



**Soc**  
**STATE OF WISCONSIN**  
Department of Safety and Professional Services  
1400 E Washington Ave.  
Madison WI 53703

Mail to:  
PO Box 8935  
Madison WI 53708-8935

Email: [dsps@wisconsin.gov](mailto:dsps@wisconsin.gov)  
Web: <http://dsps.wi.gov>

**Governor Scott Walker      Secretary Dave Ross**

Voice: 608-266-2112 • FAX: 608-267-3816 • TTY: 608-267-2416

**SOCIAL WORKER SECTION,**  
**MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING**  
**AND SOCIAL WORK JOINT EXAMINING BOARD**  
**Room 121A, 1400 E. Washington Avenue, Madison**  
**Contact: Dan Williams - 608-266-2112**  
**April 10, 2013**

*The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board.*

**9:00 A.M.**

**FULL SECTION MEETING**

**OPEN SESSION – CALL TO ORDER – ROLL CALL**

- A. Adoption of Agenda (1-4)**
- B. Approval of Minutes of February 26, 2013 (5-6)**
- C. Approval of Minutes of February 27, 2013 (7-16)**
- D. Administrative Matters – Discussion and Consideration**
  - 1) Paperless Update (17-30)
  - 2) Staff Update
- E. School Requests for Approval – Discussion and Consideration**
  - 1) Kaplan Milwaukee (31-46)
  - 2) Silver Lake College (47-100)
  - 3) UW-Stout (101-112)
- F. Legislation/Administrative Rules Matters – Discussion and Consideration**
  - 1) Executive Order 61 (113-114)
  - 2) Right the Rules (115-118)

**G. Section Goals for 2013- Discussion and Consideration (119-120)**

- 1) Continuing CE audits into the next biennium and into the future.
- 2) Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. This could include establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential.
- 3) Update Board Member orientation materials originally compiled by Jennifer Borup
- 4) Develop a mechanism for the Section to communicate with credential holders. This could include reinstating the Regulatory Digest or developing an email server to email all credential holders regarding critical information.
- 5) Work with the Joint Board to update MPSW 20.
- 6) Work with the Joint Board to update rules for continuing education.
- 7) Update MPSW 2 & 3 with regard to applications for licensure

**H. Section Position Statements – Discussion and Consideration (121-122)**

- 1) Certified Social Worker (123-124)
- 2) Mandatory Child Abuse Reporting (125-126)
- 3) Reporting and Confidentiality (127-128)

**I. Equivalency for Reciprocity – Discussion and Consideration (129-130)**

**J. Screening Panel Report – Discussion and Consideration**

**K. Items Received After Preparation of the Agenda:**

- 1) Introductions, Announcements and Recognition
- 2) Division of Legal Services and Compliance Matters
- 3) Presentations of Petition(s) for Summary Suspension
- 4) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s) (*Upon Request*)
- 5) Presentation of Proposed Final Decision and Order(s)
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Class 1 Hearings
- 9) Practice Questions/Issues
- 10) Legislation/Administrative Rule Matters
- 11) Liaison/Committee Report(s)
- 12) Informational Item(s)
- 13) Speaking Engagement(s), Travel, or Public Relation Request(s)

**L. Informational Items**

**M. Public Comments**

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1) (a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)**

**N. Application Matters:**

- 1) **1:00 P.M. APPEARANCE – Michelle Schaf, Applicant (131-154)**

**O. Request for Extension of Time to Complete the CE Required for 2013 Renewal**

- 1) A.S. **(155-158)**
- 2) B.S. **(159-172)**
- 3) E.H. **(173-188)**
- 4) S.H. **(189-194)**

**P. Monitoring Matters:**

- 1) Bradley W. Knapp, APSW – Requesting Termination of Suspension **(195-224)**

**Q. Deliberation of Proposed Final Decisions and Orders including any received after printing of the agenda**

- 1) Cheryl K. Rotterham, LCSW – 08 SOC 011, 09 SOC 028, and 09 SOC 041 **(225-232)**
- 2) Cynthia L. Weiss – 11 SOC 060 **(233-244)**

**R. DLSC Matters**

- 1) Case Closings
- 2) Case Status Report

**S. Items Received After Preparation of the Agenda:**

- 3) Case Closings
- 4) Case Status Report
- 5) Proposed Decisions
- 6) Summary Suspensions
- 7) Objections and Responses to Objections
- 8) Complaints
- 9) Administrative Warnings
- 10) Matters Relating to Costs
- 11) Monitoring Cases
- 12) Credentialing Matters
- 13) Class 1 Hearings
- 14) Appearances from Requests Received or Renewed
- 15) Examination Matters
- 16) Application Matters
- 17) Professional Assistance Program Cases
- 18) Motions

**T. Consult with Legal Counsel**

**RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**

**U. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate**

**ADJOURNMENT**

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**SOCIAL WORKER SECTION  
APPLICATION REVIEW MINUTES  
FEBRUARY 26, 2013**

**PRESENT:** Nicholas Smiar, Barbara Viste-Johnson, Elizabeth Krueger

**STAFF:** Sharon Henes, Paralegal

**CALL TO ORDER**

Nicholas Smiar, called the meeting to order at 12:38 p.m. A quorum of three (3) members was present.

**ADOPTION OF AGENDA**

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to approve the agenda as published. Motion carried unanimously.

**CONVENE TO CLOSED SESSION**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DSPS cases, and consult with legal counsel. Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 12:40 p.m.

**RECONVENE TO OPEN SESSION**

**MOTION:** Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 4:38 p.m.

**ADJOURNMENT**

**MOTION:** Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adjourn the meeting. Motion carried unanimously,

The meeting adjourned at 4:38 p.m.

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**SOCIAL WORKER SECTION  
MEETING MINUTES  
FEBRUARY 27, 2013**

**PRESENT:** Nicholas Smiar, Barbara Viste-Johnson, Elizabeth Krueger

**STAFF:** Dan Williams, Executive Director; Yolanda McGowan, Legal Counsel; Matt Niehaus, Bureau Assistant; Sharon Henes, Paralegal; and other Department staff

**CALL TO ORDER**

Nicholas Smiar, Vice-Chair, called the meeting to order at 9:01 a.m. A quorum of three (3) members was present.

**APPROVAL OF AGENDA**

**Amendments to the Agenda:**

- **Item “Y” (closed session)** Under the item titled “Y.4” **REMOVE:**
  - “Cheryl K. Rotterham, LCSW – 08 SOC 011, 09 SOC 028, & 09 SOC 041”
- **Item “W” (closed session)** Under the item titled “W.3” **MOVE:**
  - “K.T.” to AA.12

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the agenda as amended. Motion carried unanimously.

**APPROVAL OF MINUTES OF OCTOBER 24, 2012**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the minutes of October 24, 2012 as published. Motion carried unanimously.

**APPROVAL OF MINUTES OF NOVEMBER 7, 2012**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the minutes of November 7, 2012 as published. Motion carried unanimously.

**APPROVAL OF MINUTES OF DECEMBER 21, 2012**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the minutes of December 21, 2012 as published. Motion carried unanimously.

**ADMINISTRATIVE MATTERS**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, that the record indicate the election of officers and delegation of liaisons as discussed below. Motion carried unanimously.

## **Election of Officers**

### **Chair**

**NOMINATION:** Barbara Viste-Johnson nominated Nicholas Smiar for the Office of Chair. Nomination carried by unanimous vote.

Dan Williams called for other nominations three (3) times.

Nicholas Smiar was elected as Chair.

### **Vice Chair**

**NOMINATION:** Elizabeth Krueger nominated Barbara Viste-Johnson for the Office of Vice Chair. Nomination carried by unanimous vote.

Dan Williams called for other nominations three (3) times.

Barbara Viste-Johnson was elected as Vice Chair.

### **Secretary**

**NOMINATION:** Barbara Viste-Johnson nominated Elizabeth Krueger for the Office of Secretary. Nomination carried by unanimous vote.

Dan Williams called for other nominations three (3) times.

Elizabeth Krueger was elected as Secretary.

### **Appointment of Liaisons**

**Screening Panel:** Nicholas Smiar, Barbara Viste-Johnson, Elizabeth Krueger (Alternate)

**Credentialing Liaison:** Barbara Viste-Johnson, Nicholas Smiar, Elizabeth Krueger

**Continuing Education Liaison:** Nicholas Smiar

**Division of Legal Services and Compliance Monitoring Liaison:** Elizabeth Krueger

**Professional Assistance Program (PAP) Liaison:** Barbara Viste-Johnson

**ASWB Exam Issues:** Nicholas Smiar

**Examination Liaison:** Nicholas Smiar

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to delegate authority to the Credentialing Liaisons to address all issues related to credentialing matters. Motion carried unanimously.



**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson that the Section delegates authority to the Chair or designated Section member to sign documents on behalf of the Section. In order to carry out duties of the Section, the Chair or Section member has the ability to delegate this signature authority to the Executive Director for purposes of facilitating the completion of assignments during or between meetings. The Chair or Section member delegates the authority to the Executive Director, to sign the name of the Chair or Section member on documents as necessary. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, that, in order to facilitate the completion of assignments between meetings, the Section delegates its authority by order of succession to the Chair, highest ranking officer, or longest serving member of the Section, to appoint liaisons to the Department where knowledge or experience in the profession is required to carry out the duties of the Section in accordance with the law. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to adopt the Roles and Authorities Delegated to the Monitoring Liaison document. Motion carried unanimously.

#### **DARYL WOOD LETTER**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to acknowledge the delivery of a letter of appreciation and thanks to Daryl Wood for his service. Motion carried unanimously.

#### **SCHOOL REQUESTS FOR APPROVAL**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant St. Norbert College's request for approval of SOCI 238, SOCI 243, SOCI 241 as courses meeting requirements of the social work training certificate. Motion carried unanimously.

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to acknowledge receipt of Ottawa's syllabus for capstone seminar in human services and to notify Ottawa that it meets the requirements of MPSW 3.13(1)(a)1.a as a human services degree qualifying for the social work training certificate. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to reject the request of Kaplan University to qualify as another human services program approved by the Section because it is missing a course with content in qualitative and quantitative social research methods and statistics, as per MPSW 3.13(1)(a)2.c. Motion carried unanimously.

## ASWB INFORMATION

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to acknowledge that former Section Chair Eric Alvin designated Barbara Viste-Johnson to attend the March 1-3, 2013 ASWB New Board Member Training in Arlington, VA. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to acknowledge that the Section has designated Elizabeth Krueger to attend the July 12-14, 2013 ASWB New Board Member Training in Arlington, VA. Motion carried unanimously.

## SECTION GOALS FOR 2013

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to request an agenda item be created for the July 2013 meeting to address developing a system for communication with credential holders. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the amended Section Goals for 2013:

1. Continuing CE audits into the next biennium and into the future.
2. Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. This could include establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential.
3. Update Board Member orientation materials originally compiled by Jennifer Borup
4. Develop a mechanism for the Section to communicate with credential holders. This could include reinstating the Regulatory Digest or developing an email server to email all credential holders regarding critical information.
5. Work with the Joint Board to update MPSW 20.
6. Work with the Joint Board to update rules for continuing education.
7. Update MPSW 2 & 3 with regard to applications for licensure

Motion carried unanimously.

## **LEGISLATION/ADMINISTRATIVE RULE MATTERS**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to approve the scope statement on MPSW 2 & 3 as amended to MPSW 3. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to designate Nicholas Smiar to approve the scope statement on MPSW 3 after publication. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to examine in response to Executive Order 61 all of MPSW as relevant to the Social Worker Section prior to the April 10<sup>th</sup>, 2013 meeting for purposes of discussion and recommendations at that meeting. Motion carried unanimously.

### **CONVENE TO CLOSED SESSION**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DSPS cases, and consult with legal counsel. Roll Call Vote: Nicholas Smiar-yes; Elizabeth Krueger; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 11:12 p.m.

### **RECONVENE TO OPEN SESSION**

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 4:18 p.m.

### **VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF VOTING IS APPROPRIATE**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to affirm all motions made in closed session. Motion carried unanimously.

## APPLICATION MATTERS

### 11:27 A.M. Appearance – Christina Warden, Applicant

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant Christina Warden a Licensed Clinical Social Worker credential once all application requirements are met. Motion carried unanimously.

### 11:51 A.M. Appearance – Holly McAbee, Applicant

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant Holly McAbee a Licensed Clinical Social Worker credential once all application requirements are met. Motion carried unanimously.

### 12:09 P.M. Appearance – Jacqueline Zager, Applicant

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to grant Jacqueline Zager a Licensed Clinical Social Worker credential once all application requirements are met. Motion carried unanimously.

### 12:42 P.M. Appearance – Linda Waddell, Applicant

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to deny Linda Waddell's request for a Licensed Clinical Social Worker credential.  
**REASON FOR DENIAL:** Failure to provide sufficient evidence of meeting the clinical social work practice requirements of Wisconsin Statutes Chapter 457.08(4)(c). Motion carried unanimously.

### 2:24 P.M. Appearance – Barbara J. Williams, Applicant

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to accept the withdrawal of the request for a hearing in the matter of Barbara J. Williams. The Section rescinds the notice of intent to deny dated August 6, 2012. The Section acknowledges Applicant's withdrawal of her application for reciprocal licensure. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to hold a discussion of equivalency for reciprocity purposes. Motion carried unanimously.

**REQUEST FOR MEDICAL WAIVER OR EXEMPTION OF CONTINUING EDUCATION REQUIREMENTS**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to deny the request of C.P. for waiver/exemption of continuing education requirements. The Section accepts the graduate course credit as meeting the 30 hour requirement, but requires the 4 hour ethics and boundaries workshop to be completed by June 1, 2013. The ethics and boundaries hours shall not to be counted for purposes of the 2013-2015 certification period. Motion carried unanimously.

**REQUEST FOR WAIVER OF THE CONTINUING EDUCATION DISTANCE LEARNING RESTRICTION**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant the request of A.VE for waiver of the continuing education distance learning restriction. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to deny the request of A.V. for waiver of the continuing education distance learning restriction. The Section grants an extension to complete continuing education and requires the 4 hour ethics and boundaries workshop to be completed by September 1, 2013. The ethics and boundaries hours shall not to be counted for purposes of the 2013-2015 certification period. Motion carried unanimously.

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to deny the request of M.S. for waiver of the continuing education distance learning restriction. The Section accepts 26 hours of continuing education through distance learning, but requires that the 4 hours in ethics and boundaries be done by live webinar to be completed by September 1, 2013. The ethics and boundaries hours shall not to be counted for purposes of the 2013-2015 certification period. Motion carried unanimously.

## **REQUEST OF EXTENSION OF TIME TO COMPLETE THE CE REQUIRED FOR 2013 RENEWAL**

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to grant the request of A.W. for extension of time to complete the continuing education required for 2013 renewal until June 1, 2013. The continuing education hours shall not to be counted for purposes of the 2013-2015 certification period. Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant the request of K.R. for extension of time to complete the continuing education required for 2013 renewal until June 1, 2013. The continuing education hours shall not to be counted for purposes of the 2013-2015 certification period. Motion carried unanimously.

### **CREDENTIALING MATTERS**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant the request of K.T. for extension of time for completion of her Social Work Training Certificate until June 1, 2013. Motion carried unanimously.

### **MONITORING MATTERS**

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to grant the request of Dan G. Feaster for removal of limitation and return of full licensure. Motion carried unanimously.

### **DELIBERATION OF PROPOSED FINAL DECISIONS AND ORDERS**

**MOTION:** Elizabeth Krueger moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Joel D. Rynders (12 SOC 035). Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to table the matter of disciplinary proceedings against Vicki LaFountain, LCSW (12 SOC 080). Motion carried unanimously.

**MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Heather J. Retzlaff (12 SOC 092). Motion carried unanimously.

## CASE CLOSINGS

- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC001 for Prosecutorial Discretion (P6). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC080 (E.K.L.) for No Jurisdiction (NJ). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC097 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC098 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC111 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC121 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to close the case #12SOC122 for Insufficient Evidence (IE). Motion carried unanimously.

## ADJOURNMENT

The meeting adjourned at 4:19 p.m.

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b>  Matthew C. Niehaus, Bureau Assistant		<b>2) Date When Request Submitted:</b>  2/4/2013 <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b>  Social Workers Section			
<b>4) Meeting Date:</b>  4/10/2013	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  Paperless Initiative	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled?</b>  <input type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>	
<b>10) Describe the issue and action that should be addressed:</b>  Brief presentation of how Board Members can sign up for SharePoint access as a part of the paperless initiative, as well as instructions for using DSPS laptops.			
<b>11) Authorization</b>			
Matthew C. Niehaus <small>Signature of person making this request</small>		_____ <small>Date</small>	
Supervisor (if required)		_____ <small>Date</small>	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) _____ <small>Date</small>			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

## How to register for a username/password on <http://register.wisconsin.gov> .

In order to access the Board SharePoint site, Board Members must obtain a State of WI/DOA username/password from this site <http://register.wisconsin.gov> . Once registered, Board Members will be provided a DOA credential under the Wisconsin External (wiext) domain. This account is intended to provide users with access to multiple State of Wisconsin web applications, including the DSPS SharePoint site.

To Begin, use the 'Self Registration' link

DOA/Wisconsin Logon Management System - Windows Internet Explorer provided by State of Wisconsin

http://register.wisconsin.gov/AccountManagement/

wisconsin.gov home state agencies subject directory

Wisconsin Department of Administration

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### DOA/Wisconsin Logon Management System

The DOA/Wisconsin Logon Management System allows authorized individuals to access many DOA Internet applications using a single ID and password. When access to information or services is restricted to protect your privacy or the privacy of others, you will be asked to provide your DOA/Wisconsin Logon and password. Your DOA/Wisconsin Logon and password verifies your identity so that we can provide you with access to your information and services and prevent access by unauthorized individuals.

#### User Acceptance Agreement

Please note that only certain types of information will be stored in your user profile, as described in the [User Acceptance Agreement](#). Your user profile will never contain records such as driving history, tax information, unemployment compensation, vehicle registrations or prison records.

#### Sign Up for your DOA/Wisconsin Logon

[Self Registration](#) (Request a DOA/Wisconsin Logon and Password.)

Self Registration allows you to create **your personal** DOA/Wisconsin Logon. This is your key to doing secure business with DOA over the Internet.

#### Change / Update Your Information

[Profile Management](#) allows you to change your account information, e-mail address and other information.

#### Change Your Password

[Password Management](#) allows you to change your password.

#### Forgot Your Logon ID or Password?

[Logon ID/Password Recovery](#) allows you to recover a forgotten DOA/Wisconsin Logon and/or Password.

Updated February 6, 2009  
DET - Bureau of Business Applications Services  
Content Contact: [BBAS/BA](#)

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**Customer ID Menu**

- :: [Self Registration](#)
- :: [Profile Management](#)
- :: [Password Management](#)
- :: [Forgot your account information?](#)
- :: [User Acceptance Agreement](#)

Not sure if you already have DOA/State of WI account?

Use the 'Forgot Your Logon ID or Password' link to check

After accepting the user agreement, complete the 'Account Creation' form.

Indicate 'SharePoint' under the section entitled, 'Systems You Will Access'

**Account Creation**

\* Indicates Required Field

**Profile Information**

First Name  \*\*

Middle Initial

Last Name  \*\*

Suffix

E-Mail  \*\*

Use this format 6085551234

Phone   ext.

Mailing Address

Street Address

City

State/Province

Zip Code  -

**Systems You Will Access**

Use your mouse to highlight the system that you want to access.

Systems  \*\*

**Account Information**

Your Logon ID must be between 5-20 characters and **CAN** be a combination of letters and numbers. Your Logon ID must not contain spaces or special characters.

Logon ID  \*\*

Your Password must be 7-20 characters long and **MUST** contain a combination of letters and either numbers or special characters (except the @ ? / signs). Passwords are case sensitive. Your Password cannot contain the Logon ID.

[Password Tip](#)

Password  \*\*

Re-enter Password  \*\*

**Logon ID/Password Recovery**

Enter a question and answer for use if you forget your DOA/Wisconsin Logon ID or Password. Your Secret Question and Secret Answer cannot contain your password. [Secret Question and Answer Tip](#)

Secret Question  \*\*

Secret Answer  \*\*

**Verification**

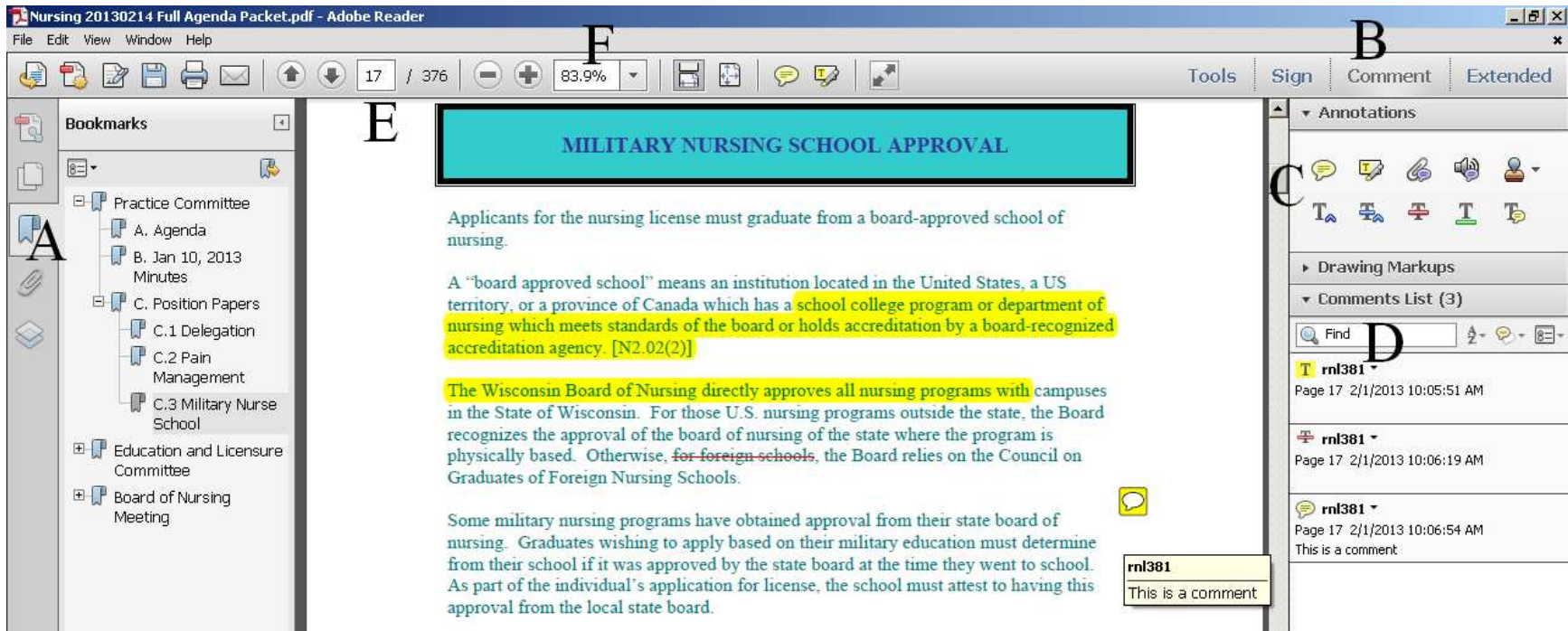
This step helps prevent automated registrations. If you cannot see the number below [click here](#).

**80542** Please enter the number as it is shown in the box to the left.  \*\*

**Please use a login ID of your first initial followed by your middle initial followed by your last name, as in the example to the left.**

**Remember your logon ID, as you will need to provide that to DSPS staff in order for you to receive proper access rights.**

**Once you have been granted permission to access the Board's website, you should receive an automated 'Welcome to SharePoint' email with a link to the site.**



Above is an example of an agenda packet page, with some features you can access through Adobe Reader.

**A: Bookmarks** – When the Bureau Assistant creates the Agenda Packet, it is possible to place in bookmarks for quick reference during meetings. You can expand and minimize categories to better enable you to jump from section to section of your agenda here.

**B: Comment** – On specially designated .pdf files, it is possible for Adobe Reader to be given comment privileges. This allows a Board member to make comments on documents, as well as edit, highlight, or insert text in suitable files. Please note, if the file is a scanned copy, it is likely that the highlight and text editing features will not be usable. The comment feature will still work in such an issue.

**C: Annotations & Drawing Markups** – These are the different options you can use to mark up your document for your reference. If you mouse over an option, it will give a brief description of what it can do for you. Feel free to experiment and find out what works best for you!

**D: Comments List** – Quickly jump between your comments by selecting them in this list. Never again will you miss out on a note during a discussion with this handy tool.

**E: Page List** – No more rifling through papers in order to track down that page someone mentioned! With this handy bar, you can simply type in the page you are looking for, hit enter, and Adobe Reader will take you directly to the page.

**F: Zoom** – Having trouble reading something? You can zoom in and out on a document with this bar. The plus and minus signs to the left can be used to make quick adjustments as well.

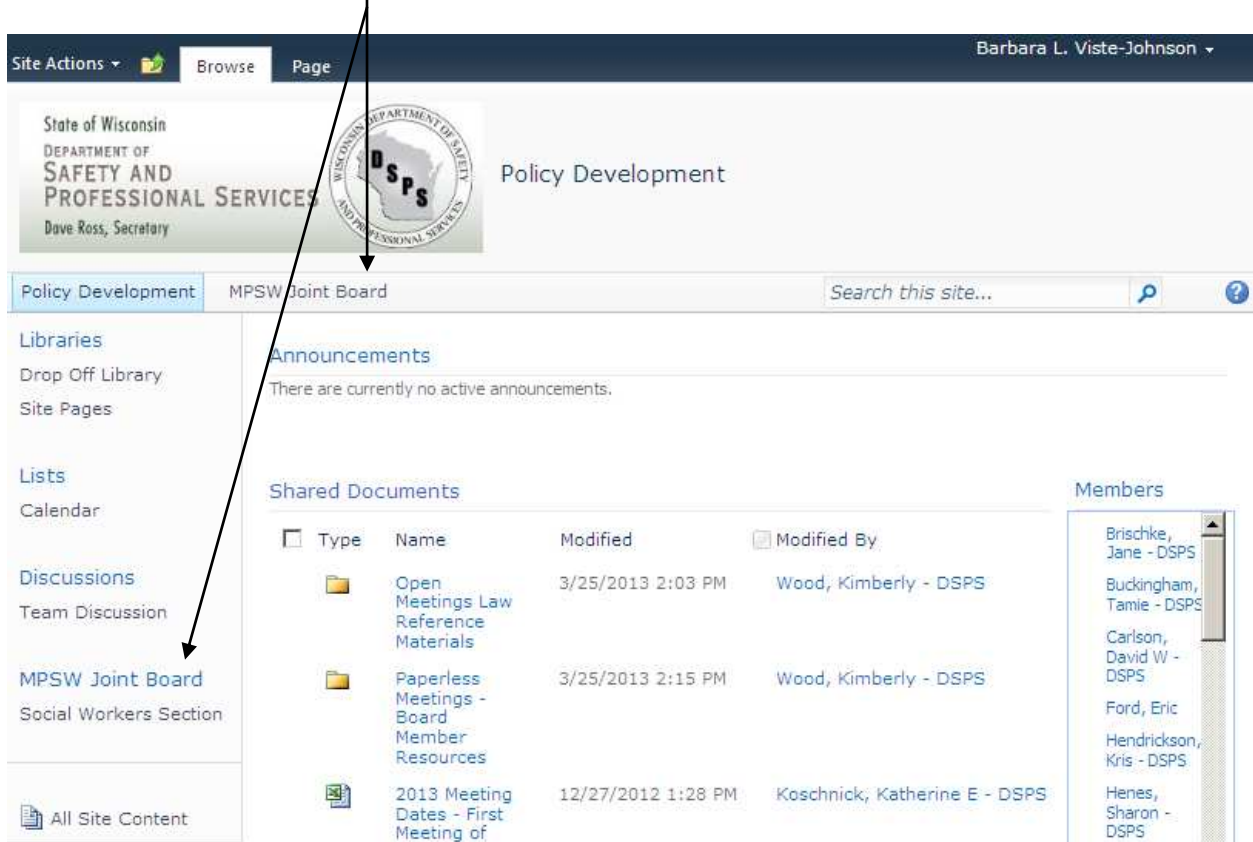
In order to log into the SharePoint site, you will need to go to <https://webapps.wi.gov/sites/dsps/boards/>

When you load this page, you should receive a prompt to enter your User name and password. Your User name is the Logon ID from when you created your Wisconsin Extension account. In order to tell SharePoint where to find your account, you will need to place wiext\ in front of your username at this login prompt. If you are logging in from a secure location, you can check the box to allow SharePoint to remember your username and password.



If you have forgotten your login information or password, there is a link at the bottom of <http://register.wisconsin.gov> that can be used to recover your Login ID and Password.

Once you enter your information successfully, you will be taken to the SharePoint launch page. The launch page also contains useful Board member information on things like open meetings law, paperless meeting resources, and a wide array of other information. From this site, you can select your Board and then you will be taken to the Board site. Your section is listed underneath the Joint Board.



There are several sections of this site that will be of interest to Board members. If you examine the left hand side of the screen when you get to your Board's site, you will see a navigation panel that lists every library and list you have permission to access. Please take a moment to familiarize yourself with the look of the site. Playing around is highly encouraged.

Board of Nursing

Libraries

Introduction & Overview  
Materials

Board Materials

Legal Services and  
Compliance

Credentialing

Board Member Folders

Site Pages

Lists

Calendar

Board Officers &  
Liaisons

The bar to the side of the left side of the page has several options on it that should be of interest to Board members. Many areas of the site are currently in development.

**Introduction & Overview Materials:** This library contains several documents relevant to Board business.

**Board Materials:** This library contains individual agenda items, as well as a copy of the completed agenda. The library is divided into subfolders by meeting.

**Legal Services and Compliance/Credentialing:** These libraries will be used by DLSC and Credentialing personnel to provide documents relevant to the respective areas. These sections of the site are currently in development.

**Board Member Folders:** This library contains a folder for each Board member. These folders are only visible to the Board member who they correspond to and are configured to allow Board members to upload any documents they wish. This folder will also contain a copy of the meeting agenda which Board members will be able to make comments in.

**Site Pages:** This section is currently in development

**Calendar:** A calendar of Board events. This is currently in development.

**Board Officers & Liaisons:** This list contains a directory of Board officers and liaisons. This directory will be updated prior to the meeting.

Search this site...						
<input type="checkbox"/> Type	Name	BoardName	Meeting Date	Modified	<input type="checkbox"/> Modified By	
	March 14, 2013			3/7/2013 4:57 PM	Niehaus, Matt - DSPS	

Selecting Board Materials will give you access to a list of meetings by date. Selecting the meeting date (under the “name” category) from this list will bring you to the items for that meeting date.

Board of Nursing > Shared Documents > March 14, 2013 > Create Date ▾  
Share a document with the team by adding it to this document library.

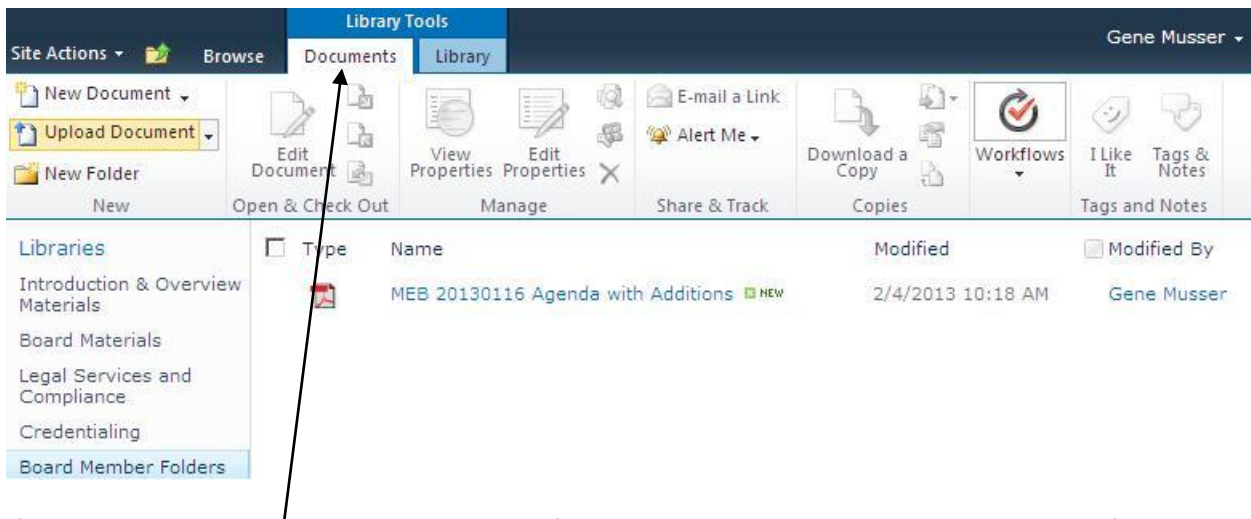
Board of Nursing Search this site...						
<input type="checkbox"/> Type	Name	BoardName	Meeting Date	Modified	<input type="checkbox"/> Modified By	
	1. Agendas	Board of Nursing	3/14/2013	3/7/2013 5:05 PM	Niehaus, Matt - DSPS	
	2. Minutes	Board of Nursing	3/14/2013	3/8/2013 2:29 PM	Niehaus, Matt - DSPS	
	3. Executive Director Matters	Board of Nursing	3/14/2013	3/8/2013 2:46 PM	Niehaus, Matt - DSPS	
	4. Credentialing Matters	Board of Nursing	3/14/2013	3/8/2013 2:46 PM	Niehaus, Matt - DSPS	
	5. Disciplinary Matters	Board of Nursing	3/14/2013	3/8/2013 2:47 PM	Niehaus, Matt - DSPS	
	6. Education and Examination Matters	Board of Nursing	3/14/2013	3/8/2013 2:48 PM	Niehaus, Matt - DSPS	
	7. Legislative-Administrative Rule Matters	Board of Nursing	3/14/2013	3/8/2013 2:48 PM	Niehaus, Matt - DSPS	
	8. Practice Matters	Board of Nursing	3/14/2013	3/8/2013 2:49 PM	Niehaus, Matt - DSPS	

Inside of a meeting date folder, you can view several subfolders, each of which will hold individual agenda items. These items will be uploaded over the course of the month for Board members to review.

8 business days before the meeting date, the Board’s Bureau Assistant will begin preparing an agenda packet, which will be placed in the Agenda Packet folder, as well as each individual user’s folder in Board Member Folders. This document will be opened to comments by Board members. Any items added after the agenda deadline will also have comment-enabled copies added to individual Board member folders.



When you select Board Member Folders, you will be brought to a page with a folder with your name on it. If you open this folder, you will be taken into your folder. You have elevated permissions inside of your folder, which will give you the ability to create, upload, edit, and save files.



If you click on the documents link at the top of the page, you will be able to view a new set of options. Of particular interest are New Document and Upload Document. If you create a new document, SharePoint will create a new word file. Upload Document can be used to upload your own files, such as a copy of the agenda you have made comments in.

When you upload a document, you will be prompted with the following window. Clicking Browse will let you navigate to a location on your computer to upload the file. The destination folder option should automatically fill in with your folder's name. You will not want to change this. You can enter versioning comments if you desire to track any changes you made between different copies of files that you upload.

**Upload Document**

Browse to the document you intend to upload.

Name:

[Upload Multiple Files...](#)

Add as a new version to existing files

**Destination Folder**

Specify the folder in this document library where the document should be saved.

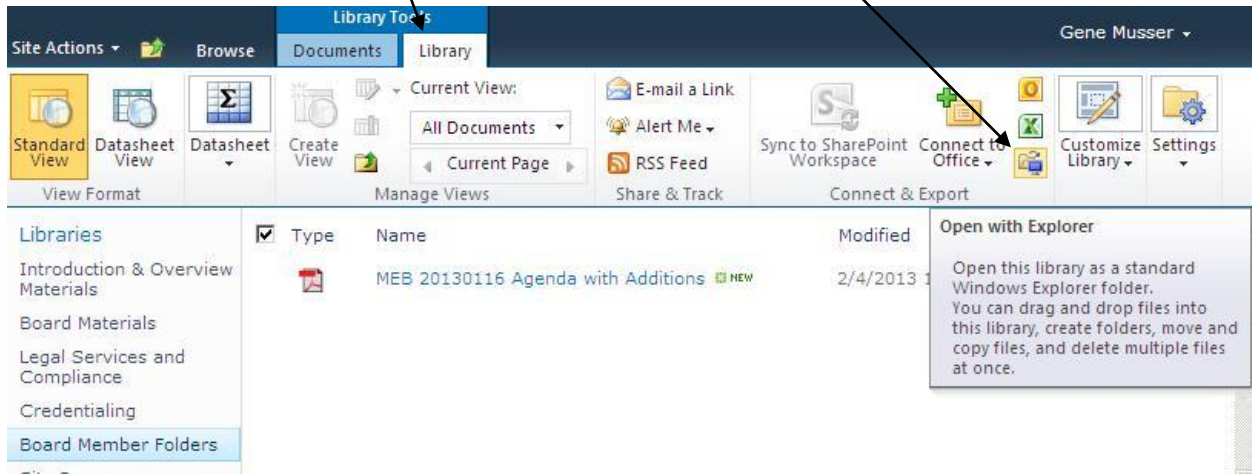
Folder:

**Version Comments**

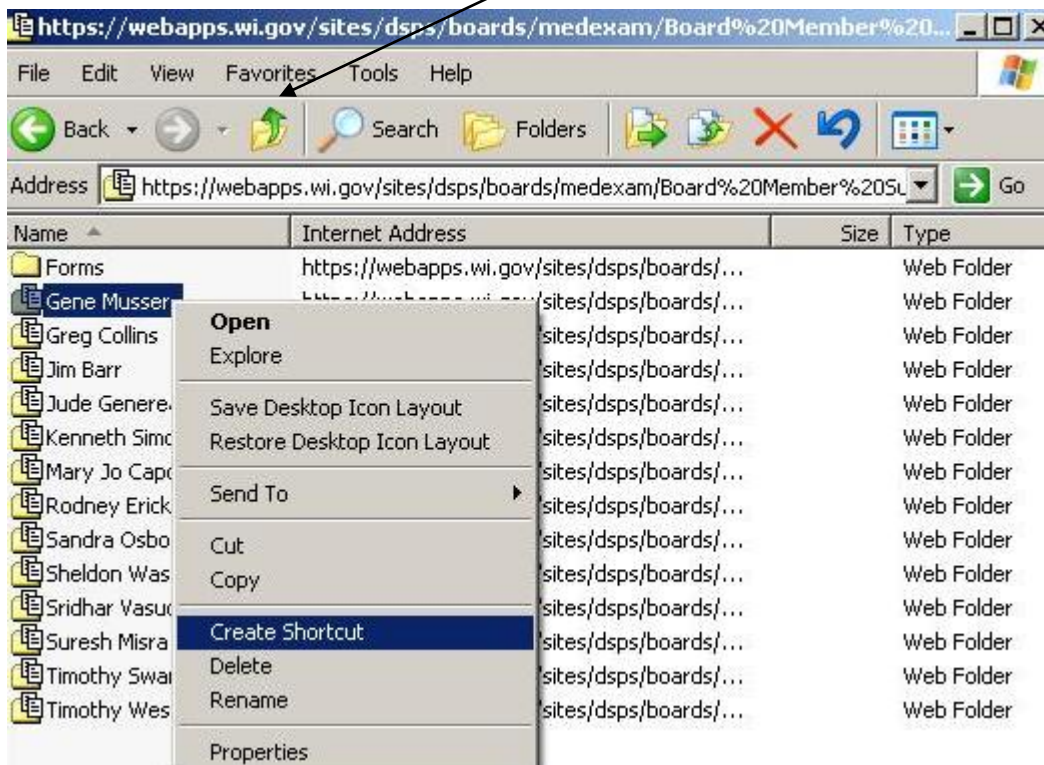
Type comments describing what has changed in this version.

Version Comments:

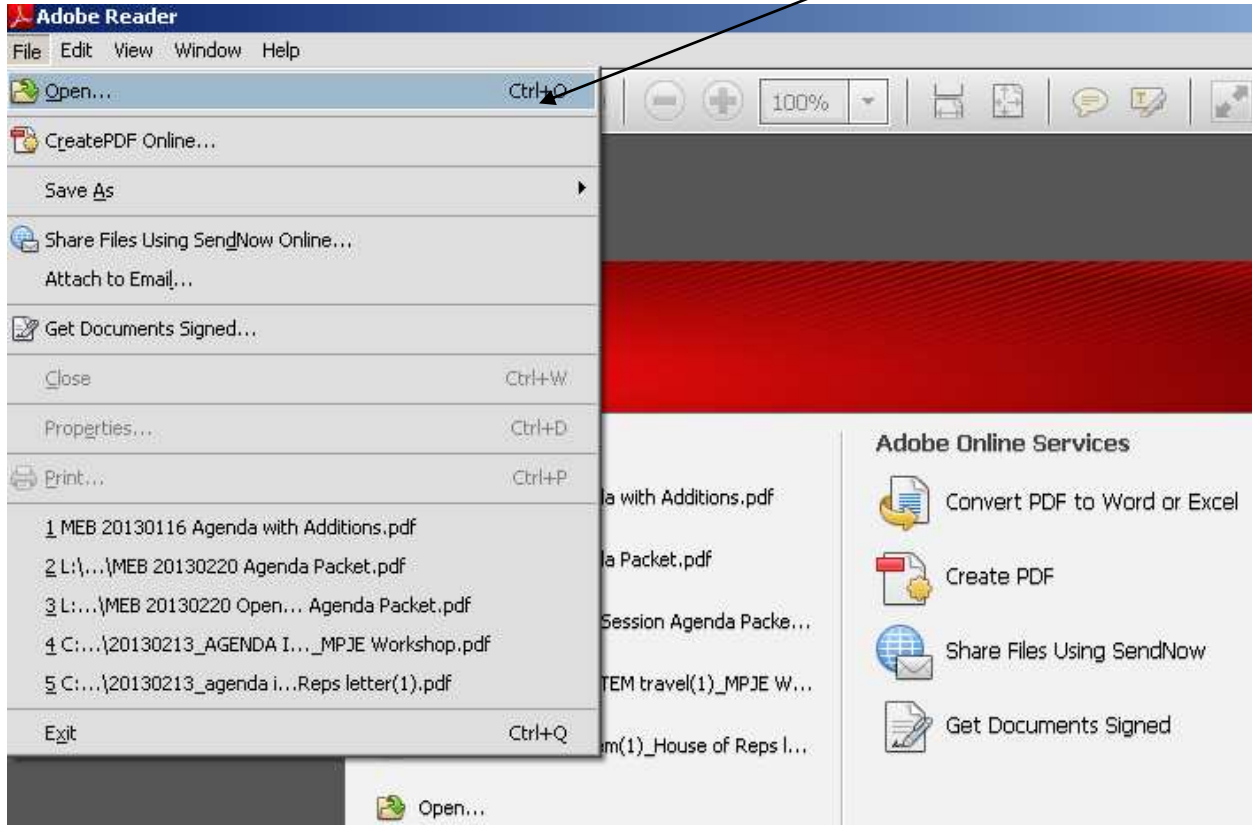
Another useful feature you can get out of SharePoint is the ability to browse the site as an Explorer window. If you go into the Library tab and select Open with Explorer, you can open up a regular Windows Explorer window, through which you can edit files without needing to interface directly with the site.



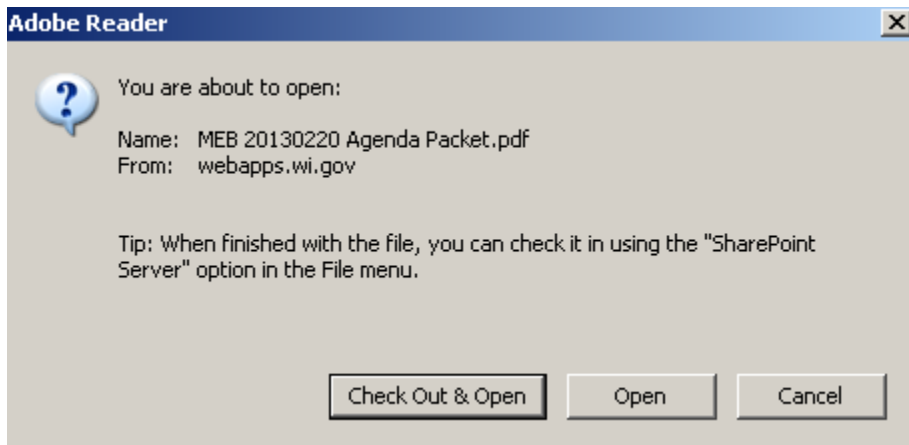
You can take this a step further and create a desktop shortcut to access your Board Member folder, should you so desire. In an open Explorer window, if you click the "Up" button, you can go back to the root folder for the Board Member Submissions, where you can then right click on your folder and create a shortcut (which will be sent to your desktop.) You can do this with other libraries in SharePoint as well, should you so desire.



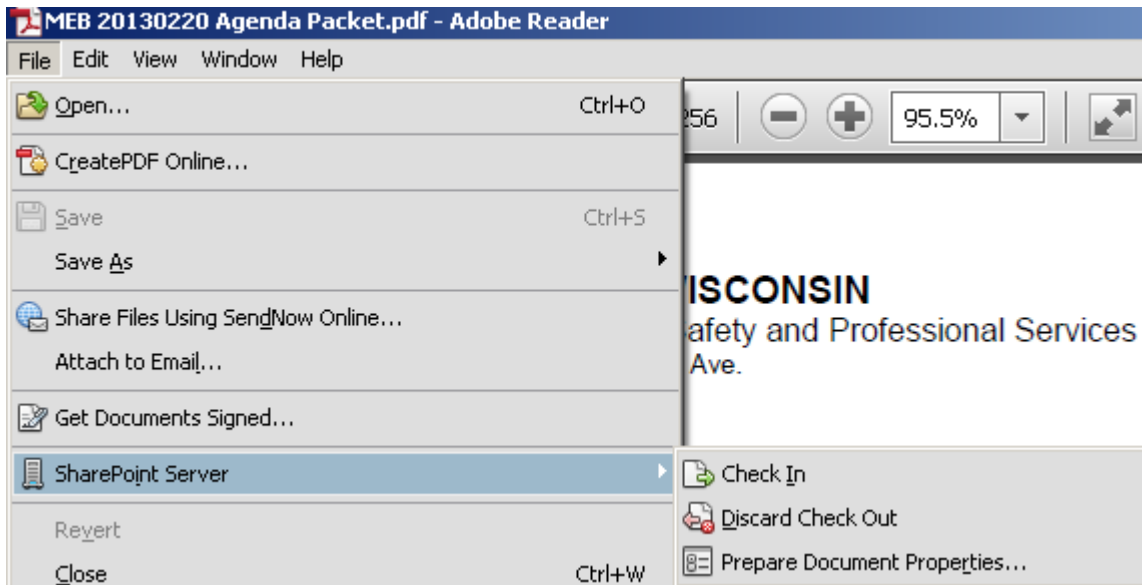
If you create a shortcut to your desktop, you can easily access and edit your agenda. If you open Adobe Reader, and navigate to the shortcut you created on your desktop, you will be able to open your folder. You may be prompted to enter your password again.



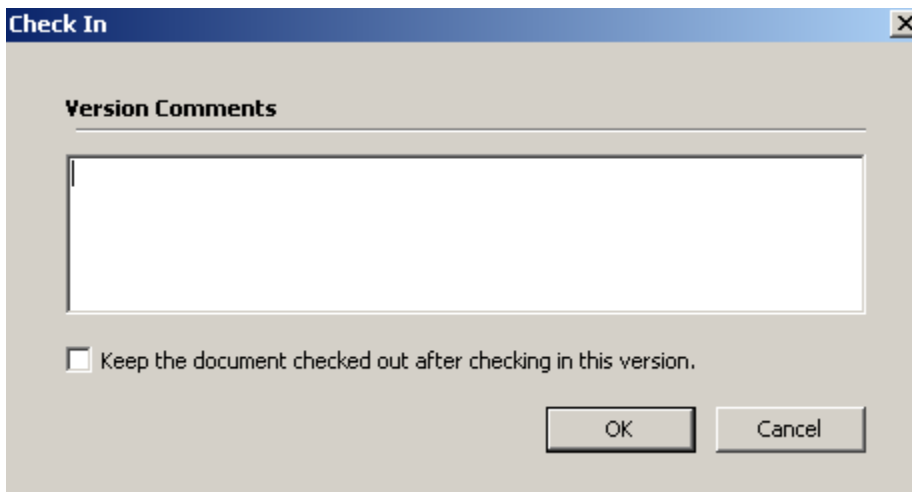
Once you open the file, you will receive a prompt about checking the file out. Through SharePoint, you will need to check out a file in order to make changes to it. Click on Check Out & Open and you will be able to insert whatever comments you desire into the document.



When you have made your comments to your document, you will need to check it back in so your comments will save. If you open the file menu and select SharePoint Server, you will be able to check the agenda packet back in, saving your changes to the document back to the SharePoint site.



When you click on Check In, you will get the following window. You can enter version comments to track what changes you made in this version, should you so desire. Once you hit OK, the file will be saved back on SharePoint. If you check the Keep the document checked out after checking in this version, you will be able to continue making changes to the document after checking it in.



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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b>  <b>Dan Williams</b>		<b>2) Date When Request Submitted:</b> <b>3/ 25/ 13</b> <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b>  <b>Social Workers Section</b>			
<b>4) Meeting Date:</b>  <b>4/ 10/ 13</b>	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  <b>Kaplan University Learning Center-Milwaukee request – Discussion and Consideration</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b>  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>  N/A	
<b>10) Describe the issue and action that should be addressed:</b>  Motion from last meeting: ➤ <b>MOTION:</b> <b>Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to reject the request of Kaplan University to qualify as another human services program approved by the Section because it is missing a course with content in qualitative and quantitative social research methods and statistics, as per MPSW 3.13(1)(a)2.c. Motion carried unanimously.</b>			
<hr/> <b>Hello Mr. Williams,</b>  <b>Please see the attached letter and supporting documentation as Kaplan University's formal request for review of the BS - Human Services program to qualify as "another human service program approved by the Social Worker Section". Thank you very much for your assistance throughout this process.</b>  <b>Eddie Zirbel</b> <b>Career Development Manager</b> <b>Kaplan University Learning Center-Milwaukee</b> <b>201 W. Wisconsin Ave. Milwaukee, WI 53203</b>			



March 20, 2013

Dan Williams  
Executive Director  
Division of Policy Development  
WI Department of Safety & Professional Services

Dear Mr. Williams,

I am writing to seek approval from the Section for our Bachelor of Science - Human Services curriculum to be eligible to meet the educational requirements of your Social Worker Training Certificate. Our previous submittal was rejected due to the absence of a course with qualitative and quantitative social research methods and statistics. However, our last submittal mistakenly left out the course content for MM 207 – Statistics, a course that we are confident would meet the criteria you are seeking. We respectfully request, and would appreciate, the Section’s review of the Major Required Courses and Course Content for our Human Services program.

Below is the link to our Course Catalog which lists the Major Requirement Courses for the BS - Human Services program on page 59. You will find MM 207 - Statistics as a required course, which would likely fill the void for the course content the Section found the program lacked. The course description for MM 207 - Statistics can be found on page 222 of the Course Catalog.

Additionally, for your convenience, please see the attached documents with all Major Requirement Courses and all Course Content for the BS – Human Services program.

Thank you for considering the Kaplan University Bachelor of Science – Human Services program for approval. We are confident that our program will fulfill the requirements for SWTC approval and we look forward to your response. Please advise if any additional information is needed.

Link to catalog:

<http://www.kaplanuniversity.edu/documents/catalog.pdf>

Major Requirement Courses for the BS – Human Services program – page 59

Course Description for MM 207 – Statistics – page 222

Thank you.

Sara Sander, PhD  
Dean, School of Arts and Sciences  
Kaplan University  
[309-798-6792](tel:309-798-6792)



## **Course Descriptions:**

### **PS 124: Introduction to Psychology**

#### **Course Description:**

This course provides a broad introduction to the field of psychology, one of the social sciences. Students will be introduced to a range of topics that offer insight into human thought and actions including what motivates us to study human behavior, ethical decisions, problem solving, and theories on memory, learning, intelligence, and personality. This course will highlight the use of critical thinking and the application of the concepts. In addition, it will draw on practical psychological concepts related to students' personal and professional relationships.

#### **Course Outcomes:**

**PS124-1:** Apply psychological theories, processes, and concepts to human behavior.

**PS124-2:** Examine how various theories of neuroscience explain human development and behavior.

**PS124-3:** Discuss psychological disorders and treatment approaches.

### **MM 207: Statistics**

#### **Course Description:**

This course serves as an introduction to collecting, organizing and summarizing, and analyzing data using statistical software. Topics include basic terminology, measurement, sampling procedures, graphical and numerical descriptions of data, basic probability, and making inferences from a sample to the population. Statistical software is provided in the course and extensive use of that software is required. The course focuses on “thinking with” statistics rather than “computing” statistics.

#### **Course Outcomes:**

**MM207-1:** Analyze the relationship between two variables.

**MM207-2:** Apply probability to real-world problems.

**MM207-3:** Calculate confidence intervals to estimate population parameters.

### **CM 206: Interpersonal Communications**

#### **Course Description:**

This course introduces students to the principles of interpersonal communication and emphasizes how to be a more effective communicator in professional and personal situations. Emphasis is on interpersonal communication in varying contexts, focusing on professional communication as well as personal, social, and cultural dimensions. Topics include the communication process, the influence of perception on communication, verbal and nonverbal elements of interaction, listening, the communication of emotions, conflict management, and effective communication strategies.

**Course Outcomes:**

**CM206-1:** Explain how self-concept and perception impact interpersonal communication.

**CM206-2:** Identify the roles of verbal and nonverbal communication in interpersonal interactions.

**CM206-3:** Analyze what constitutes effective interpersonal communication in diverse contexts.

**HN 115: Human Services Program and Profession****Course Description:**

The course introduces students to the human services field and the Kaplan University human services degree programs. The field of study, skill sets, and the various human service agencies and diverse populations encountered in the field will be discussed. Students will research the human services degree and class offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.

**Course Outcomes:**

**HN115-1:** Identify key social issues that contribute to the need for human services.

**HN115-2:** Describe the needs of the various populations served in the human services profession.

**HN115-3:** Explain the role of the human service professional in serving clients' needs.

**HN115-4:** Apply basic knowledge of the human services field to program and professional goals.

**HN 144: Human Behavior and the Social Environment****Course Description:**

Working as a human service professional demands an understanding of the differences and similarities in human development. This course will focus on the basic systems or influences that help to define identity and explain behavior. Students will examine how family structures, institutions, organizations and communities contribute to the complex issues facing diverse populations in the twenty-first century. Students will examine ways to incorporate these theories to help them develop practical intervention skills.

**Course Outcomes:**

HN144-1: Discuss human behavior from various theoretical approaches

HN 144-2: Analyze the relationship between the environment and behavior

HN 144-3: Explain how human service professionals and clients influence each other's behavior

## **HN 200: Social Problems**

### **Course Description:**

This course exposes students to a broad array of social problems that affect the lives of many Americans. Students will gain insights and tools to analyze social problems, potential solutions, and the effects of these problems on individuals and society. Students will also reflect on their role as change agents for the clients with whom they work.

### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

HN200-1: Explain the role of the human services professional in solving social problems

HN200-2: Identify the influence of social problems on individuals and society

HN200-3: Analyze social problems using multiple perspectives

## **HN 205: Applied Skills for Human Services**

### **Course Description:**

Students will gain an understanding of the basic interviewing skills and documentation techniques required of a human service worker. Students will learn how to respond to a variety of situations involving clients with different needs and backgrounds; ask probing questions to elicit the required information; and document the client's needs correctly, considering confidentiality, legal and ethical implications. The course also addresses a number of other issues critical in human services such as problem solving, avoiding self-disclosure, and cultural sensitivity in verbal and non-verbal communications

### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

HN205-1: Describe appropriate interventions based on client needs

HN205-2: Apply interviewing skills to collect information from clients

HN205-3: Explain the legal and ethical requirements of professional human service practice

## **HN 220: Prevention and Crisis Intervention**

### **Course Description:**

Students will learn appropriate and ethical prevention and intervention strategies. Using case studies and scenarios, students will identify risk factors that contribute to crises and distinguish between intervention and prevention strategies. Particular attention is given to crises involving youth, families, and the elderly in a variety of settings.

### **Course Outcomes:**

Upon successful completion of the course, the student will be able to:

HN220- 1: Differentiate risk factors that contribute to crisis situations in a global society

HN220- 2: Apply ethical prevention and intervention strategies to crisis situations

## **HN 299: Associate's Capstone in Human Services**

### **Course Description:**

This capstone course is the culminating experience for the Associate of Applied Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

**Course Outcomes:** By the end of this course, you should be able to:

**HN299-1:** Demonstrate foundational knowledge of the theoretical bases, best practices, historical and current trends related to the Human Services profession.

**HN299-2:** Demonstrate an understanding of the application of theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the Human Services profession.

**HN299-3:** Use the professional, ethical, and legal values, standards inform the Human Services profession.

**HN299-4:** Use information and skills appropriate to the management and support of Human Services delivery.

**HN299-5:** Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of Human Services.

### **HN 300: Human Services and Social Policy**

**Course Description:**

Students will explore the relationships between social policies, government and the services provided by human service agencies. They will also analyze these relationships and their influence on service delivery. Students will gain an understanding of the history of social policies that have influenced ethical interventions with diverse populations.

**Course Outcomes:** Upon successful completion of this course, students will be able to:

HN300-1: Analyze the effects of public policy on human services

HN300-2: Analyze the relationship among social policies, government and the ethical delivery of human services in a global society

HN300-3: Explain the historical influence of social policy on ethical interventions

### **HN 330: Case Management**

**Course Description:**

Students will learn the importance of time management and how to prioritize and organize data, skills critical for working effectively with human services clients. Through the use of case studies, students will assess client needs and determine the types of data necessary to ensure the ethical delivery of services. Students will practice essential interviewing skills and explore best practices in recording data from these interviews.

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

**HN330-1:** Apply effective case management skills to deliver ethical services

**HN330-2:** Summarize effective interviewing skills for diverse populations in a global society

**HN330-3:** Assess client needs to determine the delivery of ethical services

## **HN 345: Public Relations in Not for Profit Organizations**

### **Course Description:**

Students will acquire the skills administrators use to develop successful relationships with the community and media. They will develop effective public relations strategies for not for profit organizations. This will include distinguishing between audiences and tailoring the strategies appropriately. Students will also analyze the influence of the media on providing ethical services to clients.

**Course Outcomes:** By the end of this course, you should be able to:

**HN345-1:** Integrate ethical public relations strategies that benefit human services agencies.

**HN345-2:** Analyze the impact of public relations on the delivery of ethical services.

## **HN 347: Public Personnel Administration**

### **Course Description:**

Students will examine the complexities of public personnel issues faced by human services administrators. Through the use of case studies and activities, students will differentiate between the issues affecting the public and private sectors. Students will also create solutions to these issues.

### **Course Outcomes:**

HN347-1: Analyze current issues in public personnel

HN347- 2: Generate solutions to public personnel issues in accordance with ethical and professional standards

## **HN 360: The Aging Population and Society**

### **Course Description:**

This course will focus on the fastest-growing population in the United States. Students will examine research in the field of gerontology and analyze the effects on society of serving the aging population. Topics include the healthcare system, the economy, legislation and social action, and the media's influence on society's perception of the elderly. Students will analyze the current issues that have shaped ethical interventions for the elderly in a global society.

### **Course Outcomes:**

HN360- 1: Analyze research focused on the elderly in contemporary society

HN360- 2: Examine the effects of ageism on the elderly population

HN360- 3: Create ethical interventions to serve the elderly

### **HN 365: Psychology of Aging**

#### **Course Description:**

This course focuses on developmental research about the psychological characteristics of aging. Students will explore common perceptions and misconceptions about development in later life as well as the social and biological factors that contribute to the maturation of the aging person. Students will evaluate psychological theories that will aid them in developing ethical interventions.

#### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

HN365-1: Explain the stages of development in later life based on available theory and research

HN365-2: Analyze perceptions and misconceptions of the elderly

HN365-3: Develop ethical interventions appropriate to the elderly

### **HN 370: Child Welfare and Family**

#### **Course Description**

This course will assist students who will be working with children and their families in a human services setting. Students will examine how the family functions as a system and they will use this information to develop proper communication techniques and intervention skills for working with children and families. Students will design a list of resources and materials that will assist human service workers that choose to work with this population.

#### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

HN370-1: Analyze the social problems specific to children and families throughout the world

HN370-2: Evaluate the intervention resources available to children and families

HN370-3: Create ethical interventions to serve children and families

## HN 377: Studies in Child and Adolescent Development

**Course Description:** This course explores the various aspects of child and adolescent development, including the psychological, social, emotional, cognitive and biological changes specific to these age groups. Students will identify milestones of development, typical and atypical behavior, and the interrelationship between the person, family and community. Using real-world scenarios, students will design ethical interventions based on the theoretical understanding of this population.

**Course Outcomes:** Upon successful completion of this course, students will be able to:

HN377-1: Examine the developmental stages of children and adolescents

HN377-2: Evaluate developmental milestones of behavior based on psychological theories

HN 377-3: Design ethical interventions to serve children and adolescents

## HN 400: Proposal Designs for Human Services

### Course Description

Students will be introduced to a variety of proposal models used in human services. They will research potential funding opportunities that meet predetermined criteria. Students will analyze existing proposals and design a proposal with a focus specific to human services delivery programs.

**Course Outcomes:** By the end of this course, you should be able to:

HN400-1: Research funding opportunities

HN400-2: Design a proposal specific to a human services delivery program

HN400-3: Analyze existing funding proposals

## HN 410: Human Service Delivery

### Course Description

This course focuses on a strategic approach to planning and evaluating the services delivered to clients. Topics will include the systems and practices found in human service agencies. Students will learn the skills and knowledge necessary to interpret the data they collect. Using real-world scenarios, students will design and evaluate ethical interventions for clients.

**Course Outcomes:** By the end of this course, you should be able to:

**HN410-1:** Identify data necessary for human services delivery.

**HN410-2:** Analyze data that informs the development of human services delivery.



**HN410-3:** Design ethical evaluations and interventions based on data analysis.

## **HN 420: Social and Healthcare Issues in Aging**

### **Course Description:**

This course explores the effects of aging on the elderly population's social, emotional, and physical health. Students will examine the influences of health, nutrition, and social relationships on adults in the later stages of life. Topics will include retirement, housing and transportation, leisure and recreation, family life, social support, elder abuse, bereavement, and death and dying. Using real-world scenarios, students will develop solutions to some of the dilemmas faced by this growing population.

### **Course Outcomes:**

HN420-1: Examine the physiological effects of aging on the elderly

HN420-2: Evaluate the factors that contribute to the quality of life for the elderly

HN420-3: Create ethical solutions to serve the social needs of the elderly

## **HN 430: Advocacy for Families and Youth**

### **Course Description:**

Very often, human services professionals are called upon to be advocates for children and families in need. Advocates must know how to help others that cannot, for one reason or another, help themselves. In this course, students will be introduced to the roles and skills necessary to intervene on behalf of children and families as a human service professional. Students will analyze the influence of biological, social, economic and cultural forces on children and their families. As a result, students will design ethical interventions that will aid them in their role as an advocate for those in need.

### **Course Outcomes:**

HN430-1: Evaluate the role of the child family advocate

HN430-2: Analyze the various influences on children and families in a global society.

HN430-3: Design ethical interventions for children and families

## **HN 450: Legal and Ethical Issues in Human Services**

### **Course Description:**

Students will distinguish between the legal and ethical issues faced by the human service worker in a global society. Through activities and case studies, students will create solutions that adhere to legal and ethical guidelines in human services. The solutions will align with issues found in the administration, gerontology or child and family welfare emphasis area.

### **Course Outcomes:**

HN450-1: Evaluate the legal issues that influence the work of human service professionals

HN 450-2: Evaluate the ethical issues that influence the work of human services professionals

HN450-3: Generate legal and ethical solutions to issues particular to administration, gerontology or child and family welfare

## **HN 499: Bachelor's Capstone for Human Services**

### **Course Description**

This capstone course is the culminating experience for the Bachelor's of Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

### **Course Outcomes:**

**HN499-1** Demonstrate foundational knowledge of the theoretical bases, best practices, historical and current trends related to the Human Services profession

**HN499-2** Apply theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the Human Services profession

**HN499-3** Use the professional, ethical, and legal values, standards and practices of the Human Services profession

**HN499-4** Apply the information and skills necessary to manage and deliver Human Services

**HN499-5** Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of Human Services

# Bachelor of Science in Human Services

The Bachelor of Science in Human Services program draws from multiple disciplines, such as health services, psychology, sociology, law, and criminal justice, to help prepare students to meet the complex challenges of the twenty-first century in the growing field of human services.

The program is designed to help students gain the skills, knowledge, attitudes, and experience to assess, intervene, and evaluate the situations of the most vulnerable in our society in order to provide services that respond to the needs of clients. The curriculum blends theory and practice to teach students how to critically evaluate their social worlds as they explore the public and private policies that drive the day-to-day operations of human service agencies in this country and how they can best intervene on behalf of the clients they will serve. The program helps prepare graduates with a broad understanding and the practical skills to discern how they can be most helpful to clients and proactive participants in the agencies where they may work, which may include areas such as mental health, social services, education, rehabilitation, group and community work, and workplaces including nursing homes, hospitals, and clinics.

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency.

While the Bachelor of Science in Human Services program is designed to prepare students academically to pursue a variety of careers in the field or in related fields and to pursue advanced education, the program does not qualify students to sit for the exam to become Human Services—Board Certified Practitioners (HS-BCP™). Students must meet post-degree experience requirements in order to sit for the examination.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although Kaplan University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

The Bachelor of Science in Human Services program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

## EMPHASIS AREAS

Three emphasis area options are available within the Bachelor of Science in Human Services program: human services administration, gerontology, and child and family welfare.

The human services administration emphasis area is designed to prepare graduates with the knowledge and skills to work with diverse funding sources, influence policy, supervise staff, and intervene on behalf of those most vulnerable in our society in situations involving other agencies and players in the human services industry.

The gerontology emphasis area focuses on the physical, mental, and psychosocial development of humans during the aging process. This emphasis area supports students with an interest in working directly with the growing aging population and as advocates for seniors in our

society. The courses are designed to prepare students to work with the change process of aging and address how the aging population impacts social policy and program delivery.

The child and family welfare emphasis area is intended to help prepare graduates to concentrate on the complexities of the issues and forces that bear down on children and families in our society. Graduates may assess, evaluate, intervene, and re-evaluate social structures, such as adoption, foster care, child protection, and reunification, as they work with children and families.

## ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Human Services degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed while pursuing their lifelong learning aims.

Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

The University has expanded the advanced start option to include students who have received a bachelor's degree but wish to change careers and receive a second bachelor's degree.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

## Program Outcomes

### General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

(continued from previous page)

#### Discipline-Specific Outcomes

1. Knowledge and Skill Base: Demonstrate foundational knowledge of the theoretical bases, best practices, and historical and current trends related to the human services profession.
2. Planning and Evaluation Skills: Apply theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the human services profession.
3. Values and Ethics: Use the professional, ethical, and legal values, standards, and practices of the human services profession.
4. Information and Systems Management: Apply the information and skills necessary to manage and deliver human services.
5. Diversity and Global Awareness: Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of human services.

## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CM 206: Interpersonal Communications	5
HN 115: Human Services Program and Profession	5
HN 144: Human Behavior and the Environment	5
HN 200: Survey of Social Problems	5
HN 205: Applied Skills for Human Services	5
HN 220: Prevention and Crisis Intervention	5
MM 207: Statistics	5
PS 124: Introduction to Psychology	5
HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b> Comparable Associate's or Bachelor's Degree*	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HN 115: Human Services Program and Profession	
HN 144: Human Behavior and the Environment	
HN 200: Survey of Social Problems	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>
<b>EMPHASIS AREAS</b>	
<b>Option I: Human Services Administration</b>	
HN 345: Public Relations in Not-for-Profit Organizations	6
HN 347: Public Personnel Administration	6
HN 400: Proposal Designs for Human Services	6
HN 450: Legal and Ethical Issues in Human Services	6
<b>Option II: Gerontology</b>	
HN 360: The Aging Population and Society	6
HN 365: Psychology of Aging	6
HN 420: Social and Health Care Issues in Aging	6
HN 450: Legal and Ethical Issues in Human Services	6
<b>Option III: Child and Family Welfare</b>	
HN 370: Child Welfare and Family	6
HN 377: Studies in Child and Adolescent Development	6
HN 430: Advocacy for Families and Youth	6
HN 450: Legal and Ethical Issues in Human Services	6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

\*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b>  <b>Dan Williams</b>		<b>2) Date When Request Submitted:</b> <b>3/ 25/ 13</b> <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b>  <b>Social Workers Section</b>			
<b>4) Meeting Date:</b>  <b>4/ 10/ 13</b>	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b> <b>Silver Lake College request – Discussion and Consideration</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b>  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>  N/A	
<b>10) Describe the issue and action that should be addressed:</b>  <p><b>Attached you will find all of our materials along with a schedule depicting our proposed course delivery format. Please do not hesitate to contact me with any questions or concerns.</b></p> <p><b>Sincerely,</b></p> <p><b>Elizabeth Schultz DenDekker, MSW, LCSW</b>  <b>Family Services Director</b></p>			
<b>11) Authorization</b>			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
<b>Directions for including supporting documents:</b> <ol style="list-style-type: none"> <li>1. This form should be attached to any documents submitted to the agenda.</li> <li>2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director.</li> <li>3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.</li> </ol>			

March 20, 2013

Dear Social Work Section,

Thank you for taking the time to review our materials. We failed to attend the section meeting last July due to changes in staffing. In the meantime, I was hired as full-time faculty member and will now oversee this program. This program is very important to me as I feel very strongly about offering this as an option to current workers seeking state certification as well as to our undergraduate psychology majors/family service minors.

Our department is proposing modification of the format of course delivery to increase access. The first two courses in the series will be offered online and in an accelerated format. These two courses are primarily content courses and thus we feel on-line delivery format will not jeopardize the academic integrity of the course material. As you will see in the syllabi, I have included interactive components to facilitate student engagement and group processing. The methods courses will be offered in the traditional classroom setting and in an 8-week accelerated format.

We hope this delivery format will make the coursework for the Social Work Training Certificate more accessible for distance learners by decreasing driving demands, especially during winter months. We also hope that it will further accommodate the scheduling needs of our non-traditional working students.

Attached you will find all of our materials along with a schedule depicting our proposed course delivery format. Please do not hesitate to contact me with any questions or concerns. I can be reached at 920-686-1119.

Sincerely,

Elizabeth Schultz DenDekker, MSW, LCSW  
Family Services Director



## Proposed Social Worker Training Certificate Course Schedule

<b>Course Number</b>	<b>Course Title</b>	<b>Term</b>	<b>Format</b>
SOC 201	Social Welfare Policy and Services	Spring Session I	On-line accelerated*
PSY 209	Human Behavior and the Social Environment	Spring Session II	On-line accelerated
SOC 301	Social Work Methods I	Summer Session I	Traditional accelerated**
SOC 302	Social Work Methods II	Summer Session II	Traditional accelerated
SOC 303	Social Work Methods III	Fall Session I	Traditional accelerated

\* On-line accelerated courses are delivered in 8 weeks.

\*\* Traditional accelerated courses include 32 contact teaching hours in 8 week format.

# Instructor Resumes

**Elizabeth Schultz DenDekker, MSW, LCSW**  
639 Monroe St. Apt 202  
Sheboygan Falls, WI 53085  
920-207-6297

## **OBJECTIVE**

To obtain a rewarding position that promotes growth while fulfilling my passion to positively contribute to the empowerment of others to live healthy, satisfying and successful lives.

## **EDUCATION**

- September 2006-  
May 2008*      **University of Wisconsin - Milwaukee**  
**Master of Social Work** – May 2008, Cumulative GPA: 4.0  
Concentration: Physical and Behavioral Health  
Inducted into the Alpha Delta Mu Honor Society  
Related Coursework: Family Therapy, Psychopathology, Trauma Counseling,  
Treatment of Adolescents
- September 1999-  
May 2004*      **University of Wisconsin - Milwaukee**  
**Bachelor of Arts in International Studies** – May 2004  
Dean's List – 2003, 2004  
Minor Studies in Spanish and Economics  
Certificate in Latin America and Caribbean Studies  
Study Abroad Experience: Cuba and Mexico (Comparative Globalization)

## **SPECIALIZED TRAINING**

- September 2007-  
May 2008*      **Trauma Counseling I & II – University of Wisconsin – Milwaukee**  
Gained knowledge in the assessment and treatment of trauma-related symptoms.

## **PROFESSIONAL EXPERIENCE**

- June 2011 –  
Present*      **The Wholistic Health Center – Sheboygan, WI**  
*Psychotherapist (Individual, Family and Group Therapy)*  
Conduct mental health intake assessments and complete ongoing documentation.  
Provide psychotherapeutic services. Participate in monthly clinical consultation.  
Engage in continuing education experiences. Collaborate with agency and community practitioners when appropriate.
- August 2011 –  
December 2012*      **Comprehensive Counseling Services - Port Washington, WI**  
*Psychotherapist (Individual and Family)*  
Conduct mental health intake assessments and complete ongoing documentation.  
Provide psychotherapeutic services. Participate in monthly clinical consultation.  
Engage in continuing education experiences.
- March 2011 –  
Present*      **Silver Lake College – Manitowoc, WI**  
*Instructor/Family Services Director*  
Create curriculum for Psychology and Sociology undergraduate courses. Oversee Social Work Certification coursework. Advise students on academics and career path.
- February 2009 –  
August 2011*      **Lighthouse Therapy Services, LLC – Sheboygan, WI**  
*Therapist (Individual, Family and Group Therapy)*  
Conducted mental health intake assessments. Provide psychotherapeutic services.  
Participate in monthly clinical consultation. Worked in multidisciplinary team setting

to provide wraparound services for at-risk youth. Created and maintain agency website. Served as AmeriCorps Youth Counselor and later maintained contracts for psychotherapeutic services for Department of Health and Human Services referrals.

*January 2008 –  
June 2011*

***Office of Engaged and Service Learning – MATC – Milwaukee, WI***  
*Fellowship Facilitator*

Implemented student fellowship program, created orientation materials, executed student recruitment, facilitated student leadership and development trainings. Oversaw general grant coordination activities

*May 2009 –  
October 2009*

***New Vision Wilderness – Milwaukee, WI***  
*Experiential Therapist (Individual, Family and Group Therapy)*

Conducted mental health intake assessments. Provided outdoor adventure psychotherapeutic services for at-risk adolescents. Assisted with wilderness instruction. Led individual and family psychotherapeutic expeditions. Assisted with program assessment.

*August 2007 -  
September 2008*

***Southeastern Wisconsin Service-Learning Consortium – Milwaukee, WI***  
*Coordinator*

Served as grant writer and event planner. Facilitated meetings and managed organizational budget. Completed grant reporting requirements. Instructed experiential environmental summer program.

*August 2006 -  
May 2008*

***University of Wisconsin-Milwaukee - Milwaukee, WI***  
*Teaching Assistant*

Developed course curriculum and graded student papers. Created and conducted service-learning reflection sessions. Served as interim instructor for Social Work 100 and 310. Responded to and resolved student questions and concerns.

*May 2004 -  
July 2006*

***Marquette University & UW- Milwaukee – Milwaukee, WI***  
*AmeriCorps\*VISTA Member/Leader*

Trained, mentored and assisted in supervision of thirty-five member statewide service project. Collaborated on review, evaluation and renewal processes of federal grant. Created and implemented professional development trainings. Designed and disseminated promotional organizational materials. Established and maintained campus-community partnerships and served on advisory committees. Planned and implemented Cultural Reading Circles program. Created and implemented UWM's First Annual Literacy Awareness event.

*September 2002 -  
May 2004*

***UWM Center for International Education – Milwaukee***  
*Outreach Coordinator*

Coordinated Culture Café series intended to facilitate cultural competency among participating UWM students. Co-created UWM's First Annual International Bazaar to foster cross-cultural understanding in the greater UWM community. Managed international language exchange program.

*June 2002 -*

***Autism and Behavioral Consultants - Sheboygan, WI***

**September 2003** *Line Therapist*

Provided one-on-one in home therapeutic services to children diagnosed with Autism Spectrum Disorder. Performed social and developmental life skills therapy. Maintained records of client progress while working with a diverse team of therapists.

## **INTERNSHIPS**

**August 2007 – May 2008** *Women and Families’ Psychotherapy Resources Inc. – Waukesha, WI*  
*Clinical Social Work Intern (Individuals, Couples and Families)*

Conducted mental health intake assessments. Provided psychotherapeutic services to diverse, twelve client caseload. Completed necessary paperwork for HMO/Medicare mental healthcare coverage. Utilized knowledge of the DSM-IV-TR diagnosis and Cognitive Behavioral Therapy. Created intern resource binder documenting overview of evidence-based modalities.

**January 2007 – August 2007** *Aurora Psychiatric Hospital – Dewey Center - Wauwatosa, WI*  
*Clinical Social Work Intern (Group Therapy)*

Observed licensed therapists in the AODA in-patient and outpatient facilities. Developed treatment plans with clients, documented daily progress notes, and co-facilitated skills and educational groups. Facilitated weekly alumni support group. Utilized knowledge of the DSM-IV-TR classification of substance-related disorders and the twelve-step recovery program.

## **ADDITIONAL EXPERIENCES**

**September 2009 - Present** *Department of Health and Human Services – Sheboygan, WI*  
*Mentor*

Mentor at-risk teen girls. Provide engaging and valuable personal growth and enrichment experiences.

**September 2009 – Present** *STARS Program – Sheboygan, WI*  
*Enrichment Group Facilitator*

Create curriculum and facilitate weekly psycho educational sessions for at-risk teen girls group. Assist with fundraising efforts.

**March 2009 – April 2009** *Mental Health America – Sheboygan, WI*  
*Mental Health Professional*

Planned and facilitated “Health and Hope” support group at the United Way of Sheboygan and Plymouth.

**September 2006 – May 2008** *Student Social Work Association - UW-Milwaukee*  
*President, Co-Founder and Event Planner*

Organized meetings and established goals for the student chapter. Actively contributed to the development of the association. Provided service and professional development opportunities to MSW students.

**Trisha Renee Lund**  
2127 South 12<sup>th</sup> Street  
Sheboygan, WI 53081  
Evening Phone: (920) 803-6174

Day Phone: (920) 459-3228

Email: [trlund@att.net](mailto:trlund@att.net)

**Availability**                      **Job Type**                      Permanent  
**Work Schedule**                      Full Time

**Desired Work Environment**                      Experienced Professionals

**Desired Locations**                      MN- Mankato Area

**Work Experience** **Silver Lake College**                      **6/2005 – Present**  
**Manitowoc, WI.**

**Adjunct Faculty**

Educate college students on a per contract basis for the Social Work Certification Program accredited by the State of Wisconsin. Specific classes taught: Social Work Methods I and Social Work Methods II.

**Sheboygan County Department**                      **9/1998 – Present**  
**of Health and Human Services**  
**Sheboygan, WI.**

**Social Worker III Juvenile Justice Ongoing Social Worker**  
Provide Court-Ordered supervision to juveniles who have been adjudicated delinquent or in need of protection and/or services. Monitor conditions outlined in dispositional orders, link juveniles and families to community services, participate/testify in court hearings, monitor academic progress, attend school meetings, and work collaboratively with service providers.

**Adolescent Males Group Co-facilitator, Division of Community Programs- Outpatient Services**  
Co-facilitate the Adolescent Males Therapy Group weekly for one year. Currently filling in as needed.

Accomplishments:  
Assisted Sheboygan County AIDS Task Force in bringing a portion of the AIDS Memorial Quilt to Sheboygan County 7/2001

**Waseca County**                      **8/1997 – 7/1998**  
**Waseca, MN.**

**Family Services Coordinator**  
Facilitated self-esteem, friendship, and social skills groups for

elementary students. Identified and worked with high-risk students in one:one and group settings. Assisted families by linking them to resources/services. Organized curriculum for a weeklong day camp and addressing self-esteem building, taking personal responsibility, and assertiveness.

Accomplishments:

Organized relief efforts to assist St. Peter, MN. and surrounding towns devastated by tornadoes in May 1998.

**Blue Earth County  
Mankato, MN.**

**4/1996 – 10/1996**

**Volunteer**

The following volunteer positions were done in conjunction with full time attendance at Minnesota State University- Mankato.

**Guardian ad litem: Blue Earth County**

Advocating for the best interest of minor client(s). Interviewing all parties significantly involved with minor client(s), recording, and submitting formal reports to the Court.

**Poetry Instructor: Blue Earth County**

Instructing inmates at the Law Enforcement Center about the mechanics of writing. Creating an atmosphere that fosters a positive working environment while maintaining professional boundaries.

Accomplishments:

Participated in an national video promotion of county volunteer programs.

**Education**

Lakeshore Technical College  
Cleveland, WI.  
Current

Human Resources Fundamentals Certificate

University of Wisconsin- Milwaukee  
Milwaukee, WI.

Master's Degree – 5/2003

Social Work

Relevant Coursework:

900 hour supervised clinical therapy field placement at Sheboygan Memorial Medical Center providing individual and family therapy.

Accomplishments:

Inducted into Alpha Delta Mu, the Helen Bader School of Social Welfare Honor Society at University of Wisconsin – Milwaukee

Minnesota State University – Mankato  
Mankato, MN.  
Bachelor of Science Degree – 7/1997  
Social Work

Credentials Earned:  
Licensed Social Worker; Minnesota Board of Social Worker  
Licensed School Social Worker; Minnesota Department of  
Children, Families, and Learning

Bethany Lutheran College  
Mankato, MN.  
Associate of Arts Degree – 8/1994  
Liberal Arts

**References:** Available Upon Request



# Course Syllabi



## **Intro to Social Welfare Policy and Services (SOC 201)**

Humanities and Social Sciences Department

### **Spring Session I**

Online Accelerated

(3 credits)

**Instructor:** Elizabeth Schultz DenDekker, MSW, LCSW

**Office:** SLC 224 **Office Hours:** MWF 1-2pm and by appointment

**Office Phone:** 920-686-6119 **Cell:** 920-207-6297 **E-Mail:** Elizabeth.DenDekker@sl.edu

### **Course Description**

This course shall include the history, mission, and philosophy of the social work profession. The impact of social policy on health and well-being will be examined in detail. Effects of social policy on social work practice, current social policy analysis, political and organizational processes used to influence policy, the process of policy formulation, and the framework for current social policy analysis in light of the principles of social and economic justice will also be explored.

### **Course Objectives**

Specific learning objectives are listed below. Students will be assessed utilizing multiple formats and will be expected to apply all course content to all assessment methods; including presentations, papers, in-class assignments, discussions, and examinations.

- Learn the purpose and methods of program evaluation and policy research, particularly the ANALYSIS model.
- Introduce a global perspective as a lens through which the US social welfare system can be viewed.
- Explore the social control function of financial aid for the poor.
- Provide a comparative view of social welfare service provisions in Canada, Japan, Mexico, Sweden, and Great Britain.
- Trace the evolution of helping roles from informal to formal aid; locate the roots of Western social welfare in Poor Laws.
- Examine the impact of technology on work, family roles, way of living and the social structure.
- Learn how social work as a profession was shaped by and helped shape political events.
- Comprehend the tremendous gap between the rich and the poor both in the United States and internationally.
- Explicate the myths about persons receiving welfare and the realities regarding the vicious cycle of poverty, especially for single mothers.

- Describe the contradictions in the child welfare policies of the USA where a society can be so child-centered, but so neglectful simultaneously.
- Explain the social and psychological functions of work as well as the significance of today's transformation of work as we know it.
- Explore evidence of job stress when too much work is done by too few workers.
- Review health conditions and homelessness both in the USA and globally.
- Critically examine pros and cons of current health care delivery in the USA.
- Explore the USA and worldwide economics, demographics and cultural impacts of aging, dying, and death.
- Address social oppression of vulnerable people through racism, ethnocentrism, sexism, sectarianism and heterosexism.
- Examine criminality and the correction system in the United States with its ingrained institutional racism.
- Address state-sanctioned violence that occurs at a global level.

**Required Textbook and Course Reading:**

**Text:**

van Wormer, Katherine. (2006). Social Welfare and Social Work: The US in Global Perspective. Belmont, CA; Thomson Learning, Inc.

**Other Required Reading:**

McInnis-Dittrich, Kathleen. (1994). Policy Evaluation, Research, and Analysis (Ch.7) in Integrating Social Welfare Policy and Social Work Practice. Pacific Grove, CA: Brooks/Cole Publishing Company.

Popple, Phillip, & Leighninger, Leslie (2001). Social Welfare Policy Analysis: Basic Concepts (Ch. 3), in Policy –Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers. New York,NY: Allyn & Bacon.

## Course Agenda:

<b>Date</b>	<b>Topic/Activity</b>	<b>Reading Assignments</b>
Week 1	<ul style="list-style-type: none"><li>• Introductions, syllabus, a global perspective of social welfare</li><li>• Social work values and American values</li><li>• Message board discussions</li></ul>	Chapter 1 & 2
Week 2	<ul style="list-style-type: none"><li>• The emergence of Social Work, SSDI, SSI</li><li>• Blaming of the Poor</li><li>• Message board discussion</li><li>• <b>Exam #1 Chapters 1-4 (100 pts.)</b></li></ul>	Chapter 3 & 4
Week 3	<ul style="list-style-type: none"><li>• Program Evaluation and Policy Research</li><li>• Message board discussions</li></ul>	Additional Readings
Week 4	<ul style="list-style-type: none"><li>• Social Oppression</li><li>• Human rights and the criminal justice system</li><li>• Message board discussions</li></ul>	Chapter 5 & 6
Week 5	<ul style="list-style-type: none"><li>• Human behavior and the social environment</li><li>• Message board discussion</li><li>• <b>Exam #2 Chapters 5-7 and additional readings (100 pts.)</b></li></ul>	Chapter 7
Week 6	<ul style="list-style-type: none"><li>• Child welfare &amp; child abuse/neglect</li><li>• Shared Learning Experience (10 pts.)</li><li>• Student Social Welfare Issue</li><li>• Message board discussions</li><li>• <b>Social Welfare Issue Paper due</b></li></ul>	Chapter 8
Week 7	<ul style="list-style-type: none"><li>• Healthcare/mental healthcare</li><li>• Student Social Welfare Issues</li><li>• Message board discussions</li></ul>	Chapters 9
Week 8	<ul style="list-style-type: none"><li>• Care at the end of life cycle</li><li>• Student Social Welfare Issues</li><li>• Message board discussions</li><li>• <b>Final Exam Chapter 8-10 and Brief Paper due</b></li></ul>	Chapter 10

## Course Grading Criteria

Grading for this class will be based on the Silver Lake College grading scale:

(97 – 100) A	(89 – 91) B	(80 -83) C	(72 – 74) D
(96 – 94) A-	(87 – 88) B-	(77 – 79) C-	(70 – 71) D-
(92 – 93) B+	(84 -86) C+	(75 – 76) D+	(69-) F

## **Course Requirements**

### **1) Discussion Board Posts = 100 pts. (10 pts./post)**

- Students will lead and participate in online class discussions. You must pose 5 discussion questions over the course of the semester and respond to 5 questions or comments. These posts must be at least two paragraphs long.

### **2) Three Exams = 450 pts.** Students will complete three exams over the course of the semester. Each worth 150 pts.

### **3) Social Welfare Issue Paper = 300 pts.\***

- Students will prepare 6-8 page paper on a social welfare issue of their choice and present both sides of the issue.

### **4) Brief Paper = 150 pts.\***

- Students will prepare a 4-5 page paper sharing their own ideas related to improving the US Social Welfare System.

\*A more detailed explanation of expectations for assigned coursework will be provided.

**Total points possible = 1000 pts.**

## **Make-up Exam/Late Assignment Policy**

If a student is unable to turn in an assignment or take an exam due to an unusual but mutually acceptable circumstance, the student needs to contact the instructor prior to the class the assignment or exam is due. Arrangements will then be made to have the assignment delivered and/or exam taken. All unexcused late assignments will lose 20 course points per day for each day the assignment is late. Exams cannot be taken late unless pre-approved, unless there is a mutually acceptable circumstance.

## **Incompletes**

If a student is unable to turn in an assignment or take the final exam on the last day of class, due to an unusual but mutually acceptable circumstance, the student may request an incomplete. This request must be made prior to the beginning of the last day of class. An incomplete must be removed within one month of the ending date of the course. Removing an incomplete requires submitting a fee. If the incomplete is not removed by the deadline, the student will be graded on the work already completed.

## **Student Accessibility**

It is the students' responsibility to inform the instructor if they have a handicapping condition for which they require reasonable adjustments. These adjustments are defined as

modifications/adaptations that will afford them equal opportunity to achieve equal results as those without a handicap. (Rehabilitation Act of 1973: Section 504; PL 92-112, Subpart E, Section 84.42 and 84.44 requires that reasonable accommodations be made. )

**Keep in Mind:**

- Some of our classroom topics may be touchy. In order to learn, we must be open to differing viewpoints. Please honor the uniqueness of your fellow classmates and respect their opinions. Please refrain from personal attacks or demeaning comments of any kind.

**Point/Counterpoint Paper**

Each student will write a paper discussing both sides of a social welfare issue of his/her choice that is approved by the instructor. The paper will need to 6-8 pages in length and your

classmates will read the paper and respond to it on the discussion board. The other students will be responsible for the material shared. That means the material presented will be on the final exam. It will be important to be clear, incisive and engaging in your writing.

Each paper will follow this format:

- Frame the issue chosen by describing the dimensions and parameters of the social welfare dilemma.
- POINT: Clearly and firmly take a position either defending the status quo or proposing some change in the current way of dealing with the issues. **Be sure to use one or more of the policy analysis models to organize your point.**
- COUNTERPOINT: Convincingly argue for a significantly different approach to be taken to deal with the same issue that could even be diametrically opposed to the first. **Be sure to use one or more of the policy analysis models to organize your point.**
- Present your personal opinion on both the point and counterpoint. Hopefully the student's personal position on the issue is still unclear to the class because of the even handed presentation of the point and counterpoint.
- Include 3 discussion questions for your peers to respond to including responses to peer comments and facilitation of further online discussion on your topic.
- Submit a bibliography including at least 6 reputable sources utilizing APA format.

The class paper must:

- ✓ Be clear, understandable, and show a thorough familiarity with the material.
- ✓ Be balanced, well organized, and flow in a logical manner.
- ✓ Be typewritten and check for spelling and grammar.
- ✓ Be no more than 1 single space page in length.
- ✓ Have 1 inch top, bottom and side margins.
- ✓ Be 12 point font type.

The bibliography completed and turned into the instructor must:

- ✓ Be typewritten and in APA format
- ✓ Include at least three reputable references for each side of the debate presented.

### **Point/Counter Point Grading Rubric**

Use this rubric as a guide to help you focus on areas to develop for your presentation.

\_\_\_\_\_ (50 pts max) Clarity and creativity in introducing and framing the issue to be debated.

\_\_\_\_\_ (50pts max) Clarity and creativity in presenting the first argument.

\_\_\_\_\_ (50 pts max) Clarity and creativity in presenting the second argument.

\_\_\_\_\_ (25 pts max) Leading online discussion regarding your topic.

\_\_\_\_\_ (25 pts max) Clarity, conciseness, and proper format of the study guide and bibliography.

**Brief Paper:**

What would you do if you were both the US President /Congress to improve the US Social Welfare System?



This paper is your opportunity to state your case about what you think should be done differently in the field of social welfare. You can propose as many policy changes in as many different areas as you would like. You do not need to hand in references or bibliographies for this paper. You DO need to provide passionate yet clear arguments for your proposed policies. Your writing should also show evidence that you have gained knowledge in this class in the social welfare area you are proposing to be changes. This demonstrated gain in knowledge qualifies you to take an intelligent position on this issue presented that should be considered by all.

The brief paper on how you would improve the social welfare system in the USA must:

- ✓ Be typewritten and spell/grammar checked.
- ✓ Be at least 4 to 6 pages.
- ✓ Be double spaced.
- ✓ Have 1 inch top, bottom, and side margins.
- ✓ Be 12 pt font using Times New Roman, Calibri, Arial, Helvetica or Garamond.
- ✓ Have each policy proposal in a separate section with clear headings.
- ✓ Be factually accurate.
- ✓ Have proposals that logically and rationally flow from shortcomings in the current welfare system.
- ✓ Be turned in by the last week (it is advised to be submitted earlier if instructor feedback is desired. )

If you are having a hard time finding aspects of the social welfare system that could be changed please set up a time to speak with the instructor to develop your ideas.

## **Human Behavior and the Social Environment (PSY 209)**

Humanities and Social Sciences Department

### **Spring Session II**

Online Accelerated

(3 credits)

**Instructor:** Elizabeth Schultz DenDekker, MSW, LCSW

**Office:** SLC 224 **Office Hours:** MWF 1-2pm and by appointment

**Office Phone:** 920-686-6119 **Cell:** 920-207-6297 **E-Mail:** Elizabeth.DenDekker@sl.edu

### **Course Description**

This course explores human behavior through the use of the systems perspective. The dynamic interplay between individuals, families, groups and their environments will be explored. Special attention is paid to psychosocial theories that provide a framework for understanding how human development impacts human behavior and how both elements are subject to influence of the social systems that surround us. The impact of neurobiology, psychopathology, and social policy will also be analyzed. A service-learning option is offered.

### **Course Objectives**

Specific learning objectives are listed below. Students will be assessed utilizing multiple formats and will be expected to apply all course content to all assessment methods; including service-learning reflection, presentations, projects, in-class assignments, discussions, and examinations.

1. Become familiar with and be able to apply social work values and ethics and the decision making process inherent in social work practice, including issues related to social and economic justice with at-risk populations.
2. Examine how diverse social environments, physical settings and community contexts can help or hinder human development and functioning; including the impact of psychopathology.
3. Explore the interconnectedness of biological, psychological, social, spiritual, gender and cultural influences on human development and functioning in the context of human diversity and life issues over the life course.
4. Utilize systems, PIE, ecological, medical, empowerment perspectives in describing intra and inter-individual development and behavior.
5. Describe the environmental conditions of various vulnerable groups classified by (race, ethnicity, gender, sexual orientations, disability/differing ability, socioeconomic status, rural/urbane and age) and understand the developmental protective and risk factors at play.

6. Review, analyze, and evaluate the concepts of major contemporary theories of human development. Ascertain which of these theories are most relevant to social work practice today.

**Required Textbook and Course Reading:**

- 1.) Lesser, J.G., Pope, D.S. (2011). Human Behavior and the Social Environment: Theory and Practice. Boston, MA: Allyn & Bacon.
- 2.) American Psychological Association (2010). Publication Manual of the American Psychological Association, 6<sup>th</sup> Ed. Washington, D.C.: American Psychological Association. Can be found at the Library or at the following URL: <http://apastyle.org/>
- 3.) NASW Code of Ethics. Available online at the URL: <http://www.socialworkers.org/pubs/code/code.asp>
- 4.) NASW Standards for Cultural Competence in Social Work Practice, at URL: <http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

**Course Outline/Readings:**

Week	Activity/Topics	Reading Assignments
1	<ul style="list-style-type: none"> <li>• Introductions, syllabus,</li> <li>• Human behavior theories</li> <li>• Neurobiological Human Development</li> <li>• Discussion board posting</li> </ul>	Chapter 1 & 2 NASW Code of Ethics
2	<ul style="list-style-type: none"> <li>• Theories of Development</li> <li>• Identity Development</li> <li>• Discussion board posting</li> </ul>	Chapter 3 & 4
3	<ul style="list-style-type: none"> <li>• The Family Society</li> <li>• Spiritual Development</li> <li>• <b>Psychopathology paper due</b></li> <li>• Discussion board posting</li> </ul>	Chapter 5 & 8
4	<ul style="list-style-type: none"> <li>• Group Work Practice/Communities and Organizations</li> <li>• Discussion board posting</li> <li>• <b>Midterm Exam</b></li> </ul>	Chapters 6 & 7
5	<ul style="list-style-type: none"> <li>• Infancy/Early Childhood</li> <li>• Discussion board posting</li> </ul>	Chapters 9 & 10
6	<ul style="list-style-type: none"> <li>• Middle Childhood/Adolescence</li> <li>• Discussion board posting</li> </ul>	Chapters 11& 12
7	<ul style="list-style-type: none"> <li>• Early Adulthood/Middle Adulthood</li> <li>• Older Adulthood</li> </ul>	Chapters 13, 14 & 15

	<ul style="list-style-type: none"> <li>• Discussion board posting</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Trauma and Development</li> <li>• Chronic Illness and Disability</li> <li>• Social Policy through the Life Cycle</li> <li>• Discussion board posting</li> <li>• <b>Final Exam or Service Learning Reflection due</b></li> </ul>	Chapter 16, 17 & 18

\*Instructor reserves the right to make changes to the course schedule as necessary while remaining true to all course objectives.

**Course Grading Criteria**

Grading for this class will be based on the Silver Lake College grading scale:

(97 – 100) A	(89 – 91) B	(80 -83) C	(72 – 74) D
(96 – 94) A-	(87 – 88) B-	(77 – 79) C-	(70 – 71) D-
(92 – 93) B+	(84 -86) C+	(75 – 76) D+	(69-) F

**Course Work**

A more detailed explanation of expectations for assigned coursework will be provided. Total points possible = 100pts.

- 5) Discussion Board interactions = 200 pts. (2 pts./activity)
  - Students will be required to engage in ongoing interaction via message boards in order to process the course content alongside classmates. You are required to submit 4 questions for discussion and comment on others questions or ideas. You will receive 5pts for your questions and 10 pts for each comment. You must post 18 comments (Approximately 2/week). Comments must be thought-provoking, make course connections and at least one paragraph (5-7 sentences).
- 6) Self-in-System = 100pts.
  - Students will write a 5 page paper utilizing many of the concepts and theories learning in class that relate to the biopsychosocial and systems model. This will serve to deepen you understanding of how these factors impact your life and the lives of your potential future clients.
- 7) Psychopathology Paper = 200pts
  - Students will write a 5-6 page research paper on a mental health disorder. Papers will include etiology, prevalence, diagnostic criteria, and evidence-based treatment recommendations. Utilize APA citations to source your findings.

8) Mid-Term Exam = 250pts.

- Students will complete a mid-term examination that will include information from the text, lectures, group presentations and other required readings.

9) Final Examination **OR** an E-Service-Learning Opportunity\* = 250pts.

- Students will have the option of completing a comprehensive final examination or participating in a service-learning opportunity to include an end of service reflection paper.

#### \*Optional Service-Learning Opportunity

Service-learning is a method of learning that allows students to utilize the community as their classroom, while filling a community need. The service learning option will require **12** hours of service to a human-serving non-profit agency. Agencies can be selected (but approved by instructor) or assistance will be given to those in need of an agency. Students will then complete a five page reflection paper that will integrate course content with your service-learning experience. A service learning contract and time log is required and must be signed by your site supervisor on a regular basis. Students who are seeking an A or B in this portion of the class need to make at least 7 course content connections in the reflection paper. You **MUST** complete at least 12 hours of service to receive any credit for this portion. The service and reflection paper is in lieu of the final examination.  
Service Portion = 15 pts. Reflection Paper = 10 pt

#### Make-up Exam/Late Assignment Policy

If a student is unable to turn in an assignment or take an exam due to an unusual but mutually acceptable circumstance, the student needs to contact the instructor prior to the class the assignment or exam is due. Arrangements will then be made to have the assignment delivered and/or exam taken. All unexcused late assignments will lose 2 course points per day for each day the assignment is late. Exams cannot be taken late unless pre-approved, unless there is a mutually acceptable circumstance.

#### Student Accessibility

It is the students' responsibility to inform the instructor if they have a handicapping condition for which they require reasonable adjustments. These adjustments are defined as modifications/adaptations that will afford them equal opportunity to achieve equal results as those without a handicap. (Rehabilitation Act of 1973: Section 504; PL 92-112, Subpart E, Section 84.42 and 84.44 requires that reasonable accommodations be made. )

#### Expectations and Consequences

- Instructor may take actions they deem appropriate if student is consistently tardy
- Instructor may also consider a significantly late arrival or early departure as an absence
- Attendance will be taken at the beginning of class

- Students are required for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Some of our classroom topics may be touchy. In order to learn, we must be open to differing viewpoints. Please honor the uniqueness of your fellow classmates and respect their opinions. Please refrain from personal attacks or demeaning comments of any kind.
- Please refrain from cell phone usage during class. You will be given a “stretch and text” break to check your phone and refresh your mind and body.
- Laptops can be used for note taking, however browsing the internet and checking social networking sites can be distracting to those around you. Thank you in advance for your PATIENCE AND RESPECT.

Each student will select a mental health disorder and complete a 5-7 page research paper. You may utilize the Diagnostic Statistical Manual (DSM-IV TR) as the basis for your paper, but you must also find more outside sources regarding the evidence based treatment modalities used to treat your disorder. It is important to include diagnostic criteria, etiology and prevalence.

Each paper must be:

- ✓ Be typewritten and spell/grammar checked.
- ✓ Be at least 4 to 6 pages.
- ✓ Be double spaced.
- ✓ Have 1 inch top, bottom, and side margins.
- ✓ Be 12 pt font using Times New Roman, Calibri, Arial, Helvetica or Garamond.
- ✓ Research of a mental disorder that is included in the DSM.
- ✓ Be factually accurate.

If you are having difficulty with selection of your topic please let the instructor know.

## Self-in-System

The student will complete a paper that will look at how the student's life functions within the bio-psycho-social-spiritual-cultural and systems perspective. It is imperative that the student utilizes awareness of all these system levels to understand how each level impacts his/her own behavior.

### Be sure to incorporate elements of:

**Biological perspective** – (stages of physical development, sex, sexual orientation, relationship to natural world.)

**Social perspective** – (roles, ethnicity, socialization, education, class, gender, culture, socioeconomic standing, access to resources)

**Psychological** – (Stages of psychological development and mental well-being)

**Spiritual** – (Belief system – religious, spiritual, agnostic, humanistic and atheistic)

\*\*All information shared in your paper will be kept confidential.

Your paper should:

- ✓ Be typewritten and spell/grammar checked.
- ✓ Be at least 4 to 6 pages.
- ✓ Be double spaced.
- ✓ Have 1 inch top, bottom, and side margins.
- ✓ Be 12 pt font using Times New Roman, Calibri, Arial, Helvetica or Garamond.



Soc 301 Social Work Methods 1  
Three Credits  
Trisha Renee Lund, MSW Instructor  
May-June 2014

Thursday Evenings: 6:00p.m. to 10:00p.m.  
Home Phone: (920)803-6174  
Work Phone: (920)459-3228

Course Description:

The course shall focus on the development of social work generalist practice methods primarily with individual clients. This course assists the student in learning:

1. Silver Lake College offers social work methods courses in the following: social work practice with individuals, social work practice with communities, organizations, and social institutions, and social work practice with families and small groups.
2. Practice content which emphasizes professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporates use of professional social work supervision. Coursework will prepare a student to:
  - a. Use empathy and other interpersonal skills with clients
  - b. Develop with the client a mutually agreed on focus of work and desired outcomes
  - c. Collect, organize, and interpret client data
  - d. Develop mutually agreed-on intervention goals and objectives
  - e. Select appropriate intervention strategies
  - f. Initiate actions to achieve organizational goals
  - g. Implement prevention interventions that enhance client capacities
  - h. Help clients resolve problems
  - i. Negotiate, mediate, and advocate for clients
  - j. Facilitate transitions and endings
  - k. Critically analyze, monitor, and evaluate interventions
3. Practice assessment which focuses on the examination of client strengths and problems in the interaction among individuals and between people and their environments, and the use of critical thinking in the assessment process.
4. Knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely.
5. Approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual and class backgrounds and with systems of all sizes.
6. Differential assessments and intervention skills to serve diverse at-risk populations.

7. An evaluation of the student's ability to demonstrate competence in interviewing, using empathy and interpersonal skills. The student shall be able to demonstrate skill in collecting, organizing, and interpreting client data; assessing client strengths and limitations; developing mutually agreed-upon intervention goals and objectives; and selecting appropriate intervention strategies.
8. Each methods course shall include content on social work values and ethics including the application of the standards of the National Association of Social Workers (NASW) Code of Ethics to social work practice.
9. Each methods course shall include content on cultural competence in social work practice, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice.

Course Objectives:

The specific objectives for the student are as follows:

1. Explain the generalist model of practice and delineate the seven-step Generalist Intervention Model designed to promote change.
2. Demonstrate effective ways to initiate, conduct, and terminate interviews with a client.
3. Identify the major goals inherent in any assessment.
4. Employ the eight step planning process that includes the formulation of contacts.
5. Describe various implementation tactics that are utilized in the diverse social work areas as child protection, crisis intervention, empowering the elderly, juvenile justice, and treating addictions.
6. Apply accepted concepts and methods of evaluating one's practice and describe commonly used methods of program evaluation.
7. Differentiate the roles of broker and case manager in a generalist practice.
8. Demonstrate ability to use common case recording formats and writing skills that make for accurate and useful records.
9. Analyze how the various forms of racism and discrimination affects each stage of employing the Generalist Intervention Model with clients from diverse backgrounds and cultures and what skills at each stage can make the social work practice more effective.
10. Describe how a feminist approach to social work practice can empower women to optimally deal with the problems they confront.
11. Apply the eight step decision-making model to ethical dilemmas in social work practice that are in line with the NASW Code of Ethics.
12. Analyze case histories, identify possible ethical dilemmas, identify social work core values, and process ethical social work practice.

Required Text: Understanding Generalist Practice Sixth Edition  
Kirst-Ashman, K. & Hull, Jr., G.

Course Requirements:

1. Five take home/in class exams

Points

50

2. Video Demonstration (see handout for further information)	50
3. Legislative Advocacy Letter (pass/fail) (see handout for further information)	10
4. Genogram Project: Family Analysis	25
5. Current Events (topic related to social work)	5
6. Classroom interviewing/role play	
7. Introduction to the DSM	
8. Chapter review (due on the day chapter is being lectured on in class)	10
9. Final Comprehensive Exam (closed book)	<u>50</u>
Possible Points:	200

Grading will be according to the College's Recommendations:

97-100	A
94-96	A-
92-93	B+
89-91	B
87-88	B-
84-86	C+
80-83	C
77-79	C-
75-76	D+
72-74	D
70-71	D-
Below 70	F

Missed Assignments and Tests:

If a student is unable to turn in an assignment or take a test due to an unusual but mutually acceptable circumstance, the student needs to call the instructor prior to the class the assignment is due or the test is to be taken. We will then make arrangements to have the assignment delivered and/or take the test at the earliest convenient time. If I do not receive a call and approve the delay, the student will lose one point per day the assignment or test is late.

Incompletes:

If a student is unable to turn in all required assignments or take the final exam due to an unusual but mutually acceptable circumstance, the student may request an incomplete. This request must be made to the instructor personally prior to exam week. An incomplete requires submitting a fee required by the college. If the incomplete is not removed by the deadline, the student will be graded based on the work already completed. All requests for an incomplete must be made to the instructor and approved or the student will receive a grade of F.

Attendance:

Students are required to attend each class and remain the entire class time. Students will be deducted five points for each class missed. Note: the point(s) will be deducted from the student's total point accumulation for the class. Because this is an 8-

week course, two absences will result in a grade of F, unless there are extenuating circumstances mutually agreed on by the instructor and student.

Confidentially:

Elements of case and treatment histories will be used for instructional purposes. By agreeing to take this class, every student agrees to keep all client information revealed during the course of the class confidential.

Class Calendar: \*Instructor reserves to adjust class calendar based on need

Week 1

Introduction and class policies

Genogram

Hand outs-

social worker roles

social work values

Chapters 1-4 Lecture

Take Home Test 1

Week 2

NASW Code of Ethics- research them

and bring a copy to class

\*The NASW Code of Ethics will be used in

Methods I, II, and III

Genogram questions

Chapters 5-8 Lecture

Take Home Test 2

Take Home Test 1 due

Week 3

\*\*Genogram project due

creativity and clarity

Take Home Test 3

Take Home Test 2 due

Chapters 9-11 Lecture

Week 4

Current Events in Social Work response and presentation

Take Home Test 4

Take Home Test 3 due

Mock Interviewing

Chapters 12-13 Lecture

Week 5

Legislative Letters due

eWiSACWIS

DSM: What is it and what goes on each Axis?

Chapter 14 Lecture  
Test 4 due  
Mock Interviewing

Week 6  
Mock Interviewing  
Take Home test 5  
Chapter 15 Lecture

Week 7  
Mock Interviewing  
Take Home Test 5 due  
Review for final exam

Week 8  
Movie Night  
\*\*\*Bring a treat to pass?

FINAL EXAM

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

## Genogram Project- Family Analysis

A genogram is a practical tool for visually mapping family members, family patterns, and providing a picture of the family as a system. The genogram shows a family's structure, history, relationships, dynamics, and events that impact the lives of people.

The structure of the genogram will be taught in class; students will use that structure in creating their own genogram.

Students will use their own family for this project. However, if there are issues that will impact the student's success on this project, the student can interview a non-family member. In this situation, the student will still be required to meet the criteria for this assignment. If a student does interview a non-family member, the student is required to secure approval by the instructor.

The genogram should include the following:

Name of family members    Date of birth and date of death if applicable    Gender  
Marriage, non-marriage significant other and divorce if applicable    AODA issues  
Mental health issues    Family member relationships to you

Written Family Analysis 2-4 pages in length and should include the following:

1. Who did you interview to secure the information for the genogram? (Describe the process)
2. What were things you learned about your family during this process?
3. What skills did you draw on to complete this project?
4. What are the benefits of using the genogram during client assessment?
5. How will you approach creating a genogram with your client?
6. How will you use a genogram as part of strengths-based intervention with clients?

## Social Work Methods I Soc 301

### Legislative Advocacy Letter

This is an opportunity to lobby your elected officials to take action in two areas that impact the field of social work and the clients social workers assist. The letters should follow the format indicated on page 499 in the text. The body of the letters should consist of passionate yet clear and rational arguments for the actions you want your elected official to take. Your writing should also show evidence that you are knowledgeable about the area you are lobbying in.

The legislative letter must:

1. be typewritten, spell checked and grammar checked
2. be no longer than two pages (preferably one and one half pages)
3. be single spaced
4. have 1 inch top, bottom, left and right margins
5. be 12 point font using "Times New Roman"
6. be divided into logically coherent paragraphs and have proper punctuation
7. be factually accurate
8. be written to your specific legislator
9. be submitted to the instructor on time

These letters will be graded on a pass/fail basis. If the letters meet all of the above criteria, they will receive a passing grade. If it is submitted early, but does not meet all of the criteria, the instructor will provide feedback and return the letters to give the student one additional opportunity to meet the requirements. However, if the letters are submitted on the due date and they do not meet all of the criteria, the student will receive no credit (0%) for the Legislative Advocacy Letters portion of the student's grade.

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

## Video Demonstration

Each student will role-play on videotape providing social work services to a person who is acting like a real client. The client/actor can be a classmate, an adult family member, or a friend. The type of problem the client has is determined by the student, but must be approved by the instructor in advance. The role-play may demonstrate one or any combination of the three phases of social work casework:

1. Engagement and Assessment
2. Planning and Implementing Interventions
3. Evaluation and Termination

Each student will present a 15 to 20 minute segment of the videotape to the class ideally demonstrating all of the skills that were practiced in class. The attached evaluation form will be completed by the student and by fellow students who view the videotape to optimize the group feedback process. The evaluation form will also be used by the instructor for grading purposes.

Students will also submit a one page written evaluation of themselves on the strengths and weaknesses of the interview.

For the class demonstration, the student will initially give an introduction and background information to the class and then play the video segment. The class, including the presenting student, will then react to the clip, first with the evaluation form and then in a class discussion. The intent of the discussion is to give the presenting student useful and appropriate feedback. It will begin by giving positive observations of what the presenting student did that was consistent with the evaluation form. Constructive feedback as to what might have been done differently to improve the effectiveness of the interview will then be shared.

After the class demonstration, the student will submit the attached form and written evaluation to the instructor.



## Division of Arts and Sciences

Soc 302 Social Work Methods II  
Three Credits

Trisha Renee Lund, MSW      Instructor  
July-August 2014

Tuesday Evenings, 6:00 to 10:00p.m.  
Home Phone: (920) 803-6174  
Work Phone: (920) 459-3228

### Course Description:

The course shall focus on the development of social work generalist practice methods with communities, organizations and social institutions. This course will assist the student in learning:

1. Silver Lake College offers social work methods courses in the following: social work practice with individuals, social work practice with communities, organizations, and social institutions, and social work practice with families and small groups.
2. Practice content which emphasizes professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporates use of professional social work supervision. Coursework will prepare a student to:
  - a. Use empathy and other interpersonal skills with clients
  - b. Develop with the client a mutually agreed on focus of work and desired outcomes
  - c. Collect, organize, and interpret client data
  - d. Develop mutually agreed-on intervention goals and objectives
  - e. Select appropriate intervention strategies
  - f. Initiate actions to achieve organizational goals
  - g. Implement prevention interventions that enhance client capacities
  - h. Help clients resolve problems
  - i. Negotiate, mediate, and advocate for clients
  - j. Facilitate transitions and endings
  - k. Critically analyze, monitor, and evaluate interventions
3. Practice assessment which focuses on the examination of client strengths and problems in the interaction among individuals and between people and their environments, and the use of critical thinking in the assessment process.
4. Knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely.
5. Approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual and class backgrounds and with systems of all sizes.
6. Differential assessments and intervention skills to serve diverse at-risk populations.

7. An evaluation of the student's ability to demonstrate competence in interviewing, using empathy and interpersonal skills. The student should be able to demonstrate skill in collecting, organizing, and interpreting client data; assessing client strengths and limitations; developing mutually agreed-upon intervention goals and objectives; and selecting appropriate intervention strategies.
8. Each methods course shall include content on social work values and ethics including the application of the standards of the National Association of Social Workers (NASW) Code of Ethics to social work practice.
9. Each methods course shall include content on cultural competence in social work practice, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice.

**Course Objectives:**

By the end of the course, the student will be able to:

1. Demonstrate the micro, mezzo and macro skills needed to work effectively with groups, communities, organizations, and social institutions.
2. Demonstrate the micro and mezzo skills needed to work effectively with communities, organizations, and social institutions.
3. Analyze the various assumptions, strategies and tactics associated with advocacy at the micro, mezzo and macro levels.
4. Explain the court process and social worker's roles within the process. Describe and demonstrate various strategies that make for effective cross-examination in the courtroom.
5. Demonstrate a plan to manage stress and time using a broad range of techniques to accomplish these goals.
6. Delineate the wide range of professional roles that social workers assume while they utilize the generalist intervention model in mezzo and macro practice.
7. Demonstrate the effective use of basic communication techniques as well as assertiveness training and conflict resolution techniques.
8. Compare effective techniques to function as an effective team member and team leader.
9. Implement effective methods to plan for and conduct meetings.
10. Delineate the macro context of organizations, how system theory applies to organizations and strategies for survival within an organization.
11. Identify how system theory applies to communities and neighborhoods, how social stratification and power impacts them, and how social workers can improve the level

of functioning of communities and neighborhoods.

12. Apply the seven-step PREPARE process to assess the potential for an organizational change.
13. Apply the IMAGINE process to implement an intervention at the macro level.
14. Analyze case histories, identify possible ethical dilemmas, identify social work core values, and process ethical social work practice.

Required Text:

Generalist Practice with Organizations and Communities: Fourth Edition  
Karen K. Kirst-Ashman and Grafton H. Hull, Jr.

Course requirements:

1. Five Take-Home Exams	10 points each	50 possible points
2. Video Demonstration	20 points	20 possible points
3. Legislative Advocacy Letter	10 points	10 possible points
4. Final Exam	50 points	50 possible points
5. Organizational Analysis Project and Paper	30 points	30 possible points
6. Chapter Summary	10 points	10 possible points
7. Disorders presentation	10 points	10 possible points
8. Eli Creekmore case analysis	10 points	10 possible points
9. Article Summary/presentation	10 points	<u>10 possible points</u>
		200 Total Points

\*\*\*\*\*CHAPTER SUMMARIES ARE DUE BEFORE THAT CHAPTER IS  
SCHEDULED FOR LECTURE.

Grading will be according to the College's Recommendations:

97-100	A
94-96	A-
92-93	B+
89-91	B
87-88	B-
84-86	C+
80-83	C
77-79	C-
75-76	D+
72-74	D

70-71 D-  
below 70 F

#### Missed Assignments and Tests:

If a student is unable to turn in an assignment or take a test due to an unusual but mutually acceptable circumstance, the student needs to call me prior to the class the assignment is due or the test is to be taken. We will then make arrangements to have the assignment delivered and/or take the test at the earliest convenient time. If the instructor does not receive a call and approve the delay, the student will lose one point per day the assignment or test is late.

#### Incompletes:

If a student is unable to turn in all required assignments or take the final exam due to an unusual but mutually acceptable circumstance, the student may request an incomplete. This request must be made to the instructor personally prior to exam week. An incomplete must be removed within one month of the ending date of the course. Removing an incomplete requires submitting a \$40.00 fee. If the incomplete is not removed by the deadline, the student will be graded based on the work already completed. All requests for an incomplete must be made to the instructor and approved or the student will receive a grade of F.

#### Attendance:

Students are required to attend each class and remain the entire class time. Students will be deducted five points for each class missed. Because this is an 8-week class, students will receive a grade of F if two or more classes are missed unless there are extenuating circumstances. This must be discussed with the instructor.

#### **CONFIDENTIALITY:**

Elements of case and treatment histories will be used for instructional purposes. By agreeing to take this class, every student agrees to keep all client information revealed during the course of the class confidential.

## Class Calendar

Week 1  
Introduction and class policies

Hand-out: social worker roles  
Chapters 1-3 Lecture  
Assign Mental Health Disorder: Student research  
Eli Creekmore Documentary

#### Week 2

Chapters 4-6 Lecture  
Take Home Test One  
(Eli Creekmore Documentary if not available for week one)  
NASW Code of Ethics  
Social Workers Standards for Cultural Competence in Social Work Practice  
\*Research and bring to class

#### Week 3

Chapters 7-10 Lecture  
Take Home Test One Due  
Take Home Test 2  
Eli Creekmore assignment due  
Mock Interviewing

#### Week 4

Chapters 11-12 Lecture  
Organizational Analysis Project and Paper due  
Take Home Test Two Due  
Take Home Test 3  
Mock Interviewing

#### Week 5

Chapters 13-14 Lecture  
Article summary incorporating of NASW Code of Ethics  
Take Home Test Three Due

#### Week 6

Chapters 15-16 Lecture  
Legislative Letter Due  
Take Home Test 4

#### Week 7

Take Home Test Four Due  
Disorder research and presentation due

Take Home Test 5

Review for Final Exam

Week 8

Take Home Test Five Due

Movie Night: Video Presentation Due

**Final Exam: No notes. No book.**

### Video Demonstration

Each student will implement social work interventions with a group via a role played videotaped demonstration. This group can be a couple or family, a therapy group, a creative or tactical organizational team or a community task force. The role playing group members can be classmates, family or friends. The role-play must demonstrate the student employing social work skills in an attempt to help the group resolve a conflict or overcome some other issue. The type of problem the group is addressing is determined by the student but must be approved by the instructor in advance.

Each student will present a 10 to 20 minute segment of the videotape to the class ideally demonstrating all of the skills that were practiced in class. The attached evaluation form will be completed by the student and by fellow students who view the videotape to optimize the group feedback process. The evaluation form will also be used by the instructor for grading purposes.

Students will also submit a one page written evaluation of themselves on the strengths and weaknesses of the interview.

For the class demonstration, the student will initially give an introduction and background information to the class and then play the video segment. The class, including the presenting student, will then react to the clip, first with the evaluation form and then in a class discussion. The intent of the discussion is to give the presenting student useful and appropriate feedback. It will begin by giving positive observations of what the presenting student did that was consistent with the evaluation form. Constructive feedback as to what might have been done differently to improve the effectiveness of the interview will then be shared.

After the class demonstration, the student will submit the attached form and written evaluation to the instructor.

## Legislative Advocacy Letter

This is an opportunity to lobby your elected officials to take action in an area that impacts the field of social work and the clients social workers assist.

The body of the letters should consist of a passionate yet clear and rational arguments for the actions you want your elected official to take. Your writing should also show evidence that you are knowledgeable about the area you are lobbying for changes in.

The legislative letter must:

1. be typewritten, spell checked and grammar checked
2. be no longer than two pages (preferably one and one half pages)
3. be single spaced
4. have 1 inch top, bottom, left and right margins
5. be 12 point font using "Times New Roman"
6. be divided into logically coherent paragraphs and have proper punctuation
7. be factually accurate
8. be written to your specific legislator
9. be submitted to the instructor on time.

This letter is worth 15 points. If letters are submitted early but does not meet all of the criteria, the instructor will provide feedback and allow the student to re-submit with corrections on the day the letter is due.

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

Social Work Methods II Soc 302



## Organizational Analysis Project and Paper

As a social worker you will have contact with numerous agencies in the community you work in. You will refer your client/client system to government agencies, counseling agencies, medical facilities, churches, etc. An understanding of the structure of organizations will assist you in linking your clients to services and helping your client navigate through organizational procedures.

### Project Requirements:

- Complete a 4-6 page paper using 12-inch font and New Times Roman.
- The paper must be bound in a report cover, with a cover page, Table of Contents, and appendix page if needed.
- All works cited must be acknowledged by using APA citations and include a 'works cited' page.
- Include a Table of Organization
- Include the Agency Mission Statement
- Interview a management level agency representative
- Identify how the agency is funded, chain of command, population the agency serves, what other agencies the agency you are focusing on interacts with and how, what clients have to do to access the agency's services, identify agency policies, how many people are employed at the agency and job duties, and qualifications needed to be employed at the agency.

What NASW Values and Ethics does the agency seem to have incorporated into their policies, daily function, and/or methods of conducting business? Explain.

Does the agency display Cultural Competence in their policies, daily functioning, and/or methods of conducting business? Explain.

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

Social Work Methods II Soc 302

## **Article Summary/Presentation**

Identify an article related to social work and summarize this article. Include what NASW values and ethics are themes in this article or identify NASW values and ethics are being violated.

Identify what cultural competencies are contained within the article or lacking.

Link the article to social work concepts that have been covered in Methods I and II.

Identify how the article impacts the individual, community, organization, and/or social institution.

This assignment should be typed, stapled, and 2 to 3 pages in length.

## **Disorders Summary and Presentation**

Mental Health issues impact not only the individual, but also their family, friends, community, organizations, and social institutions.

For this assignment, you will be assigned an Axis I diagnosis to research. You are required to cite the information using APA style of citing.

- Summarize the characteristics of the mental health diagnosis.
- Identify medications used to treat the symptoms of the mental health diagnosis.
- Identify counseling methods used to assist clients with the mental health diagnosis.
- Discuss how mental health issues impact the individual, family, community, organizations, and social institutions.

This assignment should be 2-3 pages, typed, and stapled. You will provide a brief presentation to the class.

Silver Lake College of the Holy Family  
Department of Humanities and Social Sciences  
Division of Arts and Sciences

Soc 303 Social Work Methods III  
Three Credits

Trisha Renee Lund, MSW Instructor  
August-October 2014

Thursday Evenings: 6:00p.m. to 10:00p.m.  
Home Phone: (920)803-6174  
Work Phone: (920)459-3228

Course Description:

The course shall focus on the development of social work generalist practice methods primarily with families and small groups. It also integrates skills and concepts from Social Work Methods I and II. This course assists the student in learning:

1. Silver Lake College offers social work methods courses in the following: social work practice with individuals, social work practice with communities, organizations, and social institutions, and social work practice with families and small groups.
2. Practice content which emphasizes professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporates use of professional social work supervision. Coursework will prepare a student to:
  - a. Use empathy and other interpersonal skills with clients
  - b. Develop with the client a mutually agreed on focus of work and desired outcomes
  - c. Collect, organize, and interpret client data
  - d. Develop mutually agreed-on intervention goals and objectives
  - e. Select appropriate intervention strategies
  - f. Initiate actions to achieve organizational goals
  - g. Implement prevention interventions that enhance client capacities
  - h. Help clients resolve problems
  - i. Negotiate, mediate, and advocate for clients
  - j. Facilitate transitions and endings
  - k. Critically analyze, monitor, and evaluate interventions
3. Practice assessment which focuses on the examination of client strengths and problems in the interaction among individuals and between people and their environments, and the use of critical thinking in the assessment process.
4. Knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely.
5. Approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual and class backgrounds and with systems of all sizes.

6. Differential assessments and intervention skills to serve diverse at-risk populations.
7. An evaluation of the student's ability to demonstrate competence in interviewing, using empathy and interpersonal skills. The student shall be able to demonstrate skill in collecting, organizing, and interpreting client data; assessing client strengths and limitations; developing mutually agreed-upon intervention goals and objectives; and selecting appropriate intervention strategies.
8. Each methods course shall include content on social work values and ethics including the application of the standards of the National Association of Social Workers (NASW) Code of Ethics to social work practice.
9. Each methods course shall include content on cultural competence in social work practice, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice.

### Course Objectives:

The specific objectives for the student are as follows:

13. Demonstrate mastery of the generalist model of practice and utilize the seven-step Generalist Intervention Model designed to promote change.
14. Demonstrate effective engagement strategies with individuals, families, groups, communities, organizations, and social institutions.
15. Identify as a professional social worker and act in that role accordingly. Including maintaining professional roles and boundaries, advocating for clients/client systems, professional training, and using supervision and consultation.
16. Employ the eight step planning process that includes the formulation of contacts.
17. Delineate common variations in family structure, family life-cycle adjustments, common family problems, and conflicts.
18. Apply accepted concepts and methods of evaluating one's practice and describe commonly used methods of program evaluation.
19. Engage, assess, intervene, evaluate, and terminate with individuals, families, groups, communities, organizations, and social institutions.
20. Demonstrate ability to use common case recording formats and writing skills that make for accurate and useful records.
21. Analyze how the various forms of racism and discrimination affects each stage of employing the Generalist Intervention Model with clients from diverse backgrounds and cultures and what skills at each stage can make the social work practice more effective.
22. Utilize critical thinking skills to analyze client/client system situations, intervention strategies, services, and strengths while empowering the client/client system to actively engage in the intervention process.
23. Apply the eight step decision-making model to ethical dilemmas in social work practice that are in line with the NASW Code of Ethics.
24. Analyze case histories, identify possible ethical dilemmas, identify social work core values, and process ethical social work practice.

Required Text: Empowerment Series: The Skills of Helping Individuals, Families, Groups, Communities. 7<sup>th</sup> Edition Brooks/Cole

<u>Course Requirements:</u>	<u>Points</u>
1. Three take home/in class exams	30
2. Group Mock Community Intervention Project and video analysis (see handout for further information)	60
3. Legislative Advocacy Letter (see handout for further information)	10
4. Case/Family Analysis: Group Project (Mary's Family crisis)	25
5. NASW Code of Ethics reflection paper	15
6. Classroom Group Mock Community Intervention Project work time.	
7. Review of the DSM	
8. Chapter review (due on the day chapter is being lectured on in class)	10
9. Final Comprehensive Exam (closed book)	<u>50</u>
Possible Points:	200

Grading will be according to the College's Recommendations:

97-100	A
94-96	A-
92-93	B+
89-91	B
87-88	B-
84-86	C+
80-83	C
77-79	C-
75-76	D+
72-74	D
70-71	D-
Below 70	F

Missed Assignments and Tests:

If a student is unable to turn in an assignment or take a test due to an unusual but mutually acceptable circumstance, the student needs to call the instructor prior to the class the assignment is due or the test is to be taken. We will then make arrangements to have the assignment delivered and/or take the test at the earliest convenient time. If I do not receive a call and approve the delay, the student will lose one point per day the assignment or test is late.

Incompletes:

If a student is unable to turn in all required assignments or take the final exam due to an unusual but mutually acceptable circumstance, the student may request an incomplete. This request must be made to the instructor personally prior to exam week. An incomplete requires submitting a fee required by the college. If the incomplete is not removed by the deadline, the student will be graded based on the work already completed. All requests for an incomplete must be made to the instructor and approved or the student will receive a grade of F.

Attendance:

Students are required to attend each class and remain the entire class time. Students will be deducted five points for each class missed. Note: the point(s) will be deducted from the student's total point accumulation for the class. Because this is an 8-week course, two absences will result in a grade of F, unless there are extenuating circumstances mutually agreed on by the instructor and student.

Confidentially:

Elements of case and treatment histories will be used for instructional purposes. By agreeing to take this class, every student agrees to keep all client information revealed during the course of the class confidential.

Class Calendar: \*Instructor reserves to adjust class calendar based on need

**Week 1**

Introduction and class policies  
Chapters 1-4 Lecture  
Case Family Analysis: Group Project Initial Case Presentation  
(Mary's Family Crisis)  
Take Home Test 1

**Week 2**

Case Family Analysis: Group Project review Case Presentation  
(Mary's Family Crisis)  
Groups formulated for Group Mock Community Intervention  
Chapters 5-8 Lecture  
Take Home Test 2  
Take Home Test 1 due

**Week 3**

NASW Code of Ethics Reflection Paper Due  
Chapters 9-11 Lecture  
Take Home Test 2 due

**Week 4**

Current Events in Social Work response and presentation  
Take Home Test 2 due  
Group Mock Community Intervention Project: Phase I  
Chapters 12-13 Lecture

**Week 5**

Legislative Letters due  
Take Home Test 3  
Review of the DSM: What is it and what goes on each Axis?  
Chapter 14 Lecture  
Phase I Analysis due  
Phase I Observer's Analysis due  
Group Mock Community Intervention Project: Phase II

**Week 6**

Group Mock Community Intervention Project: Phase III  
Phase II Analysis due  
Phase II Observer's Analysis due  
Take Home test 3 due  
Case/Family Analysis Group Project Due (Mary's Family Crisis)  
Chapter 15 Lecture

**Week 7**

Group Mock Community Intervention Project Phase IV conclusion  
and video taping of the final meeting/group process.  
Phase III Analysis due  
Phase III Observer's Analysis due  
Review for final exam

**Week 8**

Phase IV Analysis due  
Movie Night.  
In Class viewing of the final meeting/group process and in class processing.  
**FINAL EXAM**

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

Social Work Methods III Soc 303



## Legislative Advocacy Letter

This is an opportunity to lobby your elected officials to take action in two areas that impact the field of social work and the clients social workers assist. The letters should follow the format indicated on page 499 in the text. The body of the letters should consist of passionate yet clear and rational arguments for the actions you want your elected official to take. Your writing should also show evidence that you are knowledgeable about the area you are lobbying in.

The legislative letter must:

10. be typewritten, spell checked and grammar checked
11. be no longer than two pages (preferably one and one half pages)
12. be single spaced
13. have 1 inch top, bottom, left and right margins
14. be 12 point font using "Times New Roman"
15. be divided into logically coherent paragraphs and have proper punctuation
16. be factually accurate
17. be written to your specific legislator
18. be submitted to the instructor on time

These letters will be graded on a pass/fail basis. If the letters meet all of the above criteria, they will receive a passing grade. If it is submitted early, but does not meet all of the criteria, the instructor will provide feedback and return the letters to give the student one additional opportunity to meet the requirements. However, if the letters are submitted on the due date and they do not meet all of the criteria, the student will receive no credit (0%) for the Legislative Advocacy Letters portion of the student's grade.

Silver Lake College  
Department of Social Sciences and History  
Division of Arts and Sciences

Social Work Methods III Soc 303

## Group Mock Community Intervention Project

As a social worker, it is critical to be able to effectively work in a group as a healthy group member. This assignment integrates Social Work Methods I, II, and III.

For this assignment, you are a member of a Task Group to identify an agency, organization, or group of people who could benefit from an intervention. Some examples include; Homeless Shelter, Domestic Violence Shelter, School, Pregnant teens/women, ethnic group, etc. The intervention should focus on an unmet need of the agency, organization, or group of people in the community.

The Process:

For each Phase, there will be two parts to the written assignment. The phase required reporting and the observer's report. Each week, one group member will not participate in the group activities, but will observe the process. The observer is responsible for submitting a 1-2 page paper the following week.

The observer will report on the following:

- Who is the leader in this phase: explain what led you to this conclusion.
- Critique each group member's participation.
- Group Dynamics: conflict, maintaining focus, group member roles, group process, etc.
- Overall functioning of the group.

**Use the Generalist Intervention Model as your guide.**

Phase I

- Identify a need in your community.
- Describe what agency/organization/group is your target for intervention.
- How is this different from the services already in place in the community?
- Brainstorm

\*\*Submit a 1-2 page paper addressing the Phase I focus points

Phase II

- Continue brainstorming
- Discuss any additional information gathered
- How is the group going to intervene?
- What steps does the group need to take to implement?
- Are there barriers?
- What other individuals, groups, agencies, organizations, or social institutions can contribute to this intervention?
- How will you approach/make a proposal to the other individuals, groups,

agencies, organizations, or social institutions?

\*\*Submit a 1-2 page paper addressing the Phase II focus points.

### Phase III

- Taking into consideration Phase I and II, how are you going to implement your intervention?
- Describe your target for intervention
- Describe how this intervention will be beneficial
- Describe who (individual, agency, organization, social institution), with your group will be a part of the intervention. Identify roles of the people implementing the intervention.
- Is this intervention short-term or can it continue beyond your involvement?

\*\*Submit a 1-2 page paper addressing the Phase III focus points.

### Phase IV

Because this is a mock intervention, evaluation of the intervention's effectiveness, termination, and follow-up are not possible.

However, evaluation of the group process is possible!

This evaluation will be video taped; therefore it is important for you to remain focused on the tasks of this assignment. The video will be viewed as a class and evaluated through class discussion.

- Review target for intervention.
- Current community services.
- Rationale for pursuing the intervention/modifications to the interventions.
- The brainstorming: any new ideas for the intervention?
- Process of deciding how the group planned to intervene/creative ideas.
- Identification of collateral assistance.
- Additional group input.

\*\*\*The observer is responsible to submit a 1-2 page paper for Phase I, II, and III.

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Dan Williams</b>		2) Date When Request Submitted: <b>3/ 25/ 13</b> Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Social Workers Section</b>			
4) Meeting Date:  <b>4/ 10/ 13</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>UW-Stout request– Discussion and Consideration</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  <p>-----Original Message-----  <b>From: Emerson, Kelley [mailto:emersonk@uwstout.edu]</b>  <b>Sent: Friday, March 22, 2013 7:46 AM</b>  <b>To: Williams, Dan - DSPS</b>  <b>Subject: RE: UW-Stout SWTC</b></p> <p><b>Good Morning,</b></p> <p><b>Attached is documentation for the board to review regarding UW- Stout's request for an additional program in Applied Social Sciences to be approved for the WI Social Work Certificate. We would greatly appreciate it if our request could be put on the April agenda.</b></p> <p><b>Kelley Emerson, MSW, LCSW</b>  <b>Clinical Instructor</b>  <b>UW-Stout</b></p>			
11) <span style="float: right;">Authorization</span>			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			



University of Wisconsin-Stout  
P.O. Box 790  
Menomonie, WI 54751-0790

Georgios Loizides, PhD  
Jeffrey Sweat, PhD  
Social Science Department  
University of Wisconsin-Stout  
Menomonie, WI 54751

March 12, 2013

Joint Board of Marriage & Family Therapy, Professional Counseling & Social Work  
1400 E Washington Ave  
Madison WI 53703

Dear Members of the Wisconsin Social Work Board:

We are requesting that the board approve the Bachelor of Science in Applied Social Science with a Concentration in Sociology/Anthropology at the University of Wisconsin-Stout as a human services degree that, in conjunction with the Social Work course sequence and a supervised internship, will establish the eligibility of our graduates to apply for the Wisconsin Social Work Training Certificate. As is documented in the attachments, the B.S. in Applied Social Science with a Concentration in Sociology/Anthropology is very similar to a Sociology degree at other institutions. Since Sociology is a statutory degree approved to satisfy the degree requirement for this certificate, we ask that the board recognize that this track through our program will prepare students for Social Work in a similar manner that a Sociology bachelor's degree is already recognized as doing.

Thank you for considering this request. We are more than happy to address any questions and to appear before the board if invited.

Sincerely,

Georgios Loizides, PhD  
Assistant Professor of Sociology  
Program Director  
B.S. in Applied Social Science  
University of WI-Stout  
(715) 232-2461

Jeffrey Sweat, PhD  
Associate Professor of Sociology  
Chair, Social Science Department  
University of WI-Stout  
(715) 232-1210

Enclosures:

- B.S. Applied Social Science Background and Program Description
- B.S. Applied Social Science: Sociology/Anthropology Concentration
- Student Designed Applied Coursework Option: Wisconsin Social Work Training Certificate
- Applied Social Science (APSS) Course Listing and Descriptions
- Sociology Course Listing and Descriptions
- Social Work Course Listing and Descriptions
- APSS Sociology/Anthropology Concentration Compared with UW-Madison sociology major



## **B.S. APPLIED SOCIAL SCIENCE BACKGROUND AND PROGRAM DESCRIPTION**

### **Background**

The UW-Stout Social Science Department has been in existence since the 1940s and historically offered no majors. In 1982 it began offering minors in History, Economics, and Sociology as well as teaching minors in Economics and History. In 2008 the minor in Geographic Information Systems was implemented. Given Stout's special mission status and the number of surrounding campuses offering traditional majors in individual social science programs, the campus began to investigate an alternative and innovative Social Sciences curriculum.

In 2000 the UW-Stout Social Science department initiated a proposal for a B.S. in Applied Social Science following several years' discussions within the department about the value and possibilities of a more broadly based, multi-disciplinary educational program. The program seeks to develop students' abilities to apply broad-based knowledge and skills in the workplace, and to integrate academic studies in the arts and sciences with skills development and application through career preparation. The program features a solid base in the social sciences along with concentrations or minors in specialized areas currently offered at UW-Stout.

To achieve its objectives, the program promotes a learning environment linking the acquisition of knowledge and skills to the needs of the professional world, thus moving broad-based learning from the theoretical to the practical. UW-Stout's designation as Wisconsin's Polytechnic University and the perceived need for broadly prepared graduates with a clear command of the tools, skills, and tenets that lay at the foundation of all the Social Science disciplines, speak to the value of this degree proposal.

### **Program Description**

The proposed Applied Social Science program is offered by the Social Science Department in the College of Arts, Humanities and Social Sciences. Its curriculum consists of 120 credits, with a minimum of 40 credits of general education courses and a Social Science professional core of 22 to 35 credits. Students select a minimum 24-credit Social Science concentration along with an applied concentration or minor for an additional 21 credits.

The B.S. in Applied Social Science is interdisciplinary and features a professional core that provides breadth of knowledge through coursework in the areas of sociology, economics, political science, geography, anthropology, ethics and critical writing and thinking. The four course applied social science sequence, which is also part of the core, progresses from an introductory course through two project-based Applied Social Analysis courses and culminates with an Internship/Capstone in Applied Social Science Analysis course to provide depth and rigor in the discipline.

Building on the general education component and professional core of courses, the program offers additional depth of knowledge by giving students the opportunity to select a concentration with additional, upper-level courses in history and politics, economics, or sociology/anthropology. It also offers students an opportunity to combine their broad and deeper knowledge in the social sciences with a complementary applied concentration in environmental issues & analysis or global studies, or an applied minor such as business administration, disability services, environmental studies, geographic information systems, human development and family studies, human resource management, military leadership, project management or tourism. A student designed Applied Coursework Option is also available to majors.

The university's general entrance requirements apply to those seeking admission into the B.S. in Applied Social Science. A 2.0 GPA in the professional core and concentration coursework is required for graduation.

### **Program Goals and Objectives**

This degree concentrates on four major emphases in the Applied Science major. It provides students with 1) social science theoretical perspectives, 2) a solid knowledge base in the social sciences and history, 3) the ability to apply critical thinking and analytic skills to creatively solve practical problems in the social, economic and political arenas, and 4) strong leadership and interpersonal skills in an increasingly diverse and changing workforce. Using social science theoretical perspectives and grounded in social science knowledge, students are able to apply critical and creative thinking skills to successfully problem-solve in their future employment fields. Upon completion of their Applied Social Science degree, students will have skills in data collection, evaluation and analysis, presentation, and problem solving. The B.S. in Applied Social Science program provides a comprehensive and challenging academic experience which prepares graduates for employment in a broad array of career options by meeting the following general education and program objectives:

#### ***General Skills and Abilities (all UW Stout Baccalaureate Degrees)***

1. Develop effective reading, writing, speaking and listening skills and be able to utilize contemporary information and communications systems.
2. Formulate logical and mathematical reasoning related to various branches of knowledge.
3. Acquire knowledge and skills essential to one's physical and mental well-being.
4. Think creatively, analyze critically, synthesize clearly and act responsibly.
5. Develop a critically examined value system and a personal code of ethics.

#### ***General Knowledge, Appreciation, and Values (all UW Stout Baccalaureate Degrees)***

1. Recognize and appreciate the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to socio-cultural diversity and the interdependence of groups in a global society.
2. Understand and appreciate the creativity and imagination expressed in the fine and performing arts to provide a basis for lifelong aesthetic experience.
3. Comprehend and value the natural and physical sciences and their impacts on society.
4. Recognize and appreciate the inter-relationship between the ideological, sociological and technological adaptive systems and their impact on the human experience and the environment.
5. Understand the development and consequences of the behavior of individuals, groups and institutions in the context of major social, economic and political forces.
6. Cultivate a historical and political consciousness.
7. Recognize the ongoing and connected nature of human experience over the course of a lifetime.

#### ***Professional Program Skills Objectives (Applied Social Science program)***

The following Professional Studies learning outcomes will be achieved. Students will be able to:

1. Understand and articulate the ways in which the different social science disciplines reflect social reality and identify similarities and differences among the social science disciplines.
2. Describe the way the different social science disciplines address social issues.
3. Understand and use analytical and research methods of the different social science disciplines that relate to understanding social reality or social issues.
4. Communicate social science concepts and terminology effectively.
5. Critically analyze social science issues within larger historical and global contexts.
6. Understand, interpret, articulate, and apply basic social science research and theory for policy implications.
7. Use information technology to access, retrieve, analyze and report social science literature and data.
8. Understand the basic fundamentals of multiculturalism, global perspectives and the contributions of minority and other under-represented populations to a diverse work force.
9. Synthesize concepts and research methods from different social science disciplines and apply these to particular social issues.



**B.S. IN APPLIED SOCIAL SCIENCE: SOCIOLOGY/ANTHROPOLOGY CONCENTRATION**  
**Program Plan 2013**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
	CR	YR
<b>Communication Skills (9 credits)</b>		
ENGL-101 Freshman English-Comp or ENGL-111 Freshman English-Honors	3	
ENGL-102 Freshman English-Reading Rel Writing <i>or</i> ENGL-112 Freshman English-Honors	3	
SPCOM-100 Fundamentals of Speech	3	
<b>Analytical Reasoning and Natural Sciences (10 credits)</b>		
XXX-Math 120 or higher	4-5	
XXX -Natural Science lab course	4-5	
XXX- additional coursework if needed to reach 10 credits in this category	0-2	
<b>Arts and Humanities (6 credits)</b>		
XXX- ( <i>may use professional core courses</i> )	3	
XXX- ( <i>not History</i> )	3	
<b>Social &amp; Behavioral Sciences (6 credits)</b>		
XXX- ( <i>may use professional core courses</i> )	3	
XXX- ( <i>may use professional core courses</i> )	3	
<b>Contemporary Issues (3 credits)</b>		
XXX	3	
<b>Social Responsibility and Ethical Reasoning (3 credits)</b>		
XXX	3	
<b>Selectives (3 credits)</b>		
Selected from GE-approved courses in Categories B, C, D, E, and/or F, including foreign language courses	3	
<b>Total General Education Credits</b>	<b>40</b>	

<b>PROFESSIONAL CORE</b>		
	CR	YR
ANTH-220 Cultural Anthropology	3	
ECON-210 Principles of Economics I	3	
ECON-215 Principles of Economics II	3	
HIST 210 Modern World History	3	
GEOG-104 World Geography <i>or</i> GEOG-251 Intro to Geog. & Geog. In	3-4	
POLS-210 American Government	3	
SOC-110 Introductory Sociology	3	
ENG-247 Critical Writing	3	
APSS-100 Intro to Applied Social Science	1	
APSS-200 Applied Social Analysis I	3	
APSS-300 Applied Social Analysis II	3	
APSS-400 Advanced Methods/ Internship/Capstone in Applied Social Analysis	3	
<b>Total Professional Core Credits</b> ( <i>depending on Gen.Ed. electives</i> )	<b>22-35</b>	
<b>SOCIOLOGY/ANTHROPOLOGY CONCENTRATION</b>		
ANTH-400 Applied Anthropology	3	
SOC/ANTH 3XX Social Theory	3	
SOC-225 Social Problems or SOC-345 Social Stratification	3	
SOC-250 Social Psychology	3	
<i>Additional SOC/ANTH/SOCWK electives 200 level or higher 12 credits</i>		
SOC/ANTH XXX	3	
SOC/ANTH XXX	3	
SOC/ANTH XXX	3	
SOC/ANTH XXX	3	
<b>Total SOC/ANTH Concentration</b>	<b>24 credits</b>	

<b>APPLIED AREA or complementary MINOR.</b> <i>Select one. Maximum use of 6 credits double-counted in Professional Core and Concentration.</i>		
<b>Interdisciplinary Applied Area</b>	Min.	
Environmental Issues and Analysis	21	
Global Studies	21	
Other applied studies, with program director approval, including student-designed applied coursework option.*	21	
<b>Pre-approved Minors</b>		
Applied Peace Studies	20	
Business Administration	22	
Disability Services	22	
Environmental Studies	22	
Geographic Information Systems	20	
Human Dev. and Family studies	22	
Human Resource Management	20	
Military Leadership	21	
Project Management	18	
Quality Management	21	
Sustainable Des. and Development	23	
Tourism	24	
Women and Gender Studies Minor	21	
Other approved related minors or specializations		

**Requirement for graduation is a 2.0 GPA.**

**Must earn a minimum grade of C- in all Professional Core and Social Science Concentration courses.**

\* Please see attached document titled “Student Designed Applied Coursework Option: Wisconsin Social Work Training Certificate” outlining proposed program plan for students interested in acquiring a Wisconsin Social Work Training Certificate.

**Student Designed Applied Coursework Option: Wisconsin Social Work Training Certificate:**

SOCWK-205 Introduction to Social Work	3 credits
SOCWK-420 Human Behavior and the Social Environment	3 credits
SOCWK-430 Social Casework Methods	3 credits
SOCWK-440 Social Work with Groups	3 credits
SOCWK-450 Social Work Methods III: Macro Practice	3 credits

Field Experience: Students interested in this option will also need to complete a 400 hour Field Experience supervised by a certified social worker with a Bachelor's or Master's degree.

TOTAL CREDITS: 23

Please refer to [http://drl.wi.gov/profession\\_list.asp?locid=0](http://drl.wi.gov/profession_list.asp?locid=0) for more information.

## **APPLIED SOCIAL SCIENCE (APSS) COURSE LISTING AND DESCRIPTIONS**

APSS- 100 Introduction to Applied Social Science  
APSS- 200 Applied Social Analysis I  
APSS- 300 Applied Social Analysis II  
APSS- 349 Cooperative Education Experience  
APSS- 400 Applied Social Analysis III  
APSS- 449 Cooperative Education Experience  
APSS- 499 Independent Study

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### **APSS- 100 Introduction to Applied Social Science (1.00 cr.)**

Introduction to social science ideas, ethics and practices. Acquaints students with the Applied Social Science program structure and choices, as well as potential job opportunities in the field.

### **APSS- 200 Applied Social Analysis I (3.00 cr.)**

First of three social science research methods courses for the Applied Social Science major; students will learn general research design, literature reviews, multiple qualitative research methods, theory integration into research, and research dissemination strategies.

### **APSS- 300 Applied Social Analysis II (3.00 cr.)**

Second of three social science research methods courses for the Applied Social Science major; advanced methodological issues of quantitative inquiry; practical issues of application and evaluation of research tools.

### **APSS- 349 Cooperative Education Experience (1.00 - 8.00 cr.)**

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

### **APSS- 400 Applied Social Analysis III (3.00 cr.)**

Capstone experience for the undergraduate major in Applied Social Science; develop and conduct an applied research project using theory and evidence to analyze the phenomenon chosen, and to communicate the results.

### **APSS- 449 Cooperative Education Experience (1.00 - 8.00 cr.)**

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

### **APSS- 499 Independent Study (1.00 - 3.00 cr.)**

## SOCIOLOGY COURSE LISTING AND DESCRIPTIONS

SOC- 110 Introductory Sociology  
SOC- 199 Independent Study  
SOC- 225 Social Problems  
SOC- 249 Cooperative Education Experience  
SOC- 250 Social Psychology  
SOC- 275 Sociology Of Gender Roles  
SOC- 290 Global Political Ecology  
SOC- 291 Sociology of Health and Illness  
SOC- 299 Independent Study  
SOC- 315 Criminology  
SOC- 325 Sociology Of Leisure  
SOC- 340 Sociology Of Work  
SOC- 349 Cooperative Education Experience  
SOC- 350 Sociology Of Hmong Culture  
SOC- 360 Sociology Of Juvenile Delinquency  
SOC- 375 Sociology Of Minority Groups  
SOC- 385 Globalization and Social Change  
SOC- 399 Independent Study  
SOC- 400 Sociology Of Altruism  
SOC- 410 Sociology Of Thailand's Minority Groups: Study Abroad Program  
SOC- 449 Cooperative Education Experience  
SOC- 499 Independent Study  
SOC- 515 Criminology  
SOC- 525 Sociology Of Leisure  
SOC- 540 Sociology Of Work  
SOC- 550 Sociology Of Hmong Culture  
SOC- 560 Sociology Of Juvenile Delinquency  
SOC- 610 Sociology Of Thailand'S Minority Groups: Study Abroad Program

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**SOC- 110 Introductory Sociology (3.00 cr.)**

Social interaction in human groups; relationships between individual and group; social inequality; basic social institutions, social change and current social trends; the socio-cultural diversity of groups; the infrastructure and interrelationships of social organizations; and alternative theoretical perspectives for explaining these social phenomenon.

**SOC- 199 Independent Study (1.00 - 3.00 cr.)**

**SOC- 225 Social Problems (3.00 cr.)**

Sociological analysis of current social problems in the U.S. and the world.

**SOC- 249 Cooperative Education Experience (1.00 - 8.00 cr.)**

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

**SOC- 250 Social Psychology (3.00 cr.)**

Theory and application of social interaction; emphasis on communication.

**SOC- 275 Sociology Of Gender Roles** (3.00 cr.)  
Sociological analysis of social roles played by the sexes.

**SOC- 290 Global Political Ecology** (3.00 cr.)  
Social, political, and economic origins of contemporary environmental problems from sociological, anthropological and geographic perspectives; social construction of nature and knowledge; environmentalism, environmental racism and environmental justice in cross-cultural perspective; ethical implications of contemporary environmental problems regarding perspectives and distributions of justice.

**SOC- 291 Sociology of Health and Illness** (3.00 cr.)  
Sociological approaches to health and illness, both domestically and globally. Topics include the social distribution of illness; health disparities across race/class/gender; global comparisons in the health of populations; the social construction of illness; the structure of health care systems and institutions; and various historical and contemporary health care debates.

**SOC- 299 Independent Study** (1.00 - 3.00 cr.)

**SOC- 315 Criminology** (3.00 cr.)  
Sociological analysis of structure and function of criminal law, variables of criminal behavior and operation of criminal justice system.

**SOC- 325 Sociology Of Leisure** (3.00 cr.)  
Institutional approach to effects of leisure on social structure; values reflected in leisure; problems with increase in leisure resources.

**SOC- 340 Sociology Of Work** (3.00 cr.)  
Human behavior in various types of employment and occupations; trends in U.S. occupational structure.

**SOC- 349 Cooperative Education Experience** (1.00 - 8.00 cr.)  
Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

**SOC- 350 Sociology Of Hmong Culture** (1.00 cr.)  
Sociological overview of Hmong cultural values, history, immigration and resettlement experiences, family and clan functions, and spiritual beliefs and practices.

**SOC- 360 Sociology Of Juvenile Delinquency** (3.00 cr.)  
Theories of delinquency, criminal behavior, and social control in relation to modern institutions in American culture.

**SOC- 375 Sociology Of Minority Groups** (3.00 cr.)  
Social/psychological aspects of interaction between majority and minority groups; trends among minorities in the United States.

**SOC- 385 Globalization and Social Change** (3.00 cr.)  
Explanations of globalization processes and global governance from multiple perspectives among the social sciences, including sociology and economics; historical origins of global processes and structures; global social change and resistance; ethical implications of globalization outcomes regarding perspectives and distributions of justice.

**SOC- 399 Independent Study** (1.00 - 3.00 cr.)

**SOC- 400 Sociology Of Altruism** (3.00 cr.)

Sociological perspective of altruism explored in the context of volunteer public service, and biographies of exemplary public service participants.

Department consent

**SOC- 410 Sociology Of Thailand's Minority Groups: Study Abroad Program** (4.00 cr.)

Study abroad program to Thailand. In-depth experiential learning of Thai minority cultures, including religions, socio-political status, Buddhism, health, education, trafficking of women and children, limited citizenship status, and poverty. Field trips to villages, non-governmental agencies, schools, and clinics.

**SOC- 449 Cooperative Education Experience** (1.00 - 8.00 cr.)

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department consent

**SOC- 499 Independent Study** (1.00 - 3.00 cr.)

**SOC- 515 Criminology** (3.00 cr.)

Sociological analysis of structure and function of criminal law, variables of criminal behavior and operation of criminal justice system.

**SOC- 525 Sociology Of Leisure** (3.00 cr.)

Institutional approach to effects of leisure on social structure; values reflected in leisure; problems with increase in leisure resources.

**SOC- 540 Sociology Of Work** (3.00 cr.)

Human behavior in various types of employment and occupations; trends in U.S. occupational structure.

**SOC- 550 Sociology Of Hmong Culture** (1.00 cr.)

Sociological overview of Hmong cultural values, history, immigration and resettlement experiences, family and clan functions, and spiritual beliefs and practices.

**SOC- 560 Sociology Of Juvenile Delinquency** (3.00 cr.)

Theories of delinquency, criminal behavior, and social control in relation to modern institutions in American culture.

**SOC- 610 Sociology Of Thailand'S Minority Groups: Study Abroad Program** (4.00 cr.)

Study abroad program to Thailand. In-depth experiential learning of Thai minority cultures, including religions, socio-political status, Buddhism, health, education, trafficking of women and children, limited citizenship status, and poverty. Field trips to villages, non-governmental agencies, schools, and clinics.

## SOCIAL WORK COURSE LISTING AND DESCRIPTIONS

SOCWK- 205 Introduction To Social Work  
SOCWK- 420 Human Behavior and the Social Environment  
SOCWK- 430 Social Casework Methods  
SOCWK- 440 Social Work With Groups  
SOCWK- 450 Social Work Methods III: Macro Practice  
SOCWK- 499 Independent Study  
SOCWK- 799 Independent Study

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**SOCWK- 205 Introduction To Social Work (3.00 cr.)**

Social work as a profession; history and philosophy of social services; information for teachers, counselors and those interested in the field.

**SOCWK- 420 Human Behavior and the Social Environment (3.00 cr.)**

This course is an exploration of biological, ecological, sociological, cultural, psychological and spiritual development across the life course with a focus on the social systems of the individual, family, group, organizational and community. The course examines the structures social systems use to promote or deter people in maintaining or achieving health and well-being. Content will be organized around human development within the social environment from the micro, mezzo and macro perspectives.

**SOCWK- 430 Social Casework Methods (3.00 cr.)**

Dynamics of social casework: mobilizing individual capacities and community resources to promote adjustment between client and environment; social change.

**SOCWK- 440 Social Work With Groups (3.00 cr.)**

History and contemporary theories of social work with groups and communities; topics include group leadership, group dynamics, treatment and task groups.

**SOCWK- 450 Social Work Methods III: Macro Practice (3.00 cr.)**

Macro social work methods builds upon the general list model for improving communities, organizations and social institutions, based on system theory and alternative models of social development. Social change strategies are defined to promote core social work values for the goal of social justice for all oppressed groups.

**SOCWK- 499 Independent Study (1.00 - 3.00 cr.)**

**SOCWK- 799 Independent Study (1.00 - 3.00 cr.)**



**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b>  <b>Dan Williams</b>		<b>2) Date When Request Submitted:</b> <b>3/ 20/ 13</b> <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b>  <b>Social Workers Section</b>			
<b>4) Meeting Date:</b>  <b>4/ 10/ 13</b>	<b>5) Attachments:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  <b>Executive Order 61 – Discussion and Consideration</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both		<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b>  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>  N/A
<b>10) Describe the issue and action that should be addressed:</b>  <b>From the last meeting:</b> <ul style="list-style-type: none"> <li>• <b>MOTION:</b>     <b>Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to examine in response to Executive Order 61 all of MPSW as relevant to the Social Worker Section prior to the April 10<sup>th</sup>, 2013 meeting for purposes of discussion and recommendations at that meeting. Motion carried unanimously.</b></li> <li>•</li> </ul>			
<b>11) Authorization</b>			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)   Date			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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**State of Wisconsin  
Department of Safety & Professional Services**

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<b>4) Meeting Date:</b>  <b>4/ 10/ 13</b>	<b>5) Attachments:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  <b>Right the Rules – Discussion and Consideration</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b>  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>  N/A	
<b>10) Describe the issue and action that should be addressed:</b>  <b>Link to Right the Rules:</b> <a href="http://legis.wisconsin.gov/committee/jcrar/Pages/default.aspx">http://legis.wisconsin.gov/committee/jcrar/Pages/default.aspx</a>  <b>Dear Mr. Pulda:</b>  I will ask Dan Williams to place this item on our next agenda, in early April. I am sure that we could send a representative to the hearing on April 23.  <b>Nicholas P. Smiar, PhD, ACSW, CI SW</b> <b>Chairperson / Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board</b> <b>and Chairperson / Social Worker Section</b>			
<b>11) Authorization</b>			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)			
Date			
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**From:** Pulda, Matt [Matt.Pulda@legis.wisconsin.gov]  
**Sent:** Monday, March 18, 2013 3:27 PM  
**To:** Smiar, Nick  
**Cc:** [Jeffrey.Weigand@wisconsin.gov](mailto:Jeffrey.Weigand@wisconsin.gov); Williams, Dan - DSPS  
**Subject:** RE: Right the Rules

Dear Dr. Smiar,

Thank you for reaching out to our office to share your interest in helping the family law committee carry out its "Right the Rules" responsibilities.

We are looking to hold a public hearing/committee meeting on **Tuesday, April 23, in the morning (probably 10:00)**. At this time, we plan to hold a hearing on a bill first, but I don't expect it to take very long. As for the MPSW portion of the meeting, Representative Larson would like to break the MPSW chapters down by subject, so that this first meeting would focus only on MPSW 1, the general chapter, and MPSW 2-8, the social work rules. If the board would be willing to send a representative to explain the rules and field questions – whether the executive director, a board member, or someone else – that would be great. Please let me know if this proposed approach and schedule works for you and your colleagues. We look forward to working with you!

Sincerely,

Matt Pulda  
Research Assistant/Committee Clerk  
Office of State Rep. Tom Larson  
Assembly Committee on Family Law  
(608) 266-1194

**From:** Smiar, Nick [<mailto:SMIARNP@uwec.edu>]  
**Sent:** Thursday, February 28, 2013 7:29 AM  
**To:** Rep.Larson  
**Cc:** Weigand, Jeffrey - DSPS; Williams, Dan - DSPS  
**Subject:** Right the Rules

Dear Representative Larson:

I am the newly elected Chairperson of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board, and the newly elected Chairperson of the Social Work Section of that board. One of our tasks on the board, and also in the section, is review of MPSW rules, in response to Governor Walker's Executive Order 61. We have begun that task.

I have been informed that your committee, Family Law, has been given the task to review the MPSW regulations, as part of the Right the Rules effort. On behalf of the board and the section, I am prepared to cooperate with you and with your committee and to provide updates of our review, to respond to your inquiries, and to meet with you or your committee to assist you in that project. We have already identified some areas of MPSW that require updating and are moving some Scope statements through the process.

Sincerely,

Nicholas P. Smiar, PhD, ACSW, CISW  
Professor Emeritus of Social Work  
University of Wisconsin-Eau Claire

*Assembly*

**COMMITTEE MEETING**

**Committee on Family Law**

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The committee will hold a public meeting on the following items at the time specified below:

Tuesday, April 23, 2013  
10:01 AM  
415 Northwest

*Committee meeting will begin immediately upon adjournment of public hearing.*

*There will be no opportunity for public testimony at this meeting.*

**Chapter MPSW 1** – Authority and Practice

**Chapter MPSW 20** – Conduct

**Chapter MPSW 2** – Definitions for Practice of Social Work

**Chapter MPSW 3** – Application for Social Worker Certification or Licensure

**Chapter MPSW 4** – Supervised Pre-Certification and Pre-Licensure Social Work Practice

**Chapter MPSW 5** – Social Work Examinations

**Chapter MPSW 6** – Authorized Social Worker Practice

**Chapter MPSW 8** – Continuing Education

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Representative Thomas Larson  
Chair

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➤ **MOTION:** Barbara Viste-Johnson moved, seconded by Elizabeth Krueger, to hold a discussion of equivalency for reciprocity purposes. Motion carried unanimously.

1. Continuing CE audits into the next biennium and into the future.
2. Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. This could include establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential.
3. Update Board Member orientation materials originally compiled by Jennifer Borup
4. Develop a mechanism for the Section to communicate with credential holders. This could include reinstating the Regulatory Digest or developing an email server to email all credential holders regarding critical information.
5. Work with the Joint Board to update MPSW 20.
6. Work with the Joint Board to update rules for continuing education.
7. Update MPSW 2 & 3 with regard to applications for licensure

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Department of Safety & Professional Services**

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<b>3) Name of Board, Committee, Council, Sections:</b>  <b>Social Workers Section</b>			
<b>4) Meeting Date:</b>  <b>4/ 10/ 13</b>	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  <b>Section Position Statements - Discussion and Consideration</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b>  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>  N/A	
<b>10) Describe the issue and action that should be addressed:</b>  <b>In 2013 the Section will review the Position Statements (practice FAQs) currently on the DSPS website (Social Work page) to determine whether they should remain, be revised, or pulled entirely. These statements were transferred over from the old website in November-2012.</b>			
<b>11) Authorization</b>			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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**Certified Social Worker (CSW)**

1. What are the requirements for CSW certification?

To obtain a CSW, an applicant needs to provide evidence that the applicant has earned a bachelor's, master's, or doctoral degree from a college or university accredited by the Council of Social Work Education, and needs to pass the appropriate credentialing examinations. Please see the applications for more information. Applicants can also obtain CSW certification through completion of all requirements of the Social Work Training Certificate (SWTC).

2. I am a certified social worker; can I open up a private practice if supervised by an LCSW or Ph.D.?

Yes. In fact, a CSW may open up a private practice even without supervision, as long as he or she does not engage in clinical social work. Reference [MPSW 6](#) , Wis. Admin Code for more information on the scope of practice for CSWs.

3. As a certified social worker, may I begin to accrue supervised clinical experience to qualify me for clinical licensure?

No. As a certified social worker, you may not engage in psychotherapeutic (clinical) activities. This is noted in s. [457.035](#) Stats. Supervised clinical experience may be accrued only by advanced practice social workers and independent social workers. For further information on the scope of practice of social workers within the State of Wisconsin, refer to [MPSW 6](#) , Wis. Admin Code

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### Social Work – Mandatory Child Abuse Reporting

1. I've become aware or suspect, through information obtained through professional contact within the scope of my practice, that a child has been abused or neglected. As a certified or licensed social worker, am I required to report this information to my County's Human Services Child Abuse reporting hotline?

YES. As a certified or licensed social worker, you are included as a mandatory reporter under s. [48.981\(2\)](#) , Stat. Failure to report is a violation of MPSW 20 and professionals could be subject to disciplinary action for failing to report.

2. I am aware through a social circumstance of a child that has been abused. As a licensed social worker, am I required to report this even though the information was not obtained through my practice?

No, information not obtained through your professional practice is not covered by the mandatory reporting requirement of s. [48.981\(2\)](#) , Wis. Stat. However, societal and personal ethics may require that a professional take any steps necessary to protect the life and safety of those not able to protect themselves.

3. I reported a bad situation involving a child to the County authorities and nothing happened. Why should I keep reporting?

Social workers, professional counselors and marriage and family therapists are considered mandatory reporters of child abuse or suspected child abuse, under [§ 48.981](#) , Wis. Stats. if this information is obtained during their professional practice. Once reported, law enforcement and the county department have obligations of their own. A specific allegation may not meet criteria for investigation, but county Human Services agencies are able to place a report in context with a complete family record, and are able to access confidential information from a state database which will help to place your report in context. Some types of reports may not be investigated by County authorities but still may be reported to law enforcement. It DOES matter that each allegation is reported.

Potential reporters should be aware that Child Protective Service workers are prohibited by law from revealing the identity of reporters. Whether the results of your referral are visible to an outsider or not, the referral is important and helpful.

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**Social Work – Reporting and Confidentiality**

1. Through my practice I have become aware of criminal activity by one of my clients. Do the rules of confidentiality preclude reporting this to the authorities?

Under most circumstances, the answer is yes, per s. [MPSW 20.02 \(10\)](#) , Wis. Admin code information received from a client in a professional capacity cannot be revealed. However, there are exceptions that apply to this rule, including the decision that disclosure is necessary to prevent injury to the client or another person. If a social worker becomes aware that a client poses an imminent threat to the safety of himself or others, this information should be reported to the appropriate law enforcement agency immediately.

2. When the parents have joint custody, must both parents agree in order for a social worker to see a child - or can either parent bring a child in for therapy? If one parent brings a child in for therapy, is the social worker required to let the other parent know?

When parents have joint custody, generally the domiciliary parent can make medical and educational decisions for the child. If the domiciliary parent is not designated as the decision maker, both parents have the same decision making authority. A social worker should request a copy of any joint custody decrees or orders if he or she feels uncertain about this issue. Ideally, both parents should be informed and involved in a young child's therapy. There may also be situations when one parent's refusal to give consent for treatment may prevent a social worker from providing services to the child.

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