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## **INTRODUCTION**

The *Social Work Student Handbook* is intended to acquaint social work majors with Wartburg's undergraduate social work program. The handbook serves the following purposes:

1. to introduce new majors to the Social Work Department,
2. to serve as a resource in planning their curriculum,
3. to articulate the policies and procedures of the Department,
4. to describe the activities and opportunities of the Department.

This handbook is not intended to replace the *Wartburg College Catalog*. So in planning your course of study you should become familiar with this handbook and the college catalog. If ever the two are in conflict, the catalog takes precedence.

Your academic advisor can also be of help to you in learning about the Social Work Department. Your advisor will be a member of the social work faculty who will help you design or plan your program. Take the time to get to know your advisor and call for appointments if you have questions about your courses or the social work profession in general. Another useful resource for you is the Social Work Club and the members who comprise it. This is the student organization for social work majors. There is more about the Social Work Club later in this handbook. We hope you will join and become an active member.

## **NONDISCRIMINATION**

The social work department conducts all of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

## **THE SOCIAL WORK PROFESSION**

Social work can be an exciting, challenging, and rewarding profession. A career in social work is a career in helping people to find ways of living more satisfying and productive lives. It has inherited a powerful tradition of social action, and if you want to be on the cutting edge of change in our society, social work can take you there.

There are many problems and circumstances that interfere with the efforts of people to live satisfying lives. Some of these problems include child abuse, marital and family disruption, health problems, mental illness, racial or sex discrimination, alcohol and drug abuse, or poverty, to name a few.

In order to help people live more fully and more productively, social workers work with families, groups, organizations, and communities, as well as with individuals. The reason is that social workers recognize that the ability of people to live satisfying and productive lives is influenced by their environment – their families, friends, organizations with which they interact, local communities, and even society as a whole.

Social workers are not geared to spend their lives just counseling people one on one, although they may spend much of their time empowering individuals to meet their goals. Social workers are just as interested in helping to develop a more equitable and just society for everyone.

To implement these purposes, social workers are employed in an ever-expanding spectrum of human service organizations and programs. Wartburg's social work graduates today are employed in child protection, programs for the elderly, substance abuse programs, acute care and mental hospitals, juvenile and adult probation and detention facilities, programs for the developmentally disabled, public welfare

agencies, refugee programs, family service agencies, women's centers, and residential treatment centers for children and adolescents, community development, and policy-making organizations.

To be effective practitioners, social workers must master a wide range of knowledge from the liberal arts, social, behavioral, and natural sciences, politics and economics. Social workers must also learn a broad array of helping skills and approaches. It is also important that social workers understand and identify with the values and goals of the social work profession. Probably the most fundamental value of the social work profession is the belief in the inherent worth and dignity of all people. An allied belief is the view that society has the responsibility of ensuring that all people have access to the opportunities for developing as fully as possible their potential as human beings.

Social work has a well-articulated statement of professional values that are put forth in the NASW Code of Ethics. In the Appendix of this handbook you will find the Code of Ethics in its entirety.

### Professional Organizations

The professional organization for members of the social work profession is the National Association of Social Workers (NASW). This organization was founded in 1955 as the result of a merger of seven separate and specialized social work associations. Regular membership in NASW is available to anyone who has an undergraduate or graduate degree in social work from a program that is accredited by the Council on Social Work Education. Students in an accredited social work program such as Wartburg's may join NASW at a reduced rate. Social work majors are encouraged to join NASW and to purchase the professional liability insurance before beginning their Senior Field Practica.

NASW is involved in many different kinds of activities. NASW sets standards for social work practice. NASW offers a full range of professional publications designed to keep social workers up-to-date with respect to new knowledge in the field. NASW provides a range of services to its members such as group insurance rates and continuing education opportunities. Members of NASW are active in the political arena at the national, state, and local levels, seeking to improve services to client groups.

NASW is organized at the national, state, and local levels with chapters in all 50 states. Opportunities to participate in the development of the social work profession are available at all of these levels. Many Wartburg social work students have served as student representatives for the Iowa NASW and have become actively involved in the local NASW.

The Council on Social Work Education (CSWE) is another professional social work organization. CSWE is organized only at the national level and has a most important function in maintaining the integrity of the social work profession and social work education. CSWE is the only organization authorized to set standards for social work education programs and to provide accredited status to those programs that meet those standards. Currently there are over 400 accredited undergraduate social work educational programs and about 200 accredited graduate programs in colleges and universities across the United States. CSWE is also involved in publishing professional material and in sponsoring continuing education programs.

NOTE: Wartburg college awards a Bachelor of Arts (B.A.) degree in social work. Because of our CSWE accredited status, Wartburg graduates may use the title Bachelor of Social Work (B.S.W.) granted by some institutions. The degrees are equivalent.

## Licensing

Since the early 1970s many states have passed social work licensing laws. While these laws serve the same general purpose, to assure the public that people calling themselves social workers and those practicing social work have met the minimum standards for social work competencies, the laws do differ from state to state.

Some states license social work at three levels, the baccalaureate, graduate, and certified levels. One becomes licensed by completing a social work degree from an accredited program and passing a standardized test for the appropriate level.

The Wartburg Social Work Department was very instrumental in the passage of Iowa's three-level licensing law. The levels in Iowa are as follows:

- LBSW – Licensed Bachelor Social Worker
- LMSW – Licensed Master Social Worker
- LISW – Licensed Independent Social Worker

To be licensed as an LBSW, students must have graduated with a social work degree from an accredited program and pass the licensure exam. Graduates of Wartburg's social work program are eligible to take the licensing exam in other states at the baccalaureate level social work licensure.

## **WARTBURG'S SOCIAL WORK DEPARTMENT**

### History of Wartburg's Social Work Program

Wartburg College is named after the Wartburg Castle, a landmark built in 1027 and located near Eisenach, Germany. During the Reformation, Martin Luther took refuge in the castle and, while there, translated the New Testament into the language of the people. From Wartburg Castle, St. Elizabeth of Thuringia cared for the poor and needy. Adopted as the first "Wartburg social worker", St. Elizabeth fed the hungry with bread from the castle kitchen, established a hospital to treat the sick, and provided special care for children.

Wartburg College began in 1852 primarily to serve the Lutheran Church and American society by the preparation of individuals for service in the ministry. Later this expanded to include both the ministry and the training of teachers. Still later in this century Wartburg's mission expanded by the development of a liberal arts base and training and education for a wide variety of occupations. The social work program began as an autonomous department in 1945 as a continuation of the mission of service and liberal arts foundation of the college. Dr. C.H. Becker, the President of Wartburg in 1945, initiated the social work program because of his conviction that the values and service orientation of the social work profession were closely related to the mission of the College and the Lutheran Church.

Dr. Becker, through his vision, established Wartburg's social work program as the first undergraduate social work program in Iowa and established it as a professional social work degree program. The program has had a distinguished history since 1945, graduating approximately 750 men and women with social work majors. Many of those graduates have been men who went on to attend seminaries and become pastors. A recent survey of our graduates revealed that almost all of those graduates who responded to our survey are employed, 83.6% of them employed in social work and 87.5% of them said they would again major in social work if they had it to do over.

Our social work program began with one full-time professor in 1945. Although the program has expanded to three full-time professors with more courses and students, the commitment to values and service has continued.

Since 1945 when Lola Reppert was named to direct the program, we have had only five directors, so the social work program has enjoyed the stability and strength that often comes with continuous leadership. This has contributed in part to a core of loyal, enthusiastic alumni among our 750 graduates all over the country who volunteer to serve as practicum supervisors for today's students, and who also call to report job openings and opportunities for our graduates. In the previously mentioned survey, 10% of the respondents said they had found their first social work position through the social work program itself and another 4% credited other graduates of the program for their employment. Our alumni are helpful in many other ways. They guest lecture in our classes, they help to recruit prospective students to the program, they supervise and hire current students, and they ably represent Wartburg's program in social work practice across the country.

#### Governance of the Social Work Department

Students serve as advisors to the Social Work Department. Faculty meet at least annually with the presidents of the Social Work Club and the Social Work Honorary who provide input into program policies and curriculum. Students are encouraged to visit with the social work faculty at any time with their concerns and suggestions. Student input is an important component of the Social Work Department.

A social work major serves on all social work faculty search committees. Faculty candidates meet with social work students and usually teach a class to provide additional venues for student input on faculty hiring.

The Social Work Education Advisory Committee is composed of present and former field instructors, the social work faculty, and the presidents of the Social Work Club and the Social Work Honorary. This committee advises the Social Work Department about the operation of our field program, makes suggestions about curriculum, and helps to keep the social work faculty in touch with professional developments in the "real world". This committee also provides input for CSWE reaffirmation.

The National Advisory Board consists of social work and other professionals who advise the Department on external matters related to the social work profession and community at large. Students are notified of the meetings, are encouraged to attend, and are often called upon to present on specific subjects of interest.

### **MISSION OF THE SOCIAL WORK PROGRAM**

In accordance with the institutional mission of *challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning*, the Wartburg College Social Work Program *aims to develop graduates who are prepared for beginning generalist social work practice with systems of all sizes or graduate school entry at the advanced level. Our mission is to develop competent and proficient social work practitioners who reflect the aims, values, and ideals of a liberal arts education. (AS 1.0)*

#### Goals of the Social Work Program

Goals state intended outcomes of the social work education program, and the objectives under each goal state how students will demonstrate achievement of each goal.

The goals of the social work program at Wartburg are to develop in our students: (EP 1.0)

1. an understanding and application of professional social work **values and ethics**. (EP 4.0)
  - a. Students will demonstrate that they understand the core components of the **NASW Code of Ethics** and the processes through which these evolve. (EP 3-2)
  - b. Students will competently use accepted professional models and tolls to analyze and resolve **ethical dilemmas** in social work practice. (EP 3-1, 3-2)
  - c. Students will articulate a thoughtful **integration of their personal values and ethics** and those of the social work professional. (EP 3-2)
  - d. Students demonstrate an **ability to practice** in accordance with the NASW Code of Ethics. (EP 3-2)
  
2. a comprehensive understanding of **human behavior and the social environment** in the context of **person in environment and a systems perspective** (EP 4.3)
  - a. Students will demonstrate an ability to use the basic elements of **physical growth and development** in their analysis of individual functioning across the lifespan. (EP 3-7)
  - b. Students will demonstrate a familiarity with stages and issues in **psychological development** across the lifespan and an ability to apply them in their professional work. (EP 3-7)
  - c. Students will recognize the dimensions of **spiritual development** and the various ways in which spiritual needs may be met. (EP 3-7)
  - d. Students will demonstrate a familiarity with various **social institutions and structures** that impact behavior and the ways that they can promote/impede healthy development. (EP 3-7)
  - e. Students will be able to effectively analyze and assess the various elements of human behavior using the **ecological and social systems perspectives** as integrative frameworks. (EP 3-7)
  
3. an appreciation for the value and importance of human **diversity** (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.) (EP 4.1)
  - a. Students will demonstrate a proficiency in considering various diversity factors in their **assessment** of human behavior. (EP 3-3)
  - b. Students will demonstrate that they understand how diversity variables affect their professional practice and an ability to **develop effective intervention strategies** accordingly. (EP 3-3, 3-10)
  - c. Students will demonstrate an ability to practice social work with a **positive regard** for the nuances of human diversity. (EP 3-3)
  
4. beginning social work **practice skills with individuals and families from a strengths perspective** (EP 4.5)
  - a. Students will demonstrate the effective use of **interviewing skills and techniques**. (EP 3-B6, 3-10)
  - b. Students will be able to accurately **assess** individual and family strengths and needs. (EP3-1, 3-B6)
  - c. Students will demonstrate a proficiency in **documenting** their work with individuals and families using widely-accepted professional standards. (EP 3-B6)
  - d. Students will demonstrate effective **case management skills**. (EP 3-B6)
  - e. Students will demonstrate knowledge of basic individual and family **counseling techniques**. (EP 3-B6)
  
5. skills for using and working within **groups and organizations** (EP 4.5)

- a. Students will be able to accurately analyze and assess **group development and dynamics**. (EP 3-B6)
  - b. Students will be able to use groups effectively as a tool for **addressing individual problems and needs**. (EP 3-B6)
  - c. Students will be able to organize and facilitate effective **problem solving (task) groups**. (EP 3-B6)
  - d. Students will know how to use organizations to **promote social and community change**. (EP 3-4, 3-B6, 3-10)
  - e. Students will know how to **function effectively within a human services agency** or organization using professional supervision. (EP 3-12)
  - f. Students will know how to participate effectively in human service agency **strategic planning activities**. (EP 3-B6, 3-12)
  - g. Students will understand the basic elements and processes of human service agency **funding and budgeting**. (EP 3-12)
6. skills for **community analysis, organization**, and problem solving (EP 4.5)
- a. Students will be able to accurately **assess** a community's strengths, needs, dynamics, and capacity for change. (EP 3-B6)
  - b. Students will be able to select and apply appropriate **strategies and techniques** to address community needs. (EP 3-4, 3-B6)
  - c. Students will know how to identify and develop **community leadership**. (EP 3-B6, 3-10)
  - d. Students will be able to write a basic community development **grant proposal**. (EP 3-B6, 3-10)
7. an understanding of **social welfare policy**, its historical development, and ramifications for social work practice (EP 4.4)
- a. Students will be able to identify important **historical themes** in social welfare development and how they affect current social policies and programs. (EP 3-5)
  - b. Students will demonstrate a familiarity with **current trends and issues** in social welfare policy. (EP 3-8)
  - c. Student will demonstrate a familiarity with the **positions of the social work profession** on current issues in social welfare. (EP 3-5)
  - d. Students will be able to **analyze and evaluate** the effectiveness of social policies and programs. (EP 3-8)
  - e. Students will know how to **initiate policy changes** via both legislative and administrative actions. (EP 3-4, 3-8)
8. an appreciation for social work's commitment to **social and economic justice** and an understanding of the ethical obligation to work towards these ends (EP 4.2)
- a. Students will demonstrate knowledge of the **dynamics and historical roots** of oppression. (EP 3-4)
  - b. Students will recognize the clear **connections between economic security and social well-being**. (EP 3-4)
  - c. Students will be able to identify **effective strategies** for alleviating social and economic oppression. (EP 3-4)
  - d. Students will be able to **assess their own capacities** for contributing to social and economic justice and **articulate a realistic plan** for incorporating this contribution with their professional practice. (EP 3-4, 3-B6)

9. **research skills** to critically evaluate professional research, social work practice, programs, and outcomes (EP 4.6)
- Students will be familiar with social work **research methods and techniques** and how they are appropriately used. (EP 3-9)
  - Students will be proficient in **accessing and using professional and scholarly literature and research findings**. (EP 3-9)
  - Students will be able to accurately **access the quality** of the research they encounter. (EP 3-1, 3-9)
  - Students will **incorporate current research into their professional practice**. (EP 3-B6, 3-9)
  - Students will be able to **design and implement sound research strategies** to assess the effectiveness of their practice. (EP 3-9)
10. a beginning **professional social work identity** (EP 4.7)
- Students will develop an identification with and participate meaningfully in **professional organizations**. (EP 3-12)
  - Students will be able to identify the **unique roles and contributions** of social workers in an interdisciplinary setting. (EP 3-11)
  - Students will meaningfully and realistically assess **their own professional strengths and limitations**. (EP 3-11)
  - Students will articulate meaningful and realistic **professional career goals**.

#### Generalist Social Work Practice

To accomplish these goals and objectives, the program strives to produce generalist social work practitioners familiar with a systems framework, who have a problem solving and strengths approach, and experience with diversity. *Generalist social work is the professional activity of helping systems of all sizes to enhance their capacity for social work functioning and to create conditions favorable to their goals.* The generalist social work perspective exists in all parts of the curriculum.

Miley, O'Melia, & Dubois state that generalist social work rests the following 4 major premises:

First, human behavior is inextricably connected to the social and physical environment.

Second, based on this linkage among persons and environments, opportunities for enhancing the functioning of any human system include changing the system itself, modifying its interactions with the environment, and altering other systems within its environment. Generalist practitioners implement multilevel assessments and multimethod interventions in response to these possible avenues for change.

Third, work with any level of human system – from the individual to society – uses similar social work processes. Social work intervention with all human systems requires an exchange of information through some form of dialogue, a process of discovery to locate resources for change, and a phase of development to accomplish the purposes of the work.

Finally, generalist practitioners have responsibilities beyond direct practice to work toward just social policies as well as to conduct and apply research.

Miley, K., O'Melia, M., & Dubois, B. (2004). *Generalist social work practice: An empowering approach*. Boston: Allyn & Bacon (pp. 10).

Given the diversity and complexity of social work practice, definitions of social work practice are varied and elusive. A place to begin is with the mission of social work adopted by the National Association of Social Workers:

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective (NASW, 1999, pp. 1):

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

Generalist social work practitioners view problems holistically and from a strengths perspective and plan interventions with the client that address all systems implicated in the client system. Understanding the change agent, client, target, and action systems requires a wide range of knowledge and skills.

Our program provides students with the necessary knowledge and skills that serve as a base for both continuing education and graduate study in social work. Our generalist emphasis provides students with essential knowledge of social work as a profession, the social welfare institutions, and social work ethics and values. Many of our graduates continue their education in social work, sometimes immediately after completing their BA degree and sometimes after an intervening period of social work practice. For over two decades, our graduates have been granted advanced standing at graduate schools of social work. This means that our graduates have been able to complete the Masters of Social Work (MSW) degree at certain select universities in one year instead of the full two years required for a typical MSW. Wartburg students have been accepted with advanced standing at many of the top 10 MSW programs throughout the country.

While the large cities of the country have drawn many of our graduates, others have remained to work in the small towns and rural communities of Iowa and the Middle West. For the past ten years 95 to 98 percent of our students have been employed or are in graduate school within 7 months of graduation from Wartburg.

### **PROFESSIONAL FOUNDATION OBJECTIVES**

Social workers must demonstrate proficiency and competence in the professional foundation content areas of Values and Ethics, Diversity, Populations-at-Risk and Social and Economic Justice, Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Practicum. There is an integration of content among various areas as well as linkage to relevant liberal arts areas in each of the foundation content areas.

The Social Work Department has identified objectives for each of the 7 professional foundation areas in accordance with the Educational Policy Statement of the CSWE.

#### **EP 4.0: Values and Ethics**

One of the aims of the program is to develop generalist social workers who practice within the ethics and values of the social work profession. We expect students to develop an understanding of professional values and ethics (Program Goal 1). Social work values and ethics are discussed in every required social work course and applied in most of them.

All required social work courses contain content on social work values and ethics.

EP 4.1: Diversity

Diversity content is integrated within the social work curriculum to promote “understanding, affirmation, and respect for people from diverse backgrounds.” (EP 4.1) We expect students to appreciate the value and importance of human diversity (gender, ethnicity, social class, sexual orientation, age, etc.). (Program Goal 3)

All required social work courses contain content on diversity

Required Supporting Courses

IS 201 Living in a Diverse Work (Wartburg Essential Education)

EP 4.2: Populations-at-Risk and social and Economic Justice

Content on populations-at-risk, social and economic justice are integrated in the social work curriculum. Courses integrate an understanding of “social and economic justice grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression; and provide content on strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice.” (EP 4.2) We expect students to develop an appreciation for our profession’s commitment to social and economic justice and an understanding of our ethical obligations to work towards these ends. (Program Goal 8)

EP 4.3: Human Behavior and the Social Environment

In keeping with social work’s bio-psycho-social focus, students need knowledge of individuals as they develop over the live span and have membership in families, groups, organizations, and communities and the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. We expect students to develop a comprehensive understanding of human behavior in the context of the social work environment, using the systems perspective as an organizing framework. (Program Goal 2)

Human Behavior and the Social Environment courses:

SW 201 Human Behavior and the Social Environment  
SW 202 Group and Organizational Behavior

Required Supporting Courses

BI 130 Drugs and Personal Health  
PS 101 Introduction to American Politics  
PSY 101 Introduction to Psychology  
SO 101 Introduction to Sociology

EP 4.4: Social Welfare Policy and Services

The aims of this area are to prepare professionals to function as informed and competent practitioners in providing services as knowledgeable and committed participants in efforts to achieve change in social policies and programs. We expect students to develop an understanding of social welfare policy, its historical development, and ramifications for social work practice. (Program Goal 7)

Social Welfare Policy and Services Courses

SW 300 Social Policy  
SW 101 Introduction to Social Work and Social Welfare

Required Supporting Courses

PS 101 Introduction to American Politics

#### EP 4.5: Social Work Practice

Social work practice embraces multiple methods and models within the beginning generalist practice with diverse client populations and occurs with individuals, families, groups, organizations, and communities. We expect students to develop beginning social work practice skills with individuals and families, skills for using and working within groups and organizations, and skills for community analysis, organization, and problem solving. (Program Goals 4, 5, 6)

##### Social Work Practice Courses

SW	301	Social Work Practice I
SW	302	Social Work Practice II
SW	230	Community Theory and Practice
SW	101	Introduction to Social Work and Social Welfare
SW	202	Group and Organizational Behavior
SW	400	Senior Integrative Seminar

##### Required Supporting Courses

BI	130	Drugs and Personal Health
PS	101	Introduction to American Politics
PSY	101	Introduction to Psychology
SO	101	Introduction to Sociology

Social Work Practice Courses and Senior Integrative Seminar (SW 301, 302, 400) are open only to social work majors.

#### EP 4.6: Research

Informed criticism and a spirit of inquiry are the bases of scientific thinking and of systematic approaches to the acquisition of knowledge and the application of it to practice and to the evaluation of service delivery in all areas of practice. We expect students to develop research skills that enable them to critically evaluate social work practice and outcomes. (Program Goal 8)

##### Research Courses

SW	321	Social Work Research
SW	302	Social Work Practice II
SW	400	Senior Integrative Seminar
SW	401, 402, 403	Supervised Field Instruction

##### Courses with additional Research Components

SW	101	Introduction to Social Work and Social Welfare
SW	202	Group and Organizational Behavior
SW	230	Community Theory and Practice
SW	300	Social Policy
SW	301	Social Work Practice I

#### EP 4.7: Field Education

Field education engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all foundation areas. The objective of practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. We expect students to develop a beginning professional social work identity. (Program Goal 10)

#### Field Education Courses

SW	181	Beginning Field Experience
SW	400	Senior Integrative Seminar
SW	401,	Supervised Field Instruction
	402,	
	403	

#### Field Education Electives

SW	281	Intermediate Field Experience
SW	405	Extended Field Instruction

Senior Integrative Seminar, Intermediate, Supervised, and Extended Field Instruction (SW 281, 400, 401, 402, 403, 405) are open only to social work majors.

### **ADMISSION TO THE SOCIAL WORK MAJOR**

Although we recruit students as freshmen and encourage them to choose social work as a major, students cannot be formally accepted as a major in social work until their sophomore year. Typically a student applies to be a major in the second semester of his/her sophomore year.

At the time of registration for fall classes that usually takes place in March, all sophomore applicants to the major are interviewed by a member of the social work faculty, often the student's social work advisor. This faculty member makes a recommendation as to whether the student should be accepted into the major.

#### Program Admission Requirements

To be formally accepted into the social work major, the student will:

1. Standing: Have at least Sophomore standing
2. GPA: Have a cumulative GPA of 2.00 at time of admission to the major.
3. SW Core Courses: Earn a C or better in each required (core) social work course.
4. Field Experience: Have successfully completed Beginning Field Experience (SW 181).
5. Application Form: Complete and return the Admission to the Social Work Major form and brief biography to social work office manager
6. Background Checks: Complete and return Information Release Authorization, (to access College files), Authorization for Release of Child Abuse Information, and Non-Law Enforcement Record Check Request.
7. Writing Competency: The social work program is writing intensive, and professional writing ability is a requisite to professional social professional social work practice. Wartburg students must complete EN 112 Intermediate Composition with a grade of C or better. Wartburg College accepts transfer credit EN 112 with a grade of C or better.
8. Ethical Conduct: Social Work students are required to abide by the NASW Code of Ethics throughout their Wartburg education. A violation of the ethical principles of professional social work could result in removal from the major. The NASW Code of

Ethics is found at the end of this handbook. Feedback from faculty and supervisors from Beginning Field Experience (SW 181) are considered.

9. Interview: The faculty advisor, using your biography as a base, will discuss with you your strengths, key values, special needs, and level of commitment to be successful in this intensive program and profession.

### Application Process (AS 5.6)

#### 1. Application for Admission to the Social Work Major

The student must obtain Application for Admission to Social Work Major forms from the social work office coordinator. Program offices are located in Old Main, and the office coordinator is on the third floor of Old Main. The completed application form and biography, as well as the Information Release Authorization, Authorization for Release of Child Abuse Information, and Non-Law Enforcement Record Check Request are to be returned to the social work office coordinator.

#### 2. Verification of course completion and GPA

Your social work advisor should have your grade reports in your advising folder. If these are not complete, you may be asked to include an unofficial transcript to verify your GPA and the successful completion of introductory social work courses and Beginning Field Experience.

#### 3. Beginning Field Experience Evaluation

Once students complete your Beginning Field Experience, the field instructor will submit an evaluation of your performance. This evaluation should be in your advising file and will be included in the review by the social work faculty.

#### 4. Interview

The interview with your academic advisor may be completed during the March registration, or at another time. It is your responsibility to schedule the interview with your advisor. At that time your advisor will discuss the application to the major, any questions you may have about the social work major or profession, and any concerns that your advisor may have.

#### 5. Decision

The social work faculty then meets as a whole to review the applications and recommendations and, a joint decision will be made. In making their decision, the social work faculty will consider factors such as academic functioning, motivation, commitment, experience, background, behavior patterns, and your future goals.

If you are accepted, an official letter of acceptance will be sent to you and noted on admissions form which is kept in your advising file.

If you are not accepted because a requirement is not met or for some other concern, you will either be asked to reschedule a meeting with your advisor for reconsideration after working on the concern, or you may be accepted conditionally pending satisfactory completion of the requirement.

If you are not satisfied with the decision made by the faculty, you may proceed with a grievance through the Social Work Department grievance procedure as outlined later in this handbook.

**Wartburg College**  
**Department of Social Work**  
**Application for Admission to Social Work Major**

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

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

Wartburg Address \_\_\_\_\_ Phone \_\_\_\_\_

Grade Point \_\_\_\_\_ SW Courses GPA \_\_\_\_\_

Social Work Courses Completed \_\_\_\_\_

\_\_\_\_\_

Where were you placed for Beg. Field Experience? \_\_\_\_\_

\_\_\_\_\_

Please list any additional field experiences. \_\_\_\_\_

\_\_\_\_\_

Have you ever been on academic probation? \_\_\_\_\_ Explain. \_\_\_\_\_

\_\_\_\_\_

Are you a transfer student? \_\_\_\_\_ If yes, give the name of the school and the year of the transfer. \_\_\_\_\_

\_\_\_\_\_

Do you wish to double major? \_\_\_\_\_ If so, what is your second major? \_\_\_\_\_

\_\_\_\_\_

Are you presently in good health? \_\_\_\_\_ Do you have any chronic ailments or disabilities? \_\_\_\_\_ If so, explain. \_\_\_\_\_

\_\_\_\_\_

Work or other experiences that have heightened your interest in social work. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

There are no right or wrong answers for this next section. It is important for students to achieve insight into the influence of life experiences in their career choice. This is a self-assessment tool designed to assist you.

**BIOGRAPHICAL STATEMENT**

Prepare a 3 to 4-page biographical statement, which describes you and the development of your interest in a social work career. Include the following, if applicable:

- 1. Basic personal and family information (what life forces made you who you are)
- 2. Reasons you are interested in social work
- 3. Career plans
- 4. Personal strengths you take to the field
- 5. Personal areas in which you need improvement
- 6. Personal counseling or therapy

\* \* \* \* \*

For Faculty Use Only:

Record check completed \_\_\_\_\_ by \_\_\_\_\_ Date \_\_\_\_\_

Personal interview completed \_\_\_\_\_ by \_\_\_\_\_ Date \_\_\_\_\_

Accepted into major unconditionally \_\_\_\_\_ conditionally \_\_\_\_\_

If conditionally, the following conditions must be met \_\_\_\_\_

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## **STANDARDS FOR SOCIAL WORK EDUCATION**

(School of Social Work at the University of Texas at (2001), Standards for Social Work Education: Criteria for Evaluating Academic Performance, Policies, & Procedures for Review of Academic Performance, and Academic Grievances. Permission to use by Charlene Urwin, July 2004).

### **Criteria for Evaluating Academic Performance in Wartburg College Social Work Department**

Because of the nature of social work practice, Wartburg social work program has different expectations of students than do some other academic programs. These expectations are linked to standards of academic performance and abilities to become professional social workers.

The Council on Social Work Education (CSWA) requires that social work programs provide a quality social work education and clear criteria for evaluating student performance. This evaluation is to ensure that social work graduates can work successfully in a variety of professional settings and situations. The social work program evaluates students' academic performance in 4 general areas: Basic Abilities to Acquire Professional Skills, Mental and Emotional Abilities, Professional Performance Skills, and Scholastic Performance.

#### Communication Skills

Demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professional. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments and presentations, and to meet the objectives of field placement experiences as specified by faculty.

#### Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

#### Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research – including knowledge and skills in relationship building, data gathering, assessment, intervention, and apply that knowledge to professional practice.

### Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and field placements with or without accommodations.

## **Emotional and Mental Abilities Necessary for Performance in the Program and Practice**

### Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual, social justice, and his/her right to a just share of society's resources.

### Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of beginning generalist social work, respecting others, being punctual and dependable, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others regardless of level of authority. Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner and use such feedback to enhance his/her own development.

### Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for the social work profession. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they related to professional capacities. Is willing to examine and change behavior when it interferes with academic or professional performance.

### Ethical Obligations

Current behavior, classroom performance, and field experiences demonstrate adherence to the ethical principles of social work found in the NASW Code of Ethics.

## **Scholastic Performance**

Students are considered to be in academic difficulty if their overall GPA drops below a 2.0. Students must have a 2.0 overall GPA and a 2.5 social work GPA to be eligible for senior field practicum. Student falling below these averages will meet with their advisors to discuss any difficulties or problems the student is experiencing. The student and advisor will develop a plan to remedy the situation that may include retaking a D or F class. Failure to maintain passing grades in senior field practicum may include not graduating with a social work major. Students may also be placed on academic probation or suspension following the College guidelines on pages 54 & 55 of the Wartburg College Academic Catalog.

## **Sources of Evidence for Academic Performance Criteria**

Evidence of meeting academic performance in the social work program may include, but is not limited to any of the following:

- Feedback from faculty, work supervisors, or volunteer supervisors

- Feedback from agency-based field supervisors
- Observation of classroom, field, or volunteer behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements, autobiographies, or self-assessments
- Interviews with faculty or other professionals
- Feedback from students, staff, helping professionals, or the community
- Adherence to the Wartburg Honor Code, NASW Code of Ethics, or contracts between the College and the student
- Overall and social work GPAs

### **Accommodations for Disabilities**

No otherwise qualified students shall, on the basis of disability, be subjected to discrimination or excluded from participation in the social work program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and academic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Dean of Students and provide documentation as needed. The social work program will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. The College policy is found in the *Student Handbook*, page 70 and the *Advising Manual*, page 75.

### **Suspension or Termination from the Social Work Major (AS 5.7)**

Social work education requires continuous evaluation of the student based on the Social Work Education Criteria. Continuation in the social work major is contingent upon positive ongoing faculty evaluation of these criteria. A student may be suspended or terminated from the social work major for deficiencies in any of the following.

Occasionally, after admission to the major, a student will demonstrate unsuitability to continue with the major and enter the profession. There are four primary areas of concern:

1. Violation of the NASW Code of Ethics.
2. Unsatisfactory performance in field placement, for example, absenteeism, failure to complete assignments, failure to follow instructions, etc.
3. Failure to follow through on faculty recommendations in relation to conditional acceptance into the major.
4. Violation of the Wartburg standards for students as outlined in the *Wartburg College Student Handbook*.

### **Disciplinary Disqualification (AS 5.7)**

Wartburg College expects acceptance by the student of college standards and regulations. Failure to comply with these standards may subject the student to disciplinary action. You are encouraged to familiarize yourself with college standards and the judicial procedures as outlined in the *Wartburg College Student Handbook*.

Social work majors, as citizens, are subject to civil law as well as to all college regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating laws, rules, or regulations.

Students not accepted into the social work major or wishing to change majors will be assisted by the social work faculty in exploring another course of study. Upon deciding on another major, the student will complete a Change of Major form and return it to the Registrar. A new academic advisor will be assigned, and your advising folder will be sent to the new advisor.

### Academic Conduct

The professor has full authority in determining the action to be taken in case of academic dishonesty. Some of the following actions are possible: the professor may fail the student in the course; the student may be given a failing grade on the examination or assignment; the student's grade may be lowered on the examination or assignment; or the student may be required to take another examination or do the assignment over. In addition to whatever action a professor may take, the Dean of the Faculty, after consultation with the professor, may suspend or dismiss a student for committing an act of academic dishonesty.

Examples of Academic dishonesty are:

- Cheating
- Tendering of Information
- Plagiarism
- Collusion
- Misrepresentation Bribery
- Abetting Dishonesty

We call your attention to the Social Work Code of Ethics. Wartburg College and the Social Work Department take any form of cheating or plagiarism very seriously. Ignorance is no excuse.

### **Adjudication of Student Grievances**

Student grievances, instances where student rights have been allegedly denied or violated, are handled in the following manner by the Social Work Department. Grievances may involve denial to the social work major or a problem with a faculty member or field instructor. If the student feels that his/her rights have been violated, a meeting is scheduled with the student, faculty person or field instructor, and the student's academic adviser for discussion. If a satisfactory resolution is not reached, the Department chairperson is asked to meet with the above group. If the matter is still not resolved to the student's satisfaction, the student may appeal the matter to the Social Work Department Appeals Committee which includes the social work faculty and the presidents of the Social Work Club and Phi Alpha. If the grievance is still unresolved to the party's satisfaction, the student may appeal to the Dean of the Faculty and follow the institutional grievance procedure outlined in the *Wartburg Student Handbook*.

Typically, students have been able to resolve the differences by working directly with the faculty member/field coordinator and their academic adviser. If acceptance to the major is denied, your adviser will work with you to explore other majors available to you.

### **GRADUATION REQUIREMENTS**

A student graduating from Wartburg College with a Bachelor of Arts in Social Work must complete the Wartburg Essential Education Plan and the social work major requirements. You should consult the *Wartburg College Catalog* for more details on graduation requirements.

**Wartburg Plan of Essential Education -- BA Degree**

**REASONING SKILLS** (completed Y1 or Y2)

**Mathematical Reasoning**

**CS** 120; **MA** 106, 107, 110, 190, 201, 214; **PH** 202

1 \_\_\_\_\_

**Scientific Reasoning**

**BI** 117, 151; **CH** 111, 150; **PHY** 130, 150, 152, 204

1 \_\_\_\_\_

**Verbal Reasoning**

**EN** 112 Intermediate Composition

1 \_\_\_\_\_

**CA** 112 Oral Communications (EN 112 pre- or co-requisite)

.5 \_\_\_\_\_

**THINKING STRATEGIES**

**Inquiry Studies**

**IS** 101 (completed Y1; EN 111 pre-requisite)

1 \_\_\_\_\_

**IS** 201 (completed Y2)

1 \_\_\_\_\_

**Interconnected Studies** (4 course credits completed Y1-Y4)

Natural Science with Lab

**BI** 101, 120, 130, 206 and 216, 211; **CH** 190, 205;

1 \_\_\_\_\_

**PHY** 120, 132, 170, 203

Social Science

**BA** 345; **CA** 100, 155, 255, 270, 395 (Am Cult/Media);

1-2 \_\_\_\_\_

**EC**141; **ED** 100; **GM** 201; **LS** 115; **PH** 313, **PS** 230, 308, 313;

**PSY** 101, 224, 227, 228, 230; **RE** 255; **SO** 101

**SW** 101, 201, 220, 255; **WS** 227, 290

Humanities/Fine Arts

**ART** 250, 251, 275; **EN** 150, 251, 295 (Vikings), 208, 209, 313, 315,

403, 444; **FL** 350; **GER** 313, 314; **HI** 101,102, 109, 110, 150, 175, 224,

251 (Hollywood Hist.), 290, 295 (Vikings), 305, 343, 351;

**LS** 206 and 216; **MU** 151, 152, 295 (Musical Theatre), 315, 316, 322,

1-2 \_\_\_\_\_

352; **RE** 222, 257, 324, 325, 395 (South Africa); **TH** 275; **WS** 150, 260

**Interdisciplinary Studies** (completed Y3 or Y4)

Only courses with **ID** prefix

1 \_\_\_\_\_

**LITERACY SKILLS**

**Foreign Language** (completed Y1-Y4)

**GER/SP** 104, 106, 204, 205, 206, 260, 261;

**FR** 104, 106, 204, 206, 260, 261

1 \_\_\_\_\_

*The following requirements may be embedded in other Essential Education and major/minor courses.*

One **Diversity Across the Curriculum** Course (completed Y1-Y4)

1 \_\_\_\_\_

Two **Writing Across the Curriculum** Courses (completed Y3 or Y4)

1 \_\_\_\_\_

**Oral Communication Across the Curriculum** (completed Y1-Y4)

(Departmentally determined)

**Information Literacy Across the Curriculum** (completed Y1-Y4)

(Departmentally determined)

**FAITH AND REFLECTION** (one completed Y1 or Y2; one completed Y3 or Y4)

**RE** 101 Literature of the Old and New Testament

1 \_\_\_\_\_

**RE** 200, 201, 215, 304, 307, 310, 311, 312, 313, 315, 316, 350, 355,

360 (must be taken twice to equal 1.00 cc)

**PH** 101, 206, 303, 307; **WS** 311

1 \_\_\_\_\_

**HEALTH & WELLNESS** (completed Y1 or Y2)

**PE** 100

.5 \_\_\_\_\_

**CAPSTONE** (completed Y3 or Y4)

.5-1 \_\_\_\_\_

## **SOCIAL WORK MAJOR**

The academic and fieldwork courses of the social work major are designed to prepare students for beginning level generalist practice as well as for graduate study. The purpose of the undergraduate curriculum is to prepare student for beginning generalist practice with individuals, families, groups, organizations and communities.

The curriculum has been developed to flow from the mission and objectives of the College and the Social Work Department. The curriculum plan corresponds to the Educational Policy and Accreditation Standards (2002) for the Baccalaureate Degree Program in Social Work as adopted by the Council on Social Work Education (CSWE) and meets CSWE Accreditation Standards.

The social work curriculum is also developed out of the liberal arts perspective. The curriculum incorporates content on professional social work ethics and values diversity as the norm; patterns and consequences of discrimination and oppression; special populations including ethnic minorities of color, women, gays and lesbians, and includes content in the professional foundation areas of Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Practicum.

Since 36 courses are required for graduation, the typical social work major has few electives in a tight schedule. In spite of the crowded schedule of classes, it is possible for a social work major to double major and still graduate in four academic years. However, to do so requires good academic advising, being an above average student, careful planning, and making the decision to double major no later than the first semester of the sophomore year. Some double majors or late change of majors may require an additional academic semester or year.

### **Transfer Credit**

#### Transferring Credits from Other Institutions (AS 5.3.1)

Wartburg College accepts credits in transfer from other nationally recognized institutions if the course is found compatible with overall institutional curriculum. The Registrars office will evaluate transfer credits for the Wartburg Plan courses.

It is the policy of the Department of Social Work that transfer credit for courses taken in another institution for required social work courses be accepted under the following conditions:

#### Transfer from CSWE Accredited Program (AS 5.3.1)

Courses must be similar in content and credit value to those they replace, and the student must have earned at least a grade of C. Transfer credit is not permitted for SW 301 Social Work Practice I, SW 302 Social Work Practice II, SW 400 Senior Integrative Seminar, or SW 401, 402, 403 Supervised Field Instruction.

#### Transfer from Non-accredited Social Work Program

Credit may be granted on a case-by-case basis after careful examination by the social work faculty. They must agree that the course for which the student wishes to receive social work credit contains content comparable to Wartburg's and the student must have earned at least a grade of C. Students are asked to provide course syllabi and/or examples of their work from the course. The qualifications of the faculty who taught the course at the institution from which transfer of credit is being requested will also be evaluated. Transfer from non-accredited programs is not permitted for SW 301 Social Work Practice I, SW 302 Social Work Practice II, SW 400 Senior Integrative Seminar, or SW 401, 402, 403 Supervised Field Instruction.

The social work program does not allow clepping or testing out of social work core courses. The Department of Social Work does not grant academic credit, course waivers, or field practicum credit for life experiences or previous work experience for courses in the professional foundation areas. (AS 5.2)

A suggested four-year Curriculum Plan for Social Work Major, the Summary of Requirements for a B.A. Degree in Social Work, and Social Work Pre-registration Planning Sheet are all included in this handbook.

1. Required Social Work Courses

Of the 17 courses required for the major, 12 are social work courses and five are supporting courses taught in other departments of the college. A more detailed description of all courses can be found in the college catalog. A description of required social work courses follows:

- SW 101 **Introduction to Social Work and Social Welfare**  
Overview and history of social welfare. Problems of individuals, families, resource agencies with which social workers have contact. Fall & winter terms.
- SW 181 **Beginning Field Experience**  
May Term experience as a participant and observer in a social work agency for 3 1/2 40-hour weeks. Required reports. Prerequisite: SW 101. P/D/F only. Possible off-campus costs. May term.
- SW 201 **Human Behavior and the Social Environment**  
Understanding and assessment of individual behavior through use of an ecological/social systems model. Human development through the life span in the light of family, psychosocial, psychological, cultural, biological, environmental factors. Writing intensive. Fall and winter term.
- SW 202 **Group and Organizational Behavior**  
Identical with SO 202. Analysis of selected small and large group systems such as families, organizations, communities. Use of experiential activities involving self-awareness, group involvement, self-evaluative skills. Meets oral communication across the curriculum. Fall and winter term.
- SW 230 **Community Theory and Practice**  
Examination of community dynamics using different theoretical and cultural perspectives. Development of knowledge and skills needed to mobilize resources to meet community social problems. Fall term.
- SW 300 **Social Policy**  
Overview of social welfare policy. How and by whom policy decisions are made. Policy effects on others. Analyzing policy. Prerequisite: SW 101. Winter term.
- SW 301 **Social Work Practice I**  
Interviewing skills, social work values, principles of generic practice, systems theory, problem-solving techniques. Writing intensive. Prerequisites: SW 101, 181, 201, 202. Winter term.

SW 302 **Social Work Practice II**  
Development and application of intervention theory and skills in various settings and with different target systems of various sizes. Prerequisite: SW 301. Fall term.

SW 321 **Social Work Research**  
Application of research to social work practice using basic data gathering, analysis, and recording. Special attention to special populations and research designs that prepare students to evaluate programs and practice. Writing intensive. Fall term.

SW 400 **Senior Integrative Seminar**  
Integration of social work theory and practice. Weekly seminar coinciding with Supervised Field Instruction. Writing Intensive. Capstone. Prerequisites: SW 300, 301, 302. Winter Term.

SW 401, 402, 403 **Supervised Field Instruction**  
Placement for field instruction in a selected social work agency for 13 35-hour weeks. Prerequisites: SW 300, 301, 302. Winter Term. Possible off-campus costs.

2. Required Supporting Courses

PS 101 **Introduction to American Politics**  
Governmental structures and related political institutions, such as elections and public opinion.

PSY 101 **Introduction to Psychology**  
Examining theory, research, and applications related to individual behavior. Meets IC requirement for social sciences.

SO 101 **Introduction to Sociology**  
Introducing concepts, methods, and principles that help in understanding social processes and institutions.

BIO 130 **Drugs and Personal Health**  
Introduction to reproduction, disease, drugs, health-related environmental concerns, pharmacology, physiological, and behavioral phenomena associated with drug use. Meets IC requirement for natural science.

3. Social Work Electives

Elective courses are chosen based on student's interest and openings in your curriculum plan. The Social Work Department offers several elective courses.

SW 104 **Basic American Sign Language**  
Introduction to American Sign Language and the primary users of this language, the American Deaf community. Will learn to carry on a basic conversation in ASL and acquire an understanding of the deaf community as a cultural minority.

SW 195, 295, 395, 495 **Special Topics**

- SW 210 **Meeting the Needs of Children**  
Examination of the concepts, policies, and practices designed to meet the needs of children. Includes foster care, residential living, protective services, and day care.
- SW 220 **Changing Roles and Human Sexuality**  
Alternatives to traditional marriages, evolution of roles and lifestyles, sexuality, sexual orientation, and human relationships. Meets IC requirement for social sciences.
- SW 281 **Intermediate Field Experience**  
May Term placement in a social service agency. 3 1/2 140-hour weeks. Required reports. Prerequisite: SW 181.
- SW 250 **Current Topics in Social Work Practice**  
Elective courses related to a specific field of social work and human services. Possible topics include mental health, criminal justice, developmental disabilities, substance abuse, family services, medical social work. May be repeated for credit as topics change. Fall and Winter Terms.
- SW 255 **Urban Ministry**  
Experience with a community action, social justice ministry operated by the church in the heart of Chicago, Denver, or San Bernardino. Work, study, and living arrangements in an intentional Christian community. Reflection, while surrounded by poverty and oppression, on the Gospel's meaning. P/D/F only. May Term. Fee. Meets IC requirement for social science.
- SW 405 **Extended Field Instruction**  
Optional, four-week extension of Supervised Field Instruction for a fourth-year social work major. Prerequisites: SW 400, 401, 402, 403. P/D/F only. May Term. Possible off-campus costs.
- SW 450 **Independent Study** (variable credit)  
Supervised reading, investigation toward independent preparation of a research paper. Prerequisite: department approval.

### **Field Courses**

Fieldwork is a significant component of your preparation for professional social work practice. Four of the 17 required social work courses are field courses and total a minimum of 590 hours of supervised practice. Beginning Field Experience is a 3 1/2 week experience of 140 hours, and Supervised Field Experience is a semester long placement of 450 hours. Students may elect two additional May Term field experiences.

#### Beginning Field Experience (SW 181)

The first required field course is SW 181 Beginning Field Experience which you will take in the May Term of your first year or sophomore year. SW 101 Introduction to Social Work and Social Welfare is a prerequisite for Beginning Field. The purpose of Beginning Field is to afford an opportunity for the student to participate and observe in a professional social work setting. This can help the student determine if he/she is suited for this profession. The May Term experience consists of three and one

half weeks or 140 hours. This experience is arranged by the faculty field coordinator after consulting with you as to your interests and preferences. This experience may take place in Waverly, in the Waterloo-Cedar Falls area, in your home community, or occasionally in communities some distance from campus. Minority or multicultural settings are highly encouraged. This is a supervised beginning placement, and reports are required.

#### Supervised Field Instruction (SW 401, 402, 403)

The second required practicum is Supervised Field Instruction and consists of thirteen weeks of social work practice in an approved social service agency. This experience is a block placement of 450 hours which means you work in your agency for 35 hours per week, returning to campus only for an afternoon seminar each week. Supervised Field Instruction is completed in the winter term of your senior year. You must complete all required social work courses up to that point, apply for and be accepted, to enter Supervised Field Instruction.

Students may also complete Supervised Field Instruction some distance from the campus to take advantage of minority or multicultural practicum settings such as at Wartburg West in Colorado. Out-of-center practicums must be approved by your academic advisor and field coordinator. Students who complete an out-of-center practicum must plan ahead and will be required to make arrangements for concurrent Senior Seminar.

Although students are required to have a 2.00 overall GPA to be accepted into the social work major or to graduate from Wartburg, they must have a GPA of 2.50 in required social work courses in order to enter Supervised Field Instruction. This requirement should alert students to the importance of their GPA if they hope to succeed in this increasingly demanding profession.

You will need to plan ahead for your practicum semester as it will require full-time agency practice. This means you will need free blocks of time within personal and employment schedule to provide for fieldwork hours. Transportation is almost always necessary, and some agencies require the use of a car.

#### Field Course Evaluation

May Term field courses, including Beginning Field Experience do not receive letter grades but are graded P(pass)/D/F only. However Supervised Field Instruction, because it is your semester long Professional Term, is graded in the traditional way of A, B, C, D, F. You receive four grades for the four credits accorded Supervised Field Instruction and the Senior Integrative Seminar.

Beginning Field Experience and Supervised Field Instruction must be taken at different agencies to ensure a broad and varied field experience. Generally, a student will not be placed in an agency where s/he is currently employed, has worked as a paid employee, or has done extensive volunteer work.

In the Appendix of this handbook you will find the field forms and the evaluation forms – one for your Beginning Field Experience, the other for your Supervised Field Instruction, your senior practicum. Those are the forms your field instructors will use to evaluate you in your practica. Before you begin either of those practica, study the evaluation forms so you will be alert to the qualities and skills on which your success in practicum depends. You will also be given syllabi for your field courses and the *Field Instruction Manual* after registering for the field courses.

#### Elective Field Courses (SW 171, 281, 405)

Social work majors have the opportunity to gain additional practice experience through elective field courses. These field courses are explained in greater detail in the college catalog.

Two additional May Term supervised field courses are Intermediate Field Experience and Extended Field Instruction. Intermediate Field Experience is similar to Beginning Field Experience only in a different agency. Prerequisites are the completion of SW 181 and sophomore or junior level. Extended Field Instruction is an optional four-week extension of the Supervised Field Instruction for a senior social work major. This allows students to continue working in the field agency for an additional month and for one course credit.

All elective field courses require written reports, and the student receives a field instructor's evaluation. All elective field courses are graded P/D/F.

Details of the field placement process, mutual responsibilities, policies and procedures are contained in the *Field Education Instruction Manual*. The field coordinator has a listing of many of the field instructors who have supervised one or more Wartburg social work students for field experience. This list should give you an idea of the broad range of practica enjoyed by our students and hopefully spark your interest in a practicum for yourself. However you should not use the list to try to arrange a practicum for yourself without talking first with your advisor and with the field coordinator. Field courses are discussed extensively in various social work courses and during advising as well.

**SOCIAL WORK DEPARTMENT**  
**SENIOR PRACTICUM APPLICATION**

NAME: \_\_\_\_\_

SOCIAL SECURITY #: \_\_\_\_\_ AGE: \_\_\_\_\_ SEX: \_\_\_\_\_

CURRENT ADDRESS: \_\_\_\_\_  
ADDRESS STATE ZIP PHONE

PERMANENT ADDRESS: \_\_\_\_\_  
ADDRESS STATE ZIP PHONE

Where will you be living during your practicum? \_\_\_\_\_

Do you have a car available for field practicum?  Yes  No Do you have automobile liability insurance?  Yes  No  
(Include copy)

Do you have NASW professional liability insurance?  Yes  No Are you covered by health insurance?  Yes  No  
(Include copy)

Do you have any medical condition that should be discussed with your field instructor?  Yes  No  
If yes, please describe: \_\_\_\_\_

Do you plan to be employed during your practicum?  Yes  No  
If so, how many hours do you plan to work each week? \_\_\_\_\_ What hours? \_\_\_\_\_

Will you be participating in music or athletic events?  Yes  No If so, which activity: \_\_\_\_\_  
Rehearsal/Practice Times: \_\_\_\_\_

Do you have other special circumstances that should be considered in assigning you to a Senior practicum?  Yes  No  
If yes, please describe: \_\_\_\_\_

Can you speak another language?  Yes  No If yes, what language(s)? \_\_\_\_\_

When do you plan to graduate? (month/year) \_\_\_\_\_

**FIELD EXPERIENCE**

Generalist social work practice involves working with many different kinds of people, in a variety of settings, presenting a wide range of problems demanding various intervention methods. In a 3-4 page narrative, address each of the following questions as you look ahead to the field placement.

1. Academic strengths you take to the field
2. Academic areas in which you need improvement
3. Your expectations of your field practicum
4. Setting and population you would like for your field placement; why?
5. What you want to accomplish or learn in field (state at least 3 main objectives).

I understand that this application will be retained in my advising folder.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

I recommend \_\_\_\_\_ for Senior Field Practicum.  
Student

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_

ATTACH A COPY OF YOUR RESUME.  
ALL RESPONSES SHOULD BE TYPED.

## **SOCIAL WORK ADVISING AT WARTBURG (AS 5.4)**

Getting to know your adviser in planning your academic career at Wartburg is important. Because Wartburg is small, the professors can get to know you personally. This can be an advantage to you as a student, for you will get help in planning your schedule and meeting all graduation requirements. It can be an advantage as you graduate, for your adviser will know you well enough to write reference letters for you and help to find your first job.

You very likely met your social work faculty adviser when you came to Wartburg to register for classes in the summer. If you knew at that time you wanted to be a social work major, you were assigned a social work faculty member as your academic adviser. You also probably met your adviser at the Social Work Department student orientation session at the beginning of the year.

If you do not have a class with your adviser, you may not have much formal contact with him/her until registration for classes. In order to register you will need to meet with your adviser for about half an hour. At that time your adviser will help you plan your next academic years at Wartburg. You will use the famous “green sheet” as it is known in the Department, or the Pre-registration Planning Sheet that is included in this handbook. You and your adviser will discuss your interests. Are you interested in minoring in something that will further your educational goals? For example, if you want to work with Hispanics, have you considered a Spanish minor? Do you want to focus on women? Consider a Women’s Studies Minor. Or do you want to concentrate on a special population such as family and children or the elderly?

After exploration of your interests, your adviser will suggest some courses you might elect at Wartburg to further your goals and interests. At the same time your adviser knows what courses you are required to take to meet general education and major requirements. Your adviser will know if and when you have room in your schedule for elective courses, if a desired double major or minor can be completed within four years, or if opting for it will mean an additional semester for you. The blanks on the green sheet are always completed in pencil so that you can easily change your mind about majors, minors, etc.

Your course of study is ultimately your decision and your responsibility. Your adviser is there to do just that, advise – to listen and to help you. Typically you will meet with your adviser at registration time. But you should always feel free to call on your adviser any time you are having problems with a course, a professor, or with college life in general.

## **SOCIAL WORK DEPARTMENTAL POLICIES**

### Accommodations

If you need course adaptations or accommodations because of a disability or medical necessity or need other special arrangements, contact your instructor at the beginning of the course.

### Class Attendance Policy

Social work is a profession that has codes of conduct that are expected of social workers. You are expected to be responsible for your own actions as you are an adult. You will not succeed as a professional if you fail to show up for work, arrive late, or arrive at your desk exhausted and sleepy from a long night. Frequently credit is given in social work classes for class participation. You cannot participate if you are not present. Your class grade is likely to be affected if you do not attend class regularly. The Social Work Department class management and attendance policy is as follows:

1. Roll is taken.

2. If a student is ill or another emergency causes absence, a phone call from him/her or a friend prior to the class is requested. If the instructor cannot be reached, leave a message with the office coordinator.
3. All students will be held responsible for the material presented and discussed in class.
4. Final exams will be taken as scheduled except for extreme emergency situations. Plan ahead.
5. Credit points may be given for class participation. Students who are late or miss classes regularly jeopardize their class grade.
6. Incompletes are granted at the discretion of the instructor and should not be automatically counted on by the student.

### Ethical Responsibilities of the Students

The social work profession holds that you not only be responsible for yourself, but that you also have responsibility for others, particularly clients. We believe that students in our program should also take responsibility for each other as caring people who live in community. This may mean supporting each other through personal crises, or confronting each other over unproductive or destructive behaviors.

Students whose personal lives are in constant turmoil are in no position to enter a personally demanding profession such as social work. We ask that you seek help when you need it and that you counsel each other to do the same. Talk with your adviser or the department chair if you have concerns about another student's life style, personal activities, or ethics; talk with a social work faculty member or a social work student. Social work is a vital, dynamic profession, not something you "start doing" after graduation.

### Grading Criteria

Social work requires hard work, research, and application of skills and knowledge. You will be asked to use critical thinking, in depth analysis, and personal reflection and self-evaluation. Generally, grades in social work classes are based on the following:

- A: *Exceptional*. Your product and effort exceeded expectations in terms of quality. It is clearly superior work going well beyond requirements to pass the class.
- B: *Good job*. You completed the course successfully, learned what was expected, and demonstrated application and critical thinking beyond the minimum course requirements.
- C: *Acceptable*. Your product/effort was less than expected, but you met the minimum course requirements.
- D: *Problematic*. Your work has some serious deficiencies even though your effort may have been acceptable. If you receive a D in a required social work course, be prepared to retake it.
- F: *Failing*. You failed to meet course requirements. **ALL ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A PASSING GRADE!**

**Wartburg College  
Department of Social Work  
Pre-Registration Planning Sheet**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major: \_\_\_\_\_ Classification: FY So Jr Sr S

Advisor: \_\_\_\_\_ Additional Notes: \_\_\_\_\_

**GER Requirements**

**Major Requirement**

**Support Courses or Electives**


**COURSE PLANNING**

First Year: _____	Second Year: _____	Third Year: _____	Fourth Year: _____
Fall: _____	Fall: _____	Fall: _____	Fall: _____
Winter: _____	Winter: _____	Winter: _____	Winter: _____
May Term: _____	May Term: _____	May Term: _____	May Term: _____
SS: _____	SS: _____	SS: _____	SS: _____

ADDITIONAL PLANNING:

## **DEPARTMENTAL OPPORTUNITIES AND ACTIVITIES**

### Student Organizations

The Social Work Club is open to all social work majors as well as other interested students. This club is the forum through which you can develop leadership, further your knowledge about the profession, have fun, meet other social work students across class lines, and impact policy within the Social Work Department.

Another organization is the Social Work Honorary, Phi Alpha. You may become eligible for Wartburg's Alpha Sigma Chapter of Phi Alpha by completing three social work courses plus Beginning Field Experience, and compiling a 3.00 GPA overall and a 3.25 GPA in social work courses.

The social work majors have taken ownership of these organizations. They are student led and directed. Each has a social work faculty member as an adviser to assist as students request. Presidents of the Social Work Club and the Honorary serve on the Department's grievance committee, the Education Advisory Committee, and often on faculty search committees. Students play an important role in the operation of the Social Work Department.

### Holiday Shoppe

Each year in December, Wartburg Social Work students are in charge of coordinating the Holiday Shoppe for the Department of Human Services. Students solicit funds and toys to be distributed to families who would otherwise not have a Christmas for their children. The Holiday Shoppe is student organized and student run with co-chairs who are social work majors. This is a major community service project that involves most of the social work students and other student recruits.

### Social Work Spring Fling

Every spring the Social Work Department holds an annual gathering of social work majors that combines Phi Alpha Honorary initiation, senior research presentations, joint meeting of the social work National Advisory Board and Field Education Board, College administrators, and social work faculty. This event is planned by members of Phi Alpha and the Social Work Club.

### Knightline Callers

A Project coordinated by the Social Work Club involves social work students calling prospective social work students. Prospective students enjoy talking with social work students to gain a student perspective of the social work profession and major at Wartburg.

### Social Work Month

Member of the Social Work Club and Phi Alpha coordinate campus and program activities in March which is the annual professional social work month.

### Newsletter

The Department publishes a newsletter, sent to all students in the Department, at least twice a year. A social work faculty member serves as editor-in-chief. The newsletter is typically sent to other administrative offices at the college such as Admissions, Student Affairs, College Relations, the Deans' and President's offices. News of faculty, students, and the profession; announcements regarding Social Work Club, Honorary, and information on upcoming campus events and conferences; and changes in curriculum or scheduling are included in the newsletter.

### Senior Social Worker of the Year

Each spring at the Honor's Convocation, the Senior Social Worker of the Year is announced. This senior is chosen by the social work faculty who consider leadership qualities, potential for the profession, contribution to the campus, and academic standing in making the choice. The student's name is engraved on the plaque which hangs in the social work classroom, and the senior receives a plaque of his/her own.

### St. Elizabeth Student Social Work Award

This is awarded to seniors with good academic achievement with a specific emphasis on service and leadership on campus and in the community. These seniors' names are engraved on the plaque which hangs in the social work classroom, and the seniors receive a plaque of their own.

### Scholarship Opportunities

Wartburg offers several scholarships of particular interest to social work majors. Some of the following scholarships are based on need, while some have GPA requirements. Scholarships can be applied for in the Spring of each year to apply for the following year. Scholarship information and application forms can be secured in the Financial Aid Office in Luther Hall.

### Aging Research and Development

Students interested in a career in gerontology have the opportunity to participate in research and professional development in the field of aging.

### Academic Partners

Students have the opportunity to work with faculty in providing community research. A small stipend is available for students who are accepted as academic research partners.

## **FACULTY EVALUATION AND HIRING**

### Course and Instructor Evaluation (AS 5.6)

Wartburg has a system of faculty evaluation that places a high priority on the evaluations of individual courses and instructors by the students. You will find that in almost every course you complete, you will have passed out to you a form on which you are asked to evaluate the course and the faculty member who taught it. If you are not requested to evaluate a course it usually means that the faculty member is tenured and was not required to have your particular course evaluated. Historically even tenured social work faculty have asked students to evaluate nearly all of the courses they teach.

Your input is important to us. The social work faculty also encourages students to provide informal, on-going feedback and to give input that can appropriately modify a course, teaching method, evaluation, etc.

### Student Participation in Hiring Social Work Faculty (AS 5.6)

When social work positions become available, social work students participate in the hiring process in several ways. Candidates for full-time positions are usually asked to present to a student audience. Students then provide feedback as to the candidate's teaching style and presentation of content. At other times students are asked to interview potential candidates as to qualifications, teaching experience, motivation, etc. Students then provide faculty with feedback and their impressions of the candidates. As their availability permits, the presidents of the Social Work Club and Phi Alpha are asked to serve on the faculty search committee.

## Resources

There are many campus and social work resources available to social work students. You will have learned about many of these during orientation and a more detailed description can be found in the college catalog and student handbook. The Social Work Department encourages students to take advantage of these services.

*Pathways* is the place to go when you need answers to your questions. It's Wartburg's comprehensive advising headquarters located on the third floor of the Vogel Library.

*Career Services* in Pathways assists students with career exploration, résumé writing, job hunting, summer employment, and establishing a credential file.

*Counseling Services* are available from a professional counselor in Pathways who assists students through academic and personal problems.

*Writing and Reading Lab* provides trained paraprofessionals to offer assistance for academic papers, working with word processors and other topics as requested. The Writing and Reading Lab in Pathways provides individual and group tutorials to assist writers at any state of the composing process.

*Minority Student Program* develops and promotes multicultural programming and activities and a mentoring program directed by the program director, students, and the Minority Alumni Advisory Committee, and the Cultural Awareness Organization.

*International Student Services* are available to assist international students. All students are encouraged to join the International Club that provides the opportunity to get to know and work with our international students.

## Social Work Facilities

Most of your social work classes will meet in room 100 of Old Main, the social work classroom. All three of the social work faculty have offices on the second floor of Old Main. We expect you to make appointments with us if you have personal or academic concerns. From 8:00 a.m. to 4:30 p.m. during the week you can leave written or telephone messages for us with the office coordinator on the third floor of Old Main.

## **SOCIAL WORK RISK MANAGEMENT POLICY**

### Informed Consent for Social Work Senior Practicum

Students are informed of potential risks associate with the senior field instruction courses that are required for graduation with a major in social work. You will be required to attend a risk management class during the fall of your senior year, usually taken in SW 302 Social Work Practice II and sign an "Informed Consent Form". Informed consent includes the following issues:

#### 1. Liability Insurance

We suggest students entering senior field are to carry professional liability insurance over and above the coverage provided through existing college/university policy. Coverage is available through membership in the National Association of Social Workers (NASW). Membership applications are available through the Social Work Program. Because of the time required for processing membership applications, it is recommended that students wishing to exercise this option join NASW as soon as possible.

An important aspect of professional practice is to know the limits of your knowledge and skills and avoiding helping situations that are not in your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your agency supervisor.

## 2. Automobile Liability Insurance

If you will be using your personal vehicle in field instruction, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The Social Work Program recommends that you not use your personal vehicle, if at all possible, to transport clients. If clients are to be transported, an agency vehicle should be used.

## 3. Health risks: TB Skin Test (PPD-S) and Hepatitis B vaccinations

The prevalence of tuberculosis (TB) in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. It is also recommended that you consider the Hepatitis B vaccination which involves a series of 3 injections.

## 4. Client Office Visits

Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event happen.

## 5. Institutional Settings

Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

## 6. Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor – time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

## 7. After Hours Meetings

Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair night vision. It is recommended that you be accompanied by your supervisor or someone else when going to your car after dark.

## 8. Risk Reduction Class

Attendance of the Risk Reduction/Prevention class led by an officer from the Waverly Police Department and faculty of the Social Work Department is mandatory before you will be allowed to begin Senior Field Experience.

## **SOCIAL WORK RESEARCH POLICY**

The Social Work Department seeks to follow all federal and HIPAA guidelines for faculty and students conducting research involving human subjects. While most of the research conducted by social work faculty and students is of minimal risk to the subjects, review and proper process of the research is still important. Most agencies where students conduct research are HIPAA compliant, and students should follow the agency's protocol. To assure HIPAA compliance and Human Subject protection, the Social Work Department has established a research protocol.

### Federal Definition of Research

a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities. (45 CFR 46.102)

Human subject means a living individual about whom an investigator (whether professional or student) conducting research obtains 1) data through intervention or interaction with the individual, or 2) identifiable private information. (45 CFR 46.102)

### Health Insurance Portability and Accountability Act of 1996 (HIPAA)

HIPPA protects privacy and confidentiality of all patient health and mental health information. The Privacy Rule applies to the "use" and "disclosure" of Protected Health Information (PHI). "Use" means the employment, application, utilization, examination, or analysis of "individually identifiable health information" within an entity that maintains that information. "Disclosure" means the release, transfer, provision of access to, or divulging in any other manner of information outside the entity holding the information.

Protected Health Information (PHI) includes:

Name	Certificate/license number
Address	Vehicle identification & serial numbers
All elements of dates (birth, Admission, discharge, etc.)	Device identifiers & serial numbers
Telephone numbers	Web universal locator (URL)
FAX number	Internet Protocol (IP) address number
Social Security number	Finger or voice prints
Medical records number	Full-face photographic & comparable images
Health plan beneficiary number	Any other identifying number, characteristic, or code the covered entity has reason to believe may be available to an
Account number	Anticipated recipient of the information

Under HIPAA, researchers may access and disclose PHI for research through one of the following methods:

1. by obtaining individual authorization
2. by obtaining IRB waiver or alteration of the authorization requirement
3. by using de-identified information
4. by using limited data sets with a data use agreement
5. by using only decedents' information with certain assurances
6. by using PHI for purposes preparatory to research with certain assurances

Authorization is an individual's written permission or consent to use his/her PHI for research purposes. Such an authorization must be written in plain language, and the researcher must give a copy of the authorization to the individual and retain the original. The following information is to be described or identified in the authorization:

- The information to be used/disclosed
- The person(s) making the request
- The person(s) receiving the information
- The purpose or use of the information
- An expiration date or event, i.e. "end of the research study"
- Signature and date of the person or person signing in the individual's behalf

Additional Required Statements in the Authorization:

- Right to revoke the authorization at any time and procedure
- Effect, if any, of refusing to sign or revoking authorization
- Potential for PHI to be re-disclosed by the researcher

You must have an adequate plan to protect the identifiers from improper use and disclosure, a plan to destroy the identifiers at the earliest opportunity, and written assurances that the PHI will not be reused or disclosed to any other person or entity except for authorized oversight of the research project.

De-Identified PHI is health information that does not identify an individual, and there is no reasonable basis to believe the information can be used to identify an individual. This information is not considered PHI under HIPAA. Health information that has been de-identified in the manner required by HIPAA may be used/disclosed for research purposes without individual authorization. Information is de-identified by removing the following identifiers listed under PHI.

Limited Data Set can be used for research purposes without authorization. A limited data set requires the removal of fewer identifiers than de-identified information. All direct or facial identifier, must still be removed from a limited data set; only indirect potential identifiers (cities, states, zip codes, and certain dates) may be included in a limited data set.

For the purposes of research for social work courses or in conjunction with the Social Work Department, the following forms must be completed and submitted to the appropriate social work faculty member:

- Human Subjects Student Research Review Form
- Informed Consent for Institutions
- Informed Consent for Individuals/Participants

This policy is considered "best practice" in social work research, and is in compliance with the NASW Code of Ethics to inform clients/subjects of research procedures and to protect private information.

**WARTBURG COLLEGE  
DEPARTMENT OF SOCIAL WORK**

**HUMAN SUBJECTS RESEARCH REVIEW FORM**

PROJECT TITLE: \_\_\_\_\_

RESEARCHER: \_\_\_\_\_

AGENCY: \_\_\_\_\_

DESCRIPTION OF THE PROJECT:

\_\_\_\_\_  
Signature of Researcher Date

\_\_\_\_\_  
Approved by Date

**WARTBURG COLLEGE  
DEPARTMENT OF SOCIAL WORK**

**INFORMED CONSENT FOR INSTITUTIONS**

To Field Supervisor:

\_\_\_\_\_ is a student in SW 400 Senior Seminar in the Department of Social Work, Wartburg College. As a requirement for this course, the student is to complete a research project to evaluate either practice or program.

- Description of what the subject will be asked to do: Agreed upon by the field supervisor, field coordinator, and student.
- Assurances of confidentiality: The anonymity of the participants in this research project will be protected in any written material or presentations/discussions of the results of the project. Information that might identify a participant will be deleted.
- Assurance that the individual's freedom to decline to participate or withdraw from the research at any time will be respected: Participation in this study is voluntary. Participants can stop or withdraw from this study at any time or refuse to answer any questions. Subject, or if a child, the child or parent can withdraw from the project at any time. If children are involved, the parent should be able to observe the child during the project if s/he desires. (HIPAA)
- Request for information about institutional procedures, which students must follow: Are there any agency procedures that students must follow when conducting the project in your institution? (Are individual consent forms necessary? Do you have a formal informed consent procedure?)
- Request for signature: Please sign below signifying that the above named student can complete the project at your institution.

Thank you for your assistance and cooperation.

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

Name of Institution/Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Signature & Position: \_\_\_\_\_

**WARTBURG COLLEGE  
DEPARTMENT OF SOCIAL WORK**

**INFORMED CONSENT FOR INDIVIDUALS**

To: \_\_\_\_\_

\_\_\_\_\_ is a Wartburg College social work student completing a senior social work practicum. As a requirement for this course the student must complete a research project.

The purpose of this project is to evaluate the student's practice or an agency program.

Title/goal of project: \_\_\_\_\_

If you agree, you will be asked to:

Your anonymity will be protected in any written material or presentations or discussions that result from this project. The following steps will be taken:

You are free to decline to participate or withdraw from the project at any time. Participation is completely voluntary. You can also refuse to answer any question at any time.

Please sign below signifying that you understand and consent to participate in the project.

Thank you for your cooperation.

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

Printed Name: \_\_\_\_\_

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

## SOCIAL WORK PERSONNEL

### Faculty and Staff

Tammy Faux

B.A. Luther College

M.S.S.W. University of Wisconsin – Madison

Ph.D. Union Institute

Experienced in work with children and families, child protection, and public welfare. Teaches Human Behavior and the Social Environment, Social Work Research, and Meeting the Needs of Children, and field courses.

Office: OM 203C, ext. 8239, [tammy.faux@wartburg.edu](mailto:tammy.faux@wartburg.edu)

A. Lynn Peters

B.A. University of Kansas

M.S.W. University of Alabama

Experienced in public welfare, gerontology, social service planning and administration, and community organization. Teaches Introduction to Social Work, Community Organization and Theory, Social Policy, Changing Roles in Human Sexuality, Gerontology, and field courses.

Office: OM 203E, ext. 8472, [arthur.peters@wartburg.edu](mailto:arthur.peters@wartburg.edu)

Susan Kosché Vallem

B.A. Wartburg College

M.S.W. University of Iowa

Ed.D. University of Northern Iowa

Experienced in public welfare, medical social work, adolescent, family, and feminist therapy, community organization, and legislative advocacy. Teaches Social Work Practice I & II, Group & Organizational Behavior, and field courses.

Office: OM 203A, ext. 8250, [susan.vallem@wartburg.edu](mailto:susan.vallem@wartburg.edu)

Jean Kampman

Social Work Department Office Coordinator (Administrative Assistant)

Responsible for departmental records and data, admission to the major and Senior Field applications, criminal and abuse background checks, and equipment such as video cameras. Supervises work study students and provides general assistance to students and faculty.

Office: OM 302, ext 8226, [jean.kampman@wartburg.edu](mailto:jean.kampman@wartburg.edu)

## CONSTITUTION FOR THE SOCIAL WORK CLUB

### Article I: Name and Objectives

**Section 1:** The club shall be called "The Social Work Club."

**Section 2:** The club will make the Wartburg Community knowledgeable in the rewards and opportunities available in the field of Social Work. We will uphold the professional ethics as established by the NASW, utilize available resources and sponsor projects to raise funds for the promotion of social work activities. The club will confront and address social issues relevant to Wartburg and the world.

### Article II: Membership

**Section 1:** The club shall be open to any Wartburg student, faculty, or staff person.

**Section 2:** A person may join by attending a meeting and registering with the secretary.

**Section 3:** Any student faculty or staff person who registers will be an automatic member of the Social Work Club. Members must attend \_\_\_ of the monthly meetings and participate in half of the social events/activities to remain a member.

**Section 4:** Dues shall be set and the due date for them determined at the first regular meeting of the winter term. Dues may range from \$0 to \$10.

### Article III: Meetings

**Section 1:** Monthly meetings of the club shall be held during the academic year unless holidays, etc. interfere.

**Section 2:** The secretary shall notify all members in writing of the dates of meetings.

**Section 3:** The meetings shall consist of "old" and "new" business, and a topical discussion or program.

**Section 4:** There shall be at least one "social" meeting during the Fall Term and one during the Winter-May Term.

**Section 5:** Quorum for matters requiring a vote shall consist of 50% of the active membership.

### Article IV: Officers

**Section 1:** There shall be four officers, two co-presidents or a vice-president, a treasurer, and a secretary.

**Section 2:** The co-presidents shall preside at all regular meetings of the club, select meeting times in consultation with the other officers, appoint members to committees as required, establish an agenda for meetings, and perform such other duties as usually pertain to that office.

**Section 3:** The vice-president (if applicable) shall assist the president in the performance of his/her duties, be responsible for club property under the supervision of the faculty advisor, and serve as general chairperson of all committees.

**Section 4:** The secretary shall keep the minutes of the meetings, collect all dues, be responsible for all notices and advertisements necessary for meetings or events, and perform any other duties related to active participation.

**Section 5:** The treasurer shall pay all bills at the approval of the president, provide a treasury report at each meeting, and file a complete financial statement at the close of his/her term of office.

**Section 6:** The faculty adviser shall act as liaison between the club and college.

**Section 7:** Officers shall be elected at the last meeting of fall term and shall take office immediately upon close of the elections.

**Section 8:** The term of office shall be one calendar year following his/her election.

**Section 9:** If an office is vacated, replacement shall be by election at the earliest possible meeting.

**Section 10:** If the club feels an officer is not fulfilling his/her responsibilities, he/she can be impeached by a 2/3 vote or quorum.

**Section 11:** The four officers shall automatically serve as the Social Work Department Student Advisory Committee.

### Article V: Approval and Amendments

**Section 1:** This constitution shall take effect at the first meeting in March 2004 pending approval of 2/3 of the membership and acceptance by the Student Senate.

**Section 2:** This constitution may be amended by 2/3 vote of those present at a meeting at which quorum is present.

**Section 3:** The membership must be notified of prospective amendments at a regular meeting prior to the one at which the vote on the amendment will be discussed.