policy on use of electronic devices.*
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
 - *Maintain any information shared in class, dyads, or smaller groups within that unit.*
 - *Use judgment in self-disclosing information of a very personal nature in the classroom.*
 - *Never use names of clients or disclose other identifying information in the classroom.*
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
 - *Come to class with books, handouts, syllabus, and pens.*
 - *Seek out appropriate support when having difficulties to ensure success in completing course requirements.*
 - *Take responsibility for the quality of completed tests and assignments.*
 - *Strive to work toward greater awareness of personal issues that may*

impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors.

Constantly strive to improve your abilities.

6. **Academic:** Commit yourself to learning the rules of citing other's work properly.

- *Do your own work and take credit only for your own work.*
- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*

7. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

8. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communications skills.*
- *Adhere to APA writing guidelines in all written work.*

9. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

SOCIAL WORK HONORS CURRICULUM

Academically qualified students in this department are encouraged to complete an honors curriculum in University Honors, Honors in the Major, or General Honors. All Honors students must complete the one-hour honors colloquium (G H 299). General Honors includes General Honors coursework. Honors in the Major includes honors work in the major. University Honors combines Honors in the Major and General Honors. For more information about the Honors College, visit https://www.wiu.edu/centennial_honors_college/

Honors students in Social Work must complete all requirements for a major in Social Work.

Grade Requirements

3.4 overall GPA

3.5 GPA in honors courses

General Honors Requirements

- GH 299 Honors Colloquium: a one semester hour honors seminar with varying topics.
- Three honors general education courses (one may be an Honors section of an FYE course).

Honors in the Major Requirements

- GH 299
- 6 sh of General Honors courses in the Social Sciences, or 6 sh in-course honors projects in 300-400 level Social Work courses
- SW 496 - Senior Honors Thesis, or in-course honors project in 300-400 level Social Work course (3 sh)

University Honors

Complete the requirements for both General Honors and Honors in the Major.

Honors students must meet with the Honors Advisor and with the Social Work Academic Advisor at least once each semester.

DOUBLE MAJOR

Western Illinois University allows students to have a double major. Students who declare a double major are not required to complete a minor. Students considering a double major should be aware they will need to choose the primary degree that will appear on their diploma (all coursework will appear on the student's transcript and will indicate a double major has been awarded). The BSW, Bachelor of Social Work degree, is a specific professional degree. Social work students should choose the BSW as their primary degree for several important reasons. A BSW is required to become a licensed social worker (LSW), receive advanced standing at a graduate school and to obtain a position specifically requiring a social worker. Students should understand that completing a double major does not result in two degrees, but an award of one degree with a double major.

SECOND BACCALAUREATE DEGREE

A student who has already completed a bachelor's degree and decides to pursue a second bachelor's degree must complete the following steps;

1. Apply to and be accepted by the School of Graduate Studies for admission to the University.
2. Work with Social Work academic advisor to develop a second degree plan.
3. Submit the second degree plan to the Council on Admission, Graduation, and Academic Standards.
4. Secure approval from the Council on Admission, Graduation, and Academic Standards.
5. Complete the Admission to the Social Work Major application and be accepted into the major.
6. Complete all requirements for the Bachelor of Social Work degree.
7. Earn a minimum of 30 additional semester hours in residence. Courses in the degree plan may not be taken pass/fail.
8. Complete an undergraduate application for graduation at least one semester prior to graduation. Note: The grade point average calculation for the second baccalaureate degree students will not utilize any grades from previous degrees.

FILING FOR GRADUATION

Social work students may file a graduation application during the second semester of their junior year if they have been accepted as a full social work major. The Registrar's office will not

accept graduation applications filed by pre-social work majors. Graduation applications may be obtained online at <https://www.wiu.edu/registrar/gradapp.php>

Applications must be signed by the academic advisor. Completed applications must be submitted to the Registrar in Sherman Hall 110. The Registrar's office checks the WARD report for deficiencies and determines a graduation date. Failure to submit a graduation application in a timely manner may result in the discovery of deficiencies that cannot be completed by the student's anticipated graduation date.

ADDING A CLASS

The first week of classes each semester is designated as the "open registration" period. Students may add classes during this period if openings exist in the particular class and section. Special permission is required for admission to closed class sections. The second week of classes is designated "restricted registration". Students may add courses only with permission from the instructor and/or department chair. Students should speak to the instructors and attend classes for courses they wish to add to their schedule.

DROPPING A CLASS

Students may withdraw from a course or courses without academic penalty until the specified final drop date, the 10th day of classes. After the 10th day, if a student drops a course before the 10th week of classes, the student receives a "W" for the course. There is no GPA penalty for this action. After the 10th week, students will be issued the grade earned for the course. Specific dates for these deadlines can be found on the Office of the Registrar website, <https://www.wiu.edu/registrar/>
Students considering dropping a social work course MUST consult with their academic advisor.

UNIVERSITY WITHDRAWAL

On occasion, situations arise in which students must withdraw completely from all classes at WIU. This is a big decision. Your academic advisor and the staff in the Student Development and Success Center are committed to answering questions, assisting you through the process, or finding ways to aid you in finding success here at Western Illinois University. Contact the Student Development and Success Center at sdsc@wiu.edu A university withdrawal must occur before the 10th week of classes. Students will be issued "Ws" for each of their classes and GPA will not be affected (financial aid MAY be an issue if the student accumulates a history of repeated "W" courses). After the 10th week, only extraordinary emergency circumstances will be accepted and documentation will be required to process a complete university withdrawal.

INCOMPLETES

An instructor may give a student an "Incomplete" as a grade in a course when the instructor believes that unusual circumstances have prevented the student from completing the requirements for the course. The instructor determines when the coursework should be completed for continuance in the major. All Incompletes will convert to an "F" if not completed by the time established by University policy. The policy may be seen at <https://www.wiu.edu/policies/incomplete.php>

GRADTRAC

Students who have signed and been approved for a GradTrac contract in social work are responsible for making sure that they meet all the requirements for continuation in the GradTrac program.

Students must meet with their academic advisor during the specified advising time each semester. They must take the courses that the advisor and GradTrac course schedule require. They must respond immediately to letters from the advisor or Registrar regarding problems with their GradTrac program. They must meet all the requirements for the Social Work Major and BSW degree. Failure to follow the requirements of the GradTrac contract can result in the agreement being cancelled.

STUDENT INVOLVEMENT IN THE SOCIAL WORK PROGRAM, THE CAMPUS, and THE COMMUNITY

Academic success is an important component of students' development as professional social workers. Active involvement in student organizations and community service is also important. Participation in campus and community service opportunities enables students to connect classroom knowledge with service experience to further develop knowledge, skills, and values for professional social work. Listed below are opportunities for students to meaningfully participate in the BSW Program and information for participation in the larger WIU and Macomb community. We encourage students to review the many opportunities.

Social Work Student Association (SWSA)

The Social Work Student Association (SWSA) is open to all majors at Western Illinois University and all pre-social work and social work majors are encouraged to join. SWSA is a student run organization with a social work faculty advisor. SWSA encourages volunteer activities and active participation in university life for social work majors. SWSA has numerous activities throughout the school year which are designed to benefit social work majors, the university, and the community, and many activities which are "just for fun." Don't miss out! Join SWSA!

Social Work Student Representatives

Two Social Work students are elected at the end of each fall semester to serve as representatives of the social work student body. These elected representatives will attend social work faculty meetings and will represent students' interests, concerns, and proposals. They will report to the student body following each meeting. The representatives will also serve on the BSW Program Advisory Board and assist with program events. The representatives will work with the Program Coordinator.

NASW Student Liaison

One Social Work student is elected at the end of each fall semester to serve as the NASW Student Liaison. The elected liaison will coordinate efforts with Illinois NASW and the program

to facilitate involvement in Illinois Social Work Advocacy Day and to inform students of opportunities available through NASW. The liaison will work with the NASW Faculty Liaison.

Social Work Student Diversity Council

The mission of the SDC is *Promoting diversity and uplifting diverse groups on campus and in the Social Work Program. Raising awareness of campus and community resources to support people and increased interactions among individuals while applying Social Work values.* All students are welcome to join. The Council hosts events to carry out this mission.

National Association of Social Workers (NASW)

The National Association of Social Workers is the national professional organization for social workers. Joining NASW as a student has many benefits. Students are allowed to keep their student membership rate for two years after graduation. NASW members receive the national NASW News and the state Networker. Both of these publications keep members up to date on issues relevant to the profession, job openings in social work, and workshops and conferences of interest to social workers. In addition, members receive the research publication, Social Work, which contains articles and research on current topics in the field. Additional information can be found online at <https://www.socialworkers.org/>

National Association of Black Social Workers

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

<https://www.nabsw.org/>

Latino Social Workers Organization

The Latino Social Workers Organization is a network of social work faculty and professional social workers who believe in the recruitment and retention of Latinx students in higher education. For over 20 years, the LSWO has focused on bringing quality continuing education to social workers, students, and allied health professionals.

<https://lsw.org/>

Service Opportunities on the WIU Campus and in the McDonough County Community

WIU Opportunities. https://www.wiu.edu/student_success/

McDonough County Social Service Directory

<https://www.ncbhs.org/sites/default/files/download/McDonough%20County%20Social%20Services%20Guide%20February%202020.pdf>

Phi Alpha Honor Society - Kappa Sigma Chapter

The Kappa Sigma Chapter of the Phi Alpha National Honor Society for Social Work was introduced and approved in December 2001. Charter members were initiated during the 2001-

2002 academic year. Each semester, academic status is reviewed and qualified majors are invited to join in honor of their achievements.

Eligibility is reviewed after grades are posted and received by the Social Work program.

Students are invited to join during the semester *following* the one in which they meet the criteria below. (Fall inductees: Eligibility based on previous spring semester, or summer semester if courses are taken. Spring inductees: Eligibility based on previous fall semester.) Students not currently eligible may be invited to join in a subsequent semester once they have fulfilled the requirements.

The criteria must be met at end of previous semester

1. Formally admitted to the WIU Social Work Program as a full major. Acceptance letter on file in SW office.
2. Completion of 9 semester hours of required Social Work courses.
3. Rank in the top 35% of their class.
4. 3.0 GPA overall.

AWARDS AND SCHOLARSHIPS

Department Scholar Award

During each fall and spring semester the Social Work Program may select one student as the Social Work Program Scholar. The recipient is selected by the Social Work Awards Committee in accordance with the following criteria:

1. Approved graduation application on file in the Registrar's Office.
2. Cumulative GPA of 3.30 or higher for all work completed at WIU. Social Work GPA of 3.50 or higher for all Social Work courses.
3. Completion of 30 hours of WIU coursework. Coursework in progress during the term in which the award is to be given may not count toward the 30-hour requirement.
4. Demonstration, in the faculty's judgment, of the highest level of-
 - Critical thinking
 - Scholarly writing
 - Commitment to professional values
 - Commitment to extracurricular service activities

The recipient of the Departmental Scholar Award will be recognized during the commencement ceremony at which time they will receive an engraved gold medallion emblazoned with the University Seal with a distinctive ribbon to be worn at commencement. The honoree will have their name added to the departmental plaque that honors award recipients, and will receive an award certificate from the department.

COEHS College Scholar Nominee

Each fall and spring semester one outstanding student in each WIU College is selected to receive the Cecile A. Christian Sterritt College Scholar Award. Students with a GPA of 3.6 or above will receive an invitation from the Registrar's office to submit an application. Students in

the College of Education and Human Services who meet the eligibility criteria may nominate themselves for the COEHS College Scholar Award. Eligibility criteria for the award include: Candidates must have an approved graduation application on file in the Registrar's Office for Spring or Summer graduation (for spring semester awards) or Fall graduation (for fall semester awards).

Candidates must have completed 30 hours of coursework while in residence at WIU.

Coursework in-progress during the term in which the award is to be given may not count toward the 30-hour requirement.

Candidates must have a cumulative GPA of 3.60 or higher for all work completed at WIU.

The student who is chosen to be the COEHS College Scholar will be recognized during the commencement ceremony at which time they will receive an engraved silver medallion emblazoned with the University Seal with a distinctive ribbon to be worn at commencement.

Lillian and Florence Snyder Outstanding Senior Social Work Student

The Lillian and Florence Snyder Outstanding Social Work Senior Award will be presented each spring to the social work student who, beyond academic performance, promotes the field of social work through a variety of service and volunteer activities that benefit the Social Work Program, the College, the University, and the community. The student selected for this award will receive a fifty-dollar (\$50.00) honorarium and will have their name added to the plaque that honors the Lillian & Florence Snyder Award recipients.

The award will be presented by the Social Work Program based on the following criteria:

1. A minimum cumulative GPA of 2.5.
2. A minimum of 90 semester hours completed.
3. Previous award winners are not eligible.
4. Placement in the top three nominations received from majors with a minimum of 90 semester hours.
5. Results of personal interviews conducted by three faculty members.

During the spring semester all social work majors who have completed 90 or more semester hours will be notified that they may nominate up to three of their social work peers for this award, based on their promotion of the field of Social Work through a variety of service and volunteer activities that benefit the Social Work Program, the College, the University, and the community. They may nominate a first, second, and third choice. A first choice nomination will receive three points, a second choice nomination will receive two points, and a third choice nomination will receive one point. The three top overall nominees will be notified and invited to a personal interview by a panel of three Social Work faculty members. The panel will make its recommendation to the faculty, and the faculty will make the final selection and present the honoree with an award check and certificate.

Dean and Ellen Zoerink Scholarship

The Dean and Ellen Zoerink Scholarship was established in May 2015 to recognize a student who is committed to pursuing a career in Human Services and helping the nation's disenfranchised citizens lead independent, productive, and meaningful lives.

Dean joined the faculty in Western's Department of Recreation, Park and Tourism Administration (RPTA) in 1992 to further develop the department's therapeutic recreation/recreation therapy curriculum. Prior to his academic career, Dean practiced professionally with children and youth with behavior, orthopedic or intellectual disabilities. His interest in helping prepare students for human services careers emerged from these experiences.

Ellen joined the school social work staff at the West Central Illinois Special Education Cooperative in 1992, and in 1997, she was invited to join the social work faculty at Western as an adjunct instructor. Due to her years of working in school social work, she was able to share her skills with young children who had social, learning or other difficulties; their parents and teachers; as well as students pursuing careers in social work.

Criteria:

The purpose of the scholarship is to support a junior or senior-level full-time student who (in descending order):

1. Major in one of the following programs of study:
 - Social Work
 - RPTA Therapeutic Recreation
 - RPTA Recreation Management with minor in Non-Profit Administration
2. GPA of 3.0 or above
3. Preference will be given to students enrolled in the Centennial Honors Program
4. Financial need will be a determining factor.

Terms:

Amount of award will be \$1,000 annually and will be applied to the recipient's account – divided between the fall and spring semesters.

Selection Process:

Scholarship recipient will be selected by a scholarship committee comprised of members from the Social Work Program and the Department of Recreation, Park, Tourism and Hospitality.

To apply for the scholarship go to <https://wiu.academicworks.com/> and complete the general application.

Nancy Coney Field Education Grant

The purpose of this grant is to assist social work students with specific expenses to alleviate barriers related to preparation for and successful performance in their senior field practicum. It is named for Professor Nancy Coney who retired in fall 2002 after many years of contributions to the program and University, field education of students, and the social work profession.

Eligibility-

Currently enrolled in SW 440-Pre-practicum, or SW 480-Generalist Social Work Practicum at the time of application.

Performing successfully in all current courses and meeting the requirements for practicum enrollment or completion.

Have not yet received the award.

Award Criteria-

Grants up to \$100 may be received one time only per student.

Grants will be awarded based on financial need AND the availability of funds.

Need must be related to successful completion of either SW 440 or SW 480. Examples might include purchase of required books, transportation costs, agency-appropriate clothing, housing or moving costs, expenses related to agency screening requirements, etc.

Additional Provisions-

The grants are not loans to be repaid, but recipients are encouraged to consider a future donation to the Field Education Fund when they are in a financial position to do so to continue support for WIU Social Work Field education.

Grant amounts may be increased if the grant fund grows sufficiently to provide larger grants.

Application Process

Complete the application by typing or handwriting in black ink and submit it to the Director of Field Education. Be sure to give a detailed explanation of your need for the grant.

The Director of Field Education will forward the application with a recommendation to the Program Coordinator and the Department Chairperson.

If the Program Coordinator and Department Chairperson concur with a positive recommendation, the grant will be approved and processed accordingly by the appropriate personnel. Grants are received in the form of a check mailed to the student's school address or direct deposit if the student is enrolled in this with the University.

If there is a question regarding approval, the application will be reviewed by the faculty as a committee-of-the-whole.

The student will be notified via email of the application approval or non-approval.

The Nancy Coney Field Education Grant may be found online at: [Nancy Coney Field Education Grant](#). (See Appendix D)

FACULTY OFFICE HOURS

All instructors are available to help students during regular office hours or by appointment. Office hours are listed on the syllabus, posted on office doors, or can be obtained from the Department office. If you are having difficulty with any aspect of the class, your instructor expects you to take the initiative to ask questions and/or receive assistance.

WESTERN ONLINE

Social Work instructors frequently use Western Online to post syllabi, assignments, and other course information online for student access. Access to Western Online is on the WIU homepage, www.wiu.edu. On the Web Tools pull-down menu, select Western Online to get started. Frequently asked questions and troubleshooting links are available.

COURSE SYLLABUS

At the beginning of each semester, instructors distribute in class or online a course syllabus containing important information about the course. The instructor's office hours, office and phone numbers, required texts, course objectives, course assignments and grading procedures will be outlined in the syllabus. Students are responsible for knowing what is in the syllabus. Questions regarding course expectations and requirements should always be directed to the instructor.

PROFESSIONAL vs. POPULAR WRITING

Social workers are required to communicate in writing for a range of audiences, such as clients, team members, judges, government agencies and policy makers. Social workers develop skills in managing information for their writing to produce well written case notes, performance reports, grant proposals and other documents necessary for their practice. Therefore, it is important that social work students develop excellent professional writing skills.

Professional journals such as *Social Work*, *Child Welfare* or *Families in Society* are appropriate examples of professional writing and provide resources for social work research papers or article reviews. Other literature such as Parents magazine, Time, Newsweek, or your local newspaper may have relevant articles and information and may be used as secondary resources, but are not appropriate as basic bibliography and citations for most research papers that will be assigned in your social work courses. It is important to ask your course instructor about the type of research resources that may be used.

APA DOCUMENTATION

Most written work completed in social work courses will follow APA (American Psychological Association) style and format. The APA format is most commonly used for citing sources in the social sciences. In addition to citing sources, APA format also provides guidelines for professional writing including organization, word usage, non-discriminatory language, and punctuation.

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism consists of presenting someone else's writing or work as your own. Quotes from articles or other sources must be cited with the proper credit to the author and the specific page citation.

Students have a responsibility to refrain from cheating and from making it possible for others to cheat. Plagiarism or academic dishonesty of any kind can result in failing grades and/or

dismissal from the program. See the WIU Student Handbook for university policy on academic dishonesty or visit the website at <http://www.wiu.edu/policies/acintegrity.php>

INTERNET

Social work majors will find valuable information on the Internet. Students will also find that determining whether information is reliable may be a considerable challenge. When using Internet sources for papers, it is necessary to cite the web site and the information about authors and sources according to APA documentation. Be wary of articles and information that cannot be verified— especially when the author is not identified. One example of unreliable information from mostly anonymous authors is the popular website, Wikipedia. Remember, anyone can disseminate information on the Internet whether it is true or not.

FACULTY EVALUATION

Students may participate in faculty review each semester. At the end of courses students are provided with standardized forms that will be computer processed. Students are encouraged to provide written comments. These written comments are then typed and added to the anonymous cumulative score report. Results are provided to the faculty only after the end of the semester and submission of final grades.

STUDENT RIGHTS AND RESPONSIBILITIES

As a social work student, you have the right:

1. To be informed about university, program and course requirements and expectations.
2. To be informed of decisions made by instructors, the program, and the university about your academic career.
3. To appeal decisions regarding grades, admissions, and termination decisions by following the designated procedures.
4. To file grievances in regard to discrimination and affirmative action issues by following the designated procedures.
5. To join in student organizations and activities to further your career and other interests.
6. To receive special assistance with note-taking, exams and other assistance needed to compensate for disabling conditions, if you have set up accommodations with the Disability Resource Center.

As a social work student, you are responsible for:

1. Knowing information in the university catalog, program handbooks, course syllabi, and for contacting the program coordinator and/or academic advisor when you need clarification or have questions.
2. Completing course requirements and expectations, including attendance, course readings and assignments.
3. Informing your instructor of problems that interfere with your ability to complete course requirements.
4. Meeting each semester with your academic advisor to assess your academic progress in the program and prepare for future course registration.

5. Completing application processes for the major and the practicum in a timely fashion.
6. Complying with university policies against plagiarism or dishonest behavior.
7. Contacting your instructor, academic advisor, or the Student Development Office when having problems that interfere with your academic performance.
8. Using resources available in the program and university to help you deal with academic, social or emotional difficulties which interfere with your successful performance in the program.
9. Treating other students, faculty, and employees with respect regardless of race, creed, ethnic origin, religion, sexual orientation, gender, gender identity, or age.
10. Initiating appropriate appeal or grievance procedures if you feel you have been treated unfairly.

GRADE APPEALS

It is the responsibility of any student wishing to pursue an academic grade appeal involving a faculty member to discuss the matter privately with the professor involved by the end of the second week of the regular semester (fall or spring) following the term in which the student received the grade in question. If concerns remain, a student must begin the appeal process within five working days. Specific steps to appealing grades are online at <https://www.wiu.edu/policies/gradeapp.php>. Each step in the process is time sensitive and requires documentation. Contact the program coordinator or academic advisor if assistance is needed.

RIGHT OF ACADEMIC APPEAL

Students have the right to appeal the implementation of any University regulation which relates to admission, academic standards, or graduation by submitting a formal written appeal (typed) to the Council on Admission, Graduation and Academic Standards (CAGAS). Such appeals must be based upon the existence of unusual or extenuating circumstances which have prevented the student from achieving the normal University standard, and evidence of these unusual or extenuating circumstances must be presented with the appeal. If a student believes they have circumstances warranting a CAGAS appeal, they should contact their academic advisor for the necessary forms and supporting documentation. All information for appeals must be submitted to the CAGAS office in Sherman Hall 110 by 4 pm on Monday afternoons.

REQUESTING REFERENCES and LETTERS OF RECOMMENDATION

When applying for scholarships, awards, employment, practicum, and/or graduate school you may need a reference or letter of recommendation from a faculty member. The degree of interest and ability you have for the social work profession can be evaluated by your instructors only by what they can observe. Therefore, your class punctuality, attendance and participation, thoroughness and timeliness of assignments, and your demonstration of respect for others and self-awareness, are the best indicators of how you will perform on the job. Your classroom performance may be the only information faculty members will know about you. If you wish to request a reference/recommendation from a faculty member:

Schedule a meeting with the faculty member to discuss your request.

If the faculty member agrees to provide the reference/recommendation:

- Complete an Authorization to Release Information and Request for Recommendation and give to the faculty member;
- Provide the faculty member with a copy of your resume and any additional requested information.

THE BSW PROGRAM ADVISORY BOARD

The BSW Program Advisory Board serves as a guiding force in the continuing development of social work education at Western Illinois University. The Board is made up of BSW Program faculty, students, alumni, and field instructors, representatives of social service agencies, and community members. Once each semester the Board convenes to share information and expertise to strengthen the BSW program-community relationships and to ensure development of a social work program consistent with community needs and goals and high in professional quality.

NONDISCRIMINATION POLICY

The Department of Health Sciences and Social Work at Western Illinois University is committed to providing a learning context that respects diversity and provides equal opportunity in all aspects of its program, including recruitment, retention and graduation of students, and recruitment, retention, and promotion of faculty.

The Department of Health Sciences and Social Work at Western Illinois University will not condone, permit, or tolerate any form of discrimination, including age, color, disability, ethnicity, gender, gender identity, national origin, political, race, religion, and sexual orientation.

Students with disabilities that require special accommodations in the classroom should inform their instructor of their needs. Providing equal opportunities for every student with disabilities is a campus-wide commitment in which Disability Resource Center (DRC) plays a primary role.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) protects qualified students from discrimination on the basis of disability and ensures the provision of reasonable accommodations. DRC coordinates these accommodations and additional services for qualified students with disabilities enrolled at Western. The Disability Resource Center is located in Memorial Hall 143. Contact and additional information is available online at https://www.wiu.edu/student_success/disability_resources/

The Department of Health Sciences and Social Work follows the Western Illinois University policies against racial and ethnic harassment and against sexual harassment. Western Illinois University complies fully with all applicable federal and state nondiscrimination laws, orders, and regulations.

The University is committed to providing equal opportunity and an educational and work environment for its students, faculty, and staff that is free from discrimination based on race,

color, religion, sex, national origin, sexual orientation, ethnicity, age, marital status, disability, or veteran status.

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator anonymously online at:

If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. Additional information about resources is available at:

https://www.wiu.edu/equal_opportunity_and_access/newtitleix.php

STUDENT SERVICES

Student Learning Center

The Student Learning Center (SLC) provides various services and areas of support that assist students toward a successful career at WIU. One service the Center offers is [Academic Success Coaching](#). The purpose of academic success coaching is to provide additional support to undergraduate students striving to reach their academic potential. Success Coaching is an interactive process that meets students where they are and helps the student get to where they want to be.

Tutoring

Tutoring for general education courses is available every semester at various locations and times. Check out Rocky's Resources at <http://www.wiu.edu/advising/tutoring/> for information and tips about academic success. For assistance with social work courses, contact your instructor.

Counseling Services

The University Counseling Center (UCC) has individual clinical counseling available to students who are experiencing difficulties which may interfere with their academic performance or general well-being. All counseling sessions are confidential. Students are encouraged to take advantage of the many services provided by UCC, including counseling on test anxiety, study habits, etc. UCC is located in Memorial Hall 1st Floor and information is available online at http://www.wiu.edu/student_services/ucc/. To schedule an appointment call the UCC at (309) 298-2453. Appointments cannot be made through email.

Writing Center

The mission of the University Writing Center is to offer students at any academic level collaborative, one-on-one consultation on writing projects from any discipline at any point in the writing process.

For more information check out the website at http://www.wiu.edu/university_writing_center/

Career Development Center

WIU offers many services to students including career fairs, resume writing, job searching, interviewing skills, and networking. The CDC is located in Memorial Hall 125. For more information check out the website at

http://www.wiu.edu/student_services/career_development_center/

Student Development and Success Center

Student Development and Success Center (SDSC) assists students through their transitional periods focusing on academic and personal development. Our developmental approach emphasizes personal responsibility and helping students learn to help themselves. Memorial Hall 125, 309-298-1884. Refer to the website http://www.wiu.edu/student_services/sdsc/

Veterans Resource Center

The Veterans Resource Center is committed to assisting those who served or are currently serving in the U.S. military, and their family members. In collaboration with an array of University departments and community organizations, the center provides coordinated services and resources in a one-stop location to ensure that all military service members are afforded the greatest opportunities for success. Wright Residence, 309 298-3505.

http://www.wiu.edu/student_services/veterans/

APPENDIX A – SOCIAL WORK ADMISSIONS APPLICATION INSTRUCTIONS

Dear prospective Social Work student:

We welcome your interest in our Bachelor of Social Work Program. The Social Work Program offers a professional degree that requires students to apply to be accepted into the major. This is a process that is different and separate from admission into Western Illinois University. Attached is information about the Social Work Major application process. Please review the material carefully.

We encourage you to meet with Social Work faculty members to discuss your interest in the social work profession. If you decide to apply, please pay careful attention to the requirements and deadlines.

During each fall semester, Social Work faculty conduct a Social Work Application Workshop in the SW 212 classes. In the workshop, faculty will discuss and explain the components of the application and the deadlines, and answer students' questions.

Information and updates about the application process, as well as required forms and instructions for the major application, are located at https://www.wiu.edu/coehs/cnedcsp/social_work/

Make sure you provide a current mail and email address in your application. Also, please ask questions in advance of the application deadline to assure that your application is complete and received on time. Do not jeopardize your anticipated graduation date by turning in a substandard application. Incomplete applications are not reviewed; late applications will not be accepted.

If you have any questions about the application process, please talk with me. You can contact me at kt-zellmann@wiu.edu

Thank you for your interest.

Sincerely,

Professor Karen Zellmann, MSW, LCSW
BSW Program Coordinator and Professor

APPLICATION INSTRUCTIONS

Advising

Students are required to complete a Planning Conference with the Academic Advisor. The purpose of the conference is to review the BSW Degree Plan and determine the point at which the student will apply to the major. Transfer students, and WIU students who are changing their major to Pre Social Work, should meet with the Academic Advisor as soon as possible. Social Work academic advising is located in the COEHS Advising Center in Horrabin Hall 91. Contact Stacy Dorsett, Academic Advisor, at SE-Dorsett@wiu.edu or (309) 298-1438
To schedule an appointment click here- calendly.com/sdorsett

Admission to the University

Transfer students must be admitted to Western Illinois University as a Pre-Social Work major (PSW) to be eligible to apply to the Social Work major. If you have not applied to the university, do so at <http://www.wiu.edu/admissions/>

Email

Please make sure your WIU email is activated and you are checking it regularly. Your WIU email account is the main mode of communication for you to receive information about your application. All offices on campus use email, so make it a habit to check email at least once per day.

Submitting Your Application

Admissions applications will be submitted in a paper packet .

- The Admission Application forms and Instructions are available on the Western Online Application Course.
- You may complete the forms online and then print them, or you may print the forms and complete them.
- For the Professional Recommendation you may send the form electronically to the person who has agreed to provide the recommendation for you, or you may give them a paper copy. Refer to the instructions on page 61 for additional information
- In the places where your signature is needed, please sign your full name.
- Submit the completed Application packet to the Social Work office in Horrabin Hall 8 by 4:00 on the due date.
- **Students who do not fully comply with the Application Instructions will be informed that their application will not be accepted for review by the Admissions Committee. The student will have the opportunity to resubmit their application the next semester.**

Application Timeframe

Fall Semester 2024

Application Workshop	Application Deadline	Personal Interview	Notification of Admission Status
An Application Workshop will be held in the SW 212 classes.	4:30 p.m. September 19 Bring Application packet to HH8	Complete by October 24	November 1

Spring Semester 2025

Application Workshop	Application Deadline	Personal Interview	Notification of Admission Status
Workshop is not held in the spring. Students may contact the Program Coordinator to request assistance with the application process.	4:30 p.m. February 20 Bring Application Packet to HH8	Complete by March 27	April 4

Instructions for Application Forms

Checklist

Use the checklist to help ensure that you complete and submit all portions of the Social Work Major Application.

Application and Eligibility Form

Contact Information: complete all parts of this section.

1. Required Components: Use your transcripts from all current and previous academic institutions to complete the Academic Eligibility section. Admission to Social Work major requires a cumulative GPA of 2.0 or better, completion of Social Work 100 with a grade of C or better, and completion of at least 24 sh of college credit work.

2. Academic Progress: There are four general education courses that provide an important foundation to course work in the major and should be taken prior to social work courses whenever possible. Follow the instructions to indicate if the courses are completed, in progress, or when they will be completed.

English 180 (3 hrs.)

Biology 100 (4 hrs.)

Psychology 100 (3 hrs.)

Sociology 100 (3 hrs.)

Personal Narrative

The purpose of the personal narrative essay is to give you an opportunity to express your interest in and commitment to the social work profession as well as demonstrate your writing and critical thinking skills. Your paper should be carefully and thoughtfully prepared.

Papers are to be formatted using 12 point, Times New Roman font, double-spacing, and one-inch margins. Essays should be five to six (5-6) pages.

Please address each of the following questions in your essay:

1. Discuss what you consider to be one of the most pressing social problems facing the country. In your opinion: What is the cause of the problem? What does the social work profession have to offer toward the solution of this problem? What qualities, skills, and attributes do you have that would contribute to the solution of this problem?
2. Summarize your volunteer and employment history. What did you learn from these experiences that helped solidify your decision to become a social worker? What strengths did you bring to these experiences? What challenges did you encounter during these experiences?
3. What are important values in your life? Provide examples illustrating how these values are present in your life. How will these values help or hinder you in your professional work? Discuss how your personal values are congruent with the NASW Code of Ethics.

4. Provide any additional information that you feel would strengthen your application or is important for the Admissions Committee to consider when reviewing your application.

Volunteer/Work Experience Verification

In the application to the major, submit documentation of any volunteer/work hours you have completed using the form provided along with any supporting materials. If you do not have any documentation of volunteer/work hours completed, describe what you are doing to obtain confirmation of those hours

Social work students are required to complete 100 volunteer or paid work hours in a human service setting. The hours must be completed and documented on or before the student's first class meeting of SW 440, Pre-Practicum. Students will not proceed in planning a Practicum if the hours are not completed, correctly documented, and turned in by the deadline. Please read the FAQ for information regarding approved settings and documentation.

Purpose of Requiring Social Work Students to Volunteer in Human Service Agencies:

Learn about working in a human services agency.

1. Learn about working with individuals who are in need of assistance.
2. Enhance self-awareness.
3. Develop interpersonal skills.
4. Develop professional behaviors.
5. Demonstrate commitment to the core values of Social Work:

Service

Social Justice

Dignity and Worth of the Person

Importance of Human Relationships

Integrity

Competence

Frequently Asked Questions for Volunteer/Work Experience Verification

What is a human service setting?

Any professional setting or organization that provides services to individuals, families or communities in need.

What type of human service settings are acceptable?

Nursing homes, youth camps, licensed day care centers, and after-school programs are good examples of human service settings. A human service setting is a professional setting or program that works with people in need. Students must complete at least 50 hours in a human service setting. Students may complete up to 50 hours with community service activities through campus or community organizations that do not take place in a human services setting. Ex.: SWSA, WAVE, a sorority or fraternity, Crisis Intervention Training.

How are the hours documented?

The Volunteer/Work Experience Verification Form is located in the application packet. The form must be filled out correctly and signed by the supervisor who monitored your hours.

I was a peer counselor my senior year in high school. Do the hours count?

Yes, if the hours were completed within two years prior to applying to the major, and you are able to have the person who supervised you sign the completed Volunteer/Work Experience Verification form.

What if I have hours from more than one human service setting or organization?

For each human service setting or organization, you must have a completed and signed Volunteer/Work Experience Verification form. Without the form, the hours are not valid.

When should the hours be completed?

All 100 hours must be completed by the first day of class for SW 440, Pre-Practicum.

What happens if I do not have my 100 hours completed by the first day of class for SW 440?

100 hours are required to fill out the SW 480 Practicum application. Incomplete hours or improper completion/missing Volunteer/Work Experience Verification forms may lead to dropping SW 440 and a delay in graduation by at least one semester.

When should I start my hours?

As soon as possible. Volunteering is a good way to find out what career path you want to pursue in social work.

I am not sure my hours I have completed or want to complete fit the criteria for a human service setting or organization.

Contact Karen Zellmann, BSW Program Coordinator, at KT-Zellmann@wiu.edu

Professional Reference Form

Your application must include one professional reference. Your professional reference must be completed by someone who is currently supervising your work or volunteer performance, or an individual who has supervised you within the past three years. The professional reference must speak to your ability to work with people. The reference may not come from relatives or friends.

Steps to ensure your Professional Reference form is accepted:

1. Complete the top section of the reference form. Check whether you retain or waive your right to see the completed reference form. Type your full name in the box for your signature.
2. Select a work/volunteer supervisor who can speak to your professional skills and your performance.
3. Contact the supervisor, ask them to complete the Professional Reference, and email them the form.
4. If you retained the right to see the recommendation, then ask the recommender to return the completed form to you and include it with the rest of your application materials.
5. If you waived your right to see the recommendation then direct the recommender to email the completed form to Professor Karen Zellmann at KT-Zellmann@wiu.edu
Or they may mail the completed form to:

Karen Zellmann

Social Work Program, Horriban Hall 8

1 University Circle

Western Illinois University, Macomb, IL 61455.

Student Signature Page

Read the documents listed below and then complete the Student Signature Page as instructed.

1. Policy on Professional Social Work Behaviors

Read the document. Complete Section 1 on the Student Signature Page to indicate that you understand this policy. During your interview a faculty member will review this document with you.

2. Code of Ethics Statement of Understanding

Read the National Association of Social Work Code of Ethics. Complete Section 2 on the Student Signature Page to indicate that you have reviewed the NASW Code of Ethics. Initial each of the four statements or leave statements blank that you wish to discuss with a faculty member during your interview. The NASW Code of Ethics can be accessed online at <https://www.socialworkers.org/about/ethics/code-of-ethics>

3. Background Information Statement of Understanding

Read the document, answer the questions, and type your legal name to indicate that you understand. The Social Work Program does not conduct formal background checks at the time

of admission. You may be required to complete a formal background check to secure a practicum placement. Responses on this form do not automatically disqualify you for admission to the major. Background information will be discussed at your interview to determine if there are concerns about your eligibility to become a licensed social worker.

4. BSW Program Student Handbook Statement

Read the BSW Program Student Handbook. Complete Section 3 on the Student Signature Page to indicate that you have reviewed the Handbook. Initial each of the three statements or leave the statements blank if you wish to discuss with a faculty member during your interview. The BSW handbook is located in the sub-module BSW Handbook, found under the module: Submitting the application.

5. Practicum Expectations Statement of Understanding

Read the Practicum Expectations. Complete Section 4 on the Student Signature Page to indicate that you understand the practicum expectations as outlined. During your interview a faculty member will review this document with you.

6. Verification of Complete and Accurate Documentation

Review the information and documentation you are submitting. Complete Section 5 on the Student Signature Page to verify that you have accurately completed the information and documentation submitted.

WARD Report or Unofficial Transcripts

If you have sent all transcripts from each university or college attended to WIU, and the transcripts have been evaluated, you may submit the WARD (Western's Audit of Requirements for Degrees) report. You will find the WARD report through your STARS account under "Print WARD". If you are a new transfer student, please include the transcript from your last attended college/university that indicates your current GPA.

If you do not have a WARD report yet, you may print out your unofficial transcript in whatever form your school provides. Official transcripts are not required for application to the major, but you will need to send official transcripts to WIU to become part of your academic record from each college or university you have attended.

Admission to the Social Work Major is a prerequisite for enrolling in specified Social Work courses. Students who do not successfully submit the application in the correct semester may be unable to complete these specified courses in a timely manner. This may delay the student's graduation date. Each student is responsible for meeting with the Social Work Advisor to determine the correct semester in which to submit the application.

Students who do not fully comply with the Application Instructions will be informed that their application will not be accepted for review by the Admissions Committee. The student will have the opportunity to resubmit their application the next semester.

After the Application

Faculty Interview

Approximately one (1) week after the application deadline, ***you will receive instructions via email to arrange a faculty interview.*** The faculty interview deadline will be noted in your email and your interview must be completed by that date. You must contact your assigned faculty member directly to schedule your interview.

Failure to schedule and/or complete your interview will result in the denial of your application. Please communicate with the BSW Program Coordinator if you are having difficulties following through with the faculty interview.

Formal attire is not required. However, you should take your interview seriously and dress appropriately for your meeting with a faculty member. For example, dressing as you would for dinner out with your family (nice jeans or pants, etc.) is acceptable. Saturday morning loungewear is not. Also, holes, tears, stains, wrinkles, clothes with unprofessional pictures or words, etc. would not be appropriate. Be prepared to discuss all items in your application packet as well as why you are interested in the social work profession.

Admission Letters

After completion of the application process, you will receive your Admission Letter via email. You will receive one of the following admission letters:

Formal admission: All social work admission requirements have been met and you have been accepted into the program as a full social work major. Students fully admitted will be instructed to email the Social Work Academic Advisor that they accept the admission and wish to change their major to Social Work. Your major change from Pre-Social Work to Social Work will not become official until you have emailed the Advisor.

Denied Admission: If faculty have concerns regarding your readiness for the major or you do not meet the minimum admission requirements, you may be asked to reapply after addressing these concerns; **or** faculty may determine that you are not suitable for the profession of social work.

Appeal Process for Denied Admission to the Social Work Major

Students who are denied admission to the Social Work Major may appeal the decision. We strongly recommend that students reflect on the reasons for the denial. Appeals must be based on new information or clarification of information. Students are encouraged to meet with the Social Work Advisor to discuss questions about the denied admission and the appeal process. The appeal must be filed within two weeks of receiving the Admission Letter.

Students wishing to appeal a denied admission should:

1. Complete the Social Work Program Denial of Admission Appeal Policy Form.
2. Schedule an appointment with the Social Work Program Coordinator, Professor Zellmann, at kt-zellmann@wiu.edu
3. Submit the completed Form to Program Coordinator at the meeting.

The Denial of Admissions Appeal form may be found at –

http://www.wiu.edu/coehs/health_sciences/student_forms/Denial%20Appeal%20Form.pdf

(Appendix C)

**APPENDIX B –
SOCIAL WORK MAJOR ADMISSION APPLICATION**

These forms are provided to inform students of what is included in the Social Work Major Admission Application. When it is time for you to submit your application go to Western Online to access and submit your application. Work with the Social Work Advisor to determine the appropriate time for you to submit your application.

Application Packet Checklist

Check to be sure each completed item below is included in your application packet and meets the criteria outlined in the instructions (e.g. minimum essay length, appropriate signatures).

Application Packet (to be submitted on Western Online)

- Applicant Information & Eligibility form
- Personal Narrative
- Volunteer/Work Experience Verification
- Professional Reference
- Completed and signed Background Information Statement of Understanding
- Completed and signed Student Signature Page
- WARD or Unofficial Transcripts

Applicant Information & Eligibility

Contact Information

WIU Student ID: _____ WIU Email Address _____
 Full Legal Name: _____
 Current Mailing Address: _____
 City _____ State _____ Zip _____
 Permanent Address (if different): _____
 City _____ State _____ Zip _____
 Contact Phone Number: _____

Academic Eligibility

Use transcripts to complete the sections below. Note the following instructions:
 For any courses in which you **do not** have a letter grade, use the following key to enter the appropriate information for that course. Courses are based on WIU course numbers; if you are not sure about a course you are transferring in, consult with the social work advisor.

Currently enrolled in a course: Enter "IP" under "Grade" and the current term and year.

Future enrollment in a course: Leave the grade field blank and enter the term & year you plan to complete the course.

For transfer students, a grade of TS on your transcript indicates that the course was passed with a C or better. A grade of TU indicates that the course was passed but not with a C.

Required Components

Course	Grade	Term & Year Taken (or will take)
Social Work 100	_____	_____
Cumulative GPA:	_____	(If no WIU GPA, use most recent GPA from previous school.)
Total number of college credit hours completed	_____	sh

Academic Progress

Course	Grade	Term & Year Taken (or will take)
Biology 100	_____	_____
English 180	_____	_____
Psychology 100	_____	_____
Sociology 100	_____	_____

Personal Narrative

Remove this page and insert narrative here. See the application instructions for more information.

**Volunteer/Work Experience Summary
Social Work Program**

Student: _____

Agency/Organization: _____

Supervisor: _____

Phone #: _____ Email: _____

Address: _____

Dates of Service: _____ Total Number of Hours _____

Please describe your volunteer/work activities and responsibilities.

Supervisor Signature

Title

Date

Professional Reference

PROFESSIONAL REFERENCE

An example of the form for the Professional Reference is on the next page.

Your application must include one professional reference. The professional reference must be from a work or volunteer supervisor. Your professional reference must be completed by someone who is currently supervising your work or volunteer performance, or an individual who has supervised you within the past three years. The professional reference must speak to your ability to work with people. The reference may not come from relatives or friends.

Steps to ensure your Professional Reference form is accepted:

1. Complete the top section of the reference form. Check whether you retain or waive your right to see the reference. Type your full name in the box for your signature.
2. Select a work/volunteer supervisor who can speak to your professional skills and your performance.
3. Contact the supervisor, ask them to complete the Professional Reference, and email them the form.
4. If you retained the right to see the recommendation, then ask the recommender to return the completed form to you and include it with the rest of your application materials.
5. If you waived your right to see the recommendation then direct the recommender to email the completed form to Professor Karen Zellmann at KT-Zellmann@wiu.edu
Or they mail the completed form to:
Karen Zellmann
Social Work Program, Horriban Hall 8
1 University Circle
Western Illinois University, Macomb, IL 61455

WESTERN ILLINOIS UNIVERSITY- SOCIAL WORK PROGRAM ADMISSIONS
Professional Reference

APPLICANT INFORMATION (TO BE FILLED OUT BY STUDENT)						
Last Name:		First:		Middle:		
<p>Note: The Family Education Rights and Privacy Act of 1974 give you the right to retain or waive access to this recommendation. Waiving access is not required by the Admissions Committee. Indicate below to your evaluator whether or not you waive or retain your right to access this information.</p> <p align="center"> <input type="checkbox"/> I retain my right of access <input type="checkbox"/> I waive my right of access </p>						
Applicant's Signature:						
REFERENCE (TO BE FILLED OUT BY EVALUATOR)						
Name of Recommender:				Position:		
Name of Organization:						
Work Address:				Phone:		
In what capacity have you known the applicant?						
How long have you known the applicant?						
Please share your opinion of the applicant with us. For each attribute, rate the applicant in comparison to their peers.						
	Cannot Judge	Poor	Below Average	Average	Above Average	Excellent
Writing skills						
Speaking skills						
Time management skills						
Ability to work with others						
Completes commitments						
Ability to work independently						
Maturity of judgment						
Integrity						
Self-motivation						
Appreciation of diversity						
Clear interpersonal boundaries						
<p>Please comment below or in an accompanying letter on any of the above categories or other areas that you think would be helpful in assessing the applicant's capacity to succeed in a social work program.</p>						
Signature:					Date:	

DOCUMENTS TO READ AND THEN COMPLETE STUDENT SIGNATURE PAGE

1. POLICY ON PROFESSIONAL SOCIAL WORK BEHAVIORS

Students in the Bachelor of Social Work (BSW) program at Western Illinois University (WIU) are expected to demonstrate professional social work behaviors that are consistent with the National Association of Social Work (NASW) Code of Ethics, the Social Work Program Policy on Professional Social Work Behaviors, and the WIU Code of Student Conduct Policy.

The Social Work Program Policy on Professional Social Work Behaviors intends to support and assist students in preparing for social work practice with vulnerable and marginalized individuals, families and communities. The Program has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect student's rights. The Policy provides guidelines that will help the Program to identify behaviors that suggest a student may require assistance to meet the standards of professional social work practice, or that the student is not a good fit with the professional social work practice.

The professional social work behaviors are observable behaviors that can be demonstrated in the classroom; in written assignments and presentations; in field placements; and in other contexts on campus and in the community where professional behavior is expected. Examples of professional social work behaviors are included in a table in this document.

Behavior that May Result in a Review

A Student Review may occur under any of the following circumstances:

5. Noncompliance with the NASW Code of Ethics.
6. Noncompliance with the Social Work Program Policy on Professional Social Work Behaviors.
7. Sanctions imposed on student for violation of WIU Code of Student Conduct Policy.
8. Demonstration of behavior that causes individuals within the Social Work Program to have serious or persistent concern about the effect of the student's behavior on the learning environment. Reasons for the concern may include, but are not limited to, the following:
 - Speech or behavior that discriminates or harasses because of race, ancestry, place of origin, citizenship, religion, gender identity, sexual orientation, age, marital status, family status or disability. This includes gender harassment, sexist or hetero-sexist innuendo, climate and attitudes.
 - Intimidation or threats to harm another person in non-physical ways.
 - Aggressive language and other forms of verbal abuse.

Behaviors may be classified as, but not limited to, problematic behavior, ethical misconduct, impairment, and/or incompetence. Definitions:

- **Problematic Behavior**: Problematic Behavior refers to a student's behaviors, attitudes, or characteristics that may require remediation. The table at the end of this document provides numerous examples of problematic behaviors.
- **Ethical Misconduct**: Ethical Misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each

social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

- **Impairment** is defined as an interference in professional functioning that is reflected in one or more of the following ways: Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; inability or unwillingness to acquire professional skills and reach an accepted level of competency; or inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.
- **Incompetence** is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence, they are violating the ethical standard of competence. [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296.]

When the alleged behavior is either harassment, discrimination, or misconduct as defined in the WIU Discrimination, Sexual Harassment, or Sexual Misconduct Policy, that policy will take precedence over the process described in the Policy on Professional Social Work Behaviors, and there will be an automatic review of the student for possible termination from the BSW program. In addition to a review, remediation plan, or termination on the part of the Social Work Program, students may also be subject to additional review and sanctions from WIU University Conduct Board.

Confidentiality and Sharing of Information

The Social Work Program recognizes that the safety, confidentiality and self-determination of students or others is an important priority. In developing a response to a situation, the Program must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy. Every effort will be made to keep information as confidential as possible under the circumstances. Information will be shared on a need-to-know basis. Because of confidentiality issues, student representatives shall not be involved in these matters.

The Review Process

Problematic behavior, ethical misconduct, impairment, and/or incompetence may be identified by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public.

Faculty Review Committee, FRC, refers to all full time Social Work faculty.

When a faculty member identifies the problem:

1. The student will meet with and discuss the matter with the individual faculty member* who has identified the problem. The faculty member will attempt to resolve the matter through discussion. If warranted, the faculty member will make suggestions for performance objectives.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the Program Coordinator, and placed in the student's file.

(b) Review of the student's progress will be monitored and documented by the faculty member. This step will continue at the discretion of the faculty member.

(c) If the problems are not resolved, the student will proceed to step #2.

*The faculty member is only obligated to provide grades/feedback in meeting specific course requirements (assignments, tests, papers, field performance, etc.). In addition, the faculty member determines how grades/feedback will be given to students. Educational policies and standards are outlined in course syllabi, and the student is expected to adhere to such policies and standards. For the student, this involves meeting all course requirements, maintaining a professional demeanor, attendance and participation in the classroom and/or online, as outlined in each course syllabus. It is not the individual faculty member's role to initiate discussion about individual class performance with the student. This supports the educational philosophy of respecting the student as an adult learner with responsibility for one's own academic performance.

2. If the matter is not resolved, it will be referred to the Program Coordinator. The Program Coordinator will meet with and discuss the issue with the faculty member and the student to attempt to resolve the matter.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the faculty member who initiated the review process, and placed in the student's file.

(b) Review of the student's progress will be monitored and documented by the Program Coordinator.

(c) If the matter is not resolved, the student will proceed to step #3.

3. If a student has completed the steps outlined above and the problem is not resolved, it will be taken up by the Faculty Review Committee. The Program Coordinator will organize and facilitate a meeting with the student and faculty. Depending on the situation, attendees may also include any relevant parties such as an advisor, adjunct instructor, or field supervisor. The student may ask another person, not involved in the situation, to accompany them as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness. The student will have the opportunity to present any information related to their behavior or performance. This committee reviews an individual student's academic and professional performance and renders a decision.

Outcomes:

(a) If new information is presented that warrants modification and/or continuation of goals established in steps 1 and 2, the committee and student will develop a plan to monitor progress and determine a timeline for review.

(b) If the FRC decides to dismiss a student from the program, the decision and reasons supporting the decision must be put in writing to the student, with copies to the Department Chair.

During the process, it may become apparent that the student has decided not to continue the pursuit of a social work degree. The student may volunteer to withdraw at any time.

A decision made by the FRC may be appealed by the student, following notification of dismissal from the major. The student should address their reason for appeal in writing to the Department Chair within 10 days of notification. The department chair will review the appeal and may choose to discuss the case with the student and faculty. The department chair may decide to uphold the dismissal or return the decision to the faculty for discussion of additional steps toward remediation of the situation. If dismissed from the program: readmission is contingent upon review of the file; readmission is not guaranteed; and readmission may be denied.

When a person or persons other than a faculty member identifies the problem:

1. The student will meet with and discuss the matter with the Program Coordinator. The Program Coordinator will attempt to resolve the matter through discussion. If warranted, the Program Coordinator will make suggestions for performance objectives.

Outcomes:

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student and placed in the student's file.

(b) Review of the student's progress will be monitored and documented. This step will continue at the discretion of the Program Coordinator

(c) If the problems are not resolved, the student will proceed to step #2.

2. If the matter is not resolved, it will be taken up by the Faculty Review Committee. The Program Coordinator will organize and facilitate a meeting with the student and faculty. Depending on the situation, attendees may also include any relevant parties such as an advisor, adjunct instructor, or field supervisor. The student may ask another person, not involved in the situation, to accompany them as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness. The student will have the opportunity to present any information related to their behavior or performance. This committee reviews an individual student's academic and professional performance and renders a decision.

(a) If new information is presented that warrants modification and/or continuation of goals established in steps 1 and 2, the committee and student will develop a plan to monitor progress and determine a timeline for review.

(b) If the FRC decides to dismiss a student from the program, the decision and reasons supporting the decision must be put in writing to the student, with copies to the Department Chair.

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Additional Points of Emphasis

Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk. Confidentiality must be maintained at all times. This policy is subject to annual review/revision.

Revised November 29, 2021

PROFESSIONAL SOCIAL WORK BEHAVIORS

The following table provides examples of some of the more important ethical requirements and related behavior concerns. It is the responsibility of students to understand the Code of Ethics in its entirety, and be aware of additional ways in which problematic behaviors may arise. Included in this table are several Council of Social Work Education practice behavior guidelines. This is not an exhaustive listing.

Professional Attribute	Code of Ethics Statement(s)	Characteristic Behavior	Behavioral Concerns
Respectful treatment of and attention to others.	<p>Ethical Principle: "Social workers respect the inherent dignity and worth of the person."</p> <p>1.12: "Social workers should ...use accurate and respectful language in all communications to and about clients."</p> <p>2.01: "Social workers should treat colleagues with respect ..."</p>	<p>Nonjudgmental listening to instructors and other students.</p> <p>Not being disruptive within the classroom.</p> <p>Attempt to defuse potentially tense encounters. Tactfully focus on issues and rational arguments when disagreeing with an opinion. Support others within the context of group projects.</p>	<p>Snickering, sighing or making faces when others are speaking, or purposefully ignoring others when they are speaking.</p> <p>Disruptive behaviors in the classroom such as having cellphones on, texting during class, working on other assignments, side conversations, talking over other students or professors.</p> <p>Arriving late to class or leaving early on a regular basis.</p> <p>Personalizing arguments or attacking others during the course of class discussions, or speaking derisively about other students or professors behind their backs. Challenging a professor or student in a defiant or aggressive manner.</p>
Honesty and integrity	<p>Ethical Principle: "Social workers behave in a trustworthy manner."</p> <p>4.04: "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.</p>	<p>Honesty in communication with fellow students, faculty, employers, clients and others.</p> <p>Displaying a professional manner, especially when in a field agency or in a public setting.</p>	<p>Cheating on tests, engaging in plagiarism, dishonest statements regarding course attendance, assignments, activities, etc.</p> <p>Deception in procuring and/or documenting volunteer/paid service hours. Deception in agency record-keeping within the context of a field placement or other agency involvement.</p>

Professional Attribute	Selected CSWE Guideline	Selected Characteristic Behavior	Selected Behavioral Concerns
Competence	<p>Ethical Principle: “Social workers practice within their area of competence.”</p> <p>1.04 (a) “Social workers should provide services and represent themselves only within the boundaries of their education, training, ...”</p> <p>4.05 (a) “Social workers should not allow their own personal problems, psychological distress, ...to interfere with their professional judgment or performance ...”</p>	<p>Honesty with field agencies about area of knowledge and experience.</p> <p>Ensure proper boundaries are maintained when engaging in discussions with peers, clients, co-workers and field supervisors.</p> <p>Students will not commit to a course of education or to a field placement if unsure of their ability to follow through with the commitment due to personal issues.</p>	<p>Engaging in any type of intervention or treatment that the student does not understand, especially when clients may be harmed.</p> <p>Consistent issues related to reliability (e.g., chronic lateness or absences, not following through on group projects, late assignments) in classes and/or field placements. Failure to meet syllabus expectations.</p> <p>Problematic boundary or conflict of interest issues, especially related to clients (e.g., a personal relationship with clients or family members outside the Agency auspices). Emotional and/or physical issues that interfere with competent practice.</p>
Confidentiality	<p>1.07 (b) “Social workers may disclose confidential information when appropriate with valid consent ...”</p> <p>1.07 (i) “Social workers should not discuss confidential information in any setting unless privacy can be ensured.”</p>	<p>Students will discuss issues related to practicum clients if they can share information in a way that does not compromise confidentiality.</p> <p>Student’s respect for fellow students and others is such that they are very cautious of what personal information they share with others and in how they share information.</p>	<p>Disclosing confidential information about clients in course assignments, discussions with fellow students, etc.</p> <p>Disclosing personal information about fellow students that is hurtful or demeaning. Disclosing personal information about fellow students or faculty in a public forum or on social media without their prior consent.</p>

Professional Attribute	Selected CSWE Guideline	Selected Characteristic Behavior	Selected Behavioral Concerns
Professional Demeanor	Practice Behavior #1.3: Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication	In class settings, field placements, and other areas where the student is readily identifiable as a social work student, s/he should be aware of personal appearance and actions.	Use of disparaging, crude, or offensive language, especially in public settings. Sexually provocative manner of dressing or behavior in all social work settings.
Managing Personal Values and Information	Practice Behavior #2.3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<p>Students demonstrate an awareness of the proper use of self-disclosure of personal information, and its potential impact on others.</p> <p>Students understand when their personal values may be limiting client self-determination.</p> <p>Students understand the power relationship inherent in the client/worker dyad (e.g., that workers may have an undue influence over vulnerable clients) and are cautious of overly influencing clients.</p>	<p>Sharing personal issues about oneself or one's background at times/places or in ways that make others (especially clients) uncomfortable, or might make others question the student's judgment.</p> <p>Pushing clients to make specific decisions that relate to the student's rather than the client's value or belief system.</p> <p>Students use their own personal past experiences with social work(ers) and/or insight gained from overcoming a difficult situation as their only guide to assisting clients with similar issues.</p>

BACKGROUND INFORMATION STATEMENT OF UNDERSTANDING

1. Have you ever been convicted of a crime other than a routine traffic offense? Yes No
(A DUI is not considered a routine offense and must be reported. A DUI does not automatically preclude admission to the major.)

Please list conviction(s) and year(s) received:

2. Have you ever been subjected to dismissal, suspension, probation, or other serious disciplinary or academic sanction by any educational institution, employer, or professional association? Yes No

If you answered yes to questions 1 and/or 2, please explain the circumstances on a separate piece of paper. An affirmative answer does not automatically disqualify you from admission into the social work major. Your answer will be reviewed in relation to your entire application.

POTENTIAL IMPACT OF BACKGROUND INFORMATION

Initial each statement below that you are in agreement with. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

_____1. I understand that failure to previously disclose adverse information related to questions 1 or 2 during the course of the application process will be grounds for dismissal from the social work program.

_____2. I understand that some field placements and employment settings will require that I give consent to a criminal and/or financial background check. I understand I may not be able to secure a practicum placement because of any past criminal actions.

_____3. I understand that the Illinois Licensed Social Worker (LSW) exam application will ask me to indicate any felony convictions. I understand that it may be extremely difficult, if not impossible, for me to become a licensed social worker if I have a felony conviction.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature

Date

Faculty Signature

Date

Social Work Program Policies and Agreement Signature Page

Initial each statement below that you agree with. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

1. WIU Social Work Program Policy on Professional Social Work Behaviors

- _____ 1. I have read the Social Work Program's Policy on Professional Social Work Behaviors.
- _____ 2. I understand that I am responsible for knowing the information in the Policy on Professional Social Work Behaviors.
- _____ 3. I have discussed my questions regarding the Policy on Professional Social Work Behaviors with Social Work Faculty.
- _____ 4. I understand that failure to act in a manner of upholding the Policy on Professional Social Work Behaviors could result in the implementation of the policy and up to dismissal from the social work program.

2. Code of Ethics Statement of Understanding - Commitment to Social Work Values The NASW Code of Ethics is available here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

- _____ 1. I have read the National Association of Social Workers Code of Ethics.
- _____ 2. I understand what it means to make a commitment to follow the NASW Code of Ethics and I have no concerns reading this commitment, or I have raised these concerns with social work faculty.
- _____ 3. I understand I have a responsibility to follow the NASW Code of Ethics as a future professional social worker and commit myself to follow the NASW Code of Ethics as a student social work major, in my field practicum, and as a future professional social worker.
- _____ 4. I understand that failure to act in a manner in keeping with the NASW Code of Ethics could result in dismissal from the social work program.

3. BSW Program Student Handbook Acknowledgement

- _____ 1. I have read the Western Illinois University BSW Program Student Handbook.
- _____ 2. I understand that I am responsible for knowing the information in the Handbook.
- _____ 3. I have discussed my questions regarding the Handbook with Social Work Faculty.

4. Practicum Expectations Statement of Understanding

- _____ 1. I understand the practicum expectations. This includes but is not limited to, the required number of practicum hours and weeks, the required Practicum Seminar class, attending Practicum Seminar class on the Macomb campus, the completion of a practicum within the required 80-mile radius of Macomb, and the limited availability of a paid practicum at a social service agency.

5. Verification of Complete and Accurate Documentation

- _____ 1. I understand that missing, incomplete, and inaccurate information or documentation will result in this application being returned to me and may also result in delayed acceptance into the social work program and/or scheduling problems that could interfere with timely completion of the degree.

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature

Date

Faculty Signature

Date

The student's signature on this document verifies that they read the information listed and agree to its items.

APPENDIX C – BSW DENIAL OF ADMISSIONS APPEAL

BSW Admissions Denial Appeal Form

Name: _____ Date: _____

Student ID: _____

WIU Email Address: _____

1. State the reasons your application for admission to the social work major was denied.

2. Explain the reason(s) your denial should be reconsidered by the social work faculty.

3. Identify and explain the actions you have taken to address the reason(s) for denial.
Attach documentation of these actions.

Based on the information I stated above, I request a review of my denial of admission to the Social Work Major.

Student Signature

Date

Please schedule an appointment with the Social Work Program Coordinator to submit this form.

Review by the Social Work Program Coordinator

___ Recommend that faculty review the denial of admission.

Rationale:

___ Do not recommend faculty review the denial of admission.

Rationale:

Program Coordinator Signature

Date

Review by Social Work Faculty

___ Recommend denial of admission to the Social Work Major is upheld.

Rationale:

___ Denial of admission to the Social Work Major is reversed and student is admitted to the Social Work Major.

Rationale:

Social Work Admissions Committee Chair Signature

Date

**APPENDIX D – NANCY CONEY FIELD EDUCATION
GRANT APPLICATION
BACHELOR OF SOCIAL WORK PROGRAM | WESTERN ILLINOIS UNIVERSITY
NANCY CONEY FIELD EDUCATION GRANT**

APPLICATION

Name _____ ID Number _____ Date _____

School Address _____

Email _____ Phone _____

Are you signed up for direct deposit of payments/refunds with WIU? Yes No

Currently Enrolled in: SW 440 SW 480: SW 480:

Agency Name & City _____

Are you currently meeting all requirements for successfully completing all of your courses? Yes No Are you currently meeting all requirements for enrolling in or successfully completing SW 480? Yes No
If you answered No to either of the above, please explain below:

Amount requested: _____

State below why you are applying for this award. Include practicum-related expense(s) it will help cover, etc.

Recommendation (initial and date the appropriate line and forward to next contact)

Director of Field Ed. _____
Date _____ Approved _____ Declined: Reason _____

Program Cord. _____
Date _____ Approved _____ Declined: Reason _____

Department Chair _____
Date _____ Approved _____ Declined: Reason _____

APPENDIX E – SOCIAL WORK MAJOR PROGRESS REVIEW

Name: _____ Preferred Name: _____ Preferred Pronouns: _____

	Application Interview	SW 315	SW 440
Date			

Completion of Non-Social Work Courses-Required Prior to Enrollment in SW 440 (Pre-Practicum)

Semester Completed & Grade			
Course	Application Interview	SW 315	Prior to SW 440
Biology 100			
English 180			
Psychology 100			
Sociology 100			

Volunteer/Work Hours-100 Hours Completed Prior to SW 440 (Pre-Practicum)

XXXXXX	Application Interview	SW 315	Prior to SW 440
Total Hours Completed			
Verification Forms Attached			
Plan to Complete			XXXXXX

Professional Behaviors

Listed below are professional behaviors essential to your academic and professional success. Review the behaviors and identify at least three that you will work on to strengthen between now and the next review. Be prepared to discuss these behaviors and your progress during the review in SW 315 and in SW 440. Punctual to class

- | | |
|--|--|
| 1. Regularly attends class | 11. Contributes to group projects |
| 2. Turns in assignments on time | 12. Writes emails in a professional manner |
| 3. Uses technology appropriately | 13. Seeks feedback |
| 4. Prepared for class assignments and discussions | 14. Accepts feedback |
| 5. Attentive and engaged in class | 15. Demonstrates ability to cope with stress |
| 6. Respectful to peers | 16. Advocates for self in an appropriate manner |
| 7. Respectful to faculty and staff | 17. Demonstrates professional values in interactions with others |
| 8. Does not display distracting behaviors | 18. Communicates at a professional level |
| 9. Demonstrates strong time management and organizational skills | 19. Uses positive self-care strategies |
| 10. Works as a team player | |

Identify the behavior goals from the preceding list and how you plan to strengthen them.

Application Interview: Behavior #	Describe how will you strengthen this?		
_____ (Student Initials) I understand that failure to pass the required courses and/or complete the required volunteer/work hours will delay my ability to successfully complete SW 440 and will extend the time it takes me to earn my BSW degree.			
Student Signature	Date	Faculty Signature	Date

SW 315 Interview: Behavior #	How have you grown since the Social Work Application Interview and how will you continue to strengthen this?		
_____ (Student Initials) I understand that failure to pass the required courses and/or complete the required volunteer/work hours will delay my ability to successfully complete SW 440 and will extend the time it takes me to earn my BSW degree.			
Student Signature	Date	Faculty Signature	Date

SW 440 Behavior #	How have you grown since the Social Work 315 interview? How will you continue to strengthen this area?		

_____ (Student Initials) I understand that failure to pass the required courses and/or complete the required volunteer/work hours will delay my ability to successfully complete SW 440 and will extend the time it takes me to earn my BSW degree.			
Student Signature	Date	Faculty Signature	Date

Complete the following when all volunteer hours have been completed and all pre-requisites have been met.

_____ (Student Initials) BIO 100, ENG 180, PSY 100, and 100 volunteer/work hours have been completed. I understand that completion of these requirements and formal admission to the social work major does not guarantee continuance in the Program and that I must demonstrate adherence to academic and professional standards as outlined in the BSW Student Handbook. I will continue to strengthen my knowledge, skills, values, and behaviors for professional social work practice.

Student Signature	Date	Faculty Signature	Date

APPENDIX E –VOLUNTEER/WORK EXPERIENCE VERIFICATION FORM

**Volunteer/Work Experience Summary
Social Work Program**

Student: _____

Agency/Organization: _____

Supervisor: _____

Phone #: _____ Email: _____

Address: _____

Dates of Service: _____ Total Number of Hours _____

Please describe your volunteer/work activities and responsibilities.

Supervisor Signature

Title

Date