



Bachelor of Social Work Program 2014-2016

Justicia Social construyendo una comunidad bilingüe

Table of contents

Contents

Message from the President	3
Message from the Chairperson	4
History, Mission, Vision of BSW Program	5
Bachelor of Social Work Degree	6
BSW Program Goals & Outcomes	8
Program Definition of Generalist Practice.....	9
Admission Requirements	10
Graduation Requirements	11
Student Rights and Academic Regulations.....	12
Academic Termination from the Program	13
Termination Policy for Non-academic Reasons	13
Termination from Field Placement	14
Student Rights and Due Process	15
Course Requirements	16
BSW Required Core Courses.....	16
Social Work Course Descriptions.....	17
SWK 200 Introduction to Social Work.....	17
SWK 305 Ethics and Values in Social Work.....	17
SWK 315 Human Behavior in the Social Environment I.....	17
SWK 319 Human Behavior in the Social Environment II.....	17
SWK 335 Social Justice and Social Action	18
SWK 345 Culturally Competent Social Work	19
SWK 410 Social Work Practice I.....	19
SWK 420 Social Work Practice II.....	20
SWK 450 Field Instruction I.....	20
SWK 460 Field Instruction II	20
SWK 470 Integrative Seminar	20
The Field Internship.....	20
Policy on Life Experience.....	22
Background Checks and Illegal Conduct.....	23
Field Placement Sites	23
Assessment in the Social Work Program.....	24
Additional College Services and Campus Locations.....	25
Social Work Faculty	26
Appendix A Program policies and regulatory practices	27
Appendix B Program Outcomes/Educational Policy Standards (EPAS)	31

Message from the President

WELCOME!

We are delighted that you are considering St. Augustine College for your education in Social Work.

Social work is an exciting field. As a graduate you can have a fulfilling career in a variety of areas that seek social justice and empowerment for individuals, families and communities. If you are interested in working with people, engaging with community organizations and promoting economic fairness, then Social Work is the field for you.

St. Augustine College can offer you unique experiences. We are an independent, bilingual institution whose mission is to make higher education accessible to a diverse population, with an emphasis on those of Hispanic descent. As a student at St. Augustine you will find a culturally rich and inviting environment.

An additional benefit of St. Augustine's BSW program is its accreditation by the Council on Social Work Education (CSWE). This ensures that the program is of the highest quality.

We look forward to seeing you on our campus engaging in your educational endeavors.

Andrew Sund



Message from the Chairperson

If you are reading this page then our accredited BSW degree program at St. Augustine College has caught your attention. On behalf of our faculty and students, I invite you to join with us in our mission to make your city or neighborhood a better community to live in. Social Work is a challenging and rewarding career for those who value human rights; for those who want to change themselves and empower others to change; and for those who believe that there is strength in community building and sharing of resources. Professional training in social work provides a flexible foundation for people who transition into Master's education and training for psychotherapy, politics, education, administration, business careers, and more. The BSW is a versatile degree but of course, we really hope you will pursue a career in Social Work after earning it.

Join us as we come to know ourselves and each other better. Join us in advocating for the social justice values. Join us in challenging the systems we live in to be more responsive to human needs. Join us in learning to learn, through active class exercises and discussions, in a classroom setting where you can explore your own world view and the world view of others you may meet in this profession.

The classes at St. Augustine offer bi-lingual and multi-cultural opportunities to learn from excellent teachers and fellow students. Classes are small and the faculty available to engage with you and to help you learn when you make the time for them. On behalf of the faculty, I encourage you to challenge us in our beliefs also. A good school builds confidence as well as competence. Many of our former students tell us that our program was life transforming. When you take the risk to challenge yourself and others you create opportunities to learn, to grow, and to expand confidence. Take the first step, come with an open mind, and we will work together to build the skills and confidence you need to transform your life and your opportunities. While you are here you can learn about Chicago and contribute to making this globally positioned city, a better social environment to live in. Commitment to lifelong personal learning, and the opportunity to pursue lifelong learning are where social justice begins at SAC. The liberal arts education offered at the school is the scaffolding in the bridge that this unique college offers. The BSW degree links this foundation to the opportunity for a very satisfying and rewarding career. It is one that I have continued to find exciting for 35+ years now. I look forward to sharing these opportunities with you.

Marcia Pantell, LCSW, PhD
mpantell@staugustine.edu

Mission Statement of St. Augustine College

St. Augustine College is an independent, bilingual (dual language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education accessible to a diverse student population, with an emphasis on those of Hispanic descent, to strengthen ethnic identity; to reinforce cultural interaction; and, to build a bridge to fill cultural, educational, and socioeconomic gaps.

History of BSW Program

On October 7, 1980, the Illinois State Board of Higher Education authorized St. Augustine College to operate as the first bilingual institution of higher education in Illinois. For over 18 years St. Augustine has offered associate degrees and occupational certificates. In 1996 the College established an Advisory Committee to research the idea of offering a bachelor degree program in social work. The College submitted an application to the Board of Higher Education requesting degree-granting authority to offer the BSW degree. At its meeting of September, 1997, the Board approved the College's request, and in the Spring of 1998 the College began offering classes in the degree and planning a schedule of course offerings for the 1998-1999 academic year. On June 3, 2000, the first graduates of the BSW program received their degrees.

In fall 2008, the social work program became accredited through the Counsel on Social Work Education. The program is now one of three accredited social work programs in the city of Chicago.

Mission Statement of the BSW Program

The baccalaureate social work program educates graduates for entry level into generalist social work practice with diverse urban populations. It does this with particular attention to opportunities to improve social justice, well-being, and access to resources within communities of Hispanic descent. It aspires to fill cultural, educational, and socioeconomic gaps beginning with those in the multi-cultural and multi-linguistic neighborhoods of Chicago. (rev. 5-10)

Vision Statement

The BSW program serves as a bridge where students build confidence and competence for lifelong learning, ethical awareness, and critical thinking; where they build connections for continued learning of English and social work practice; where they develop the means to further extend ethnic identity and cultural interaction into professional employment that expands social justice and improves the well being of the students, their families, and their communities.

Bachelor of Social Work Degree

The Bachelor degree in Social Work at St. Augustine College is designed in accord with the Council on Social Work Education guidelines for generalist social work practice. The program is a community of dedicated faculty, motivated students, and inspiring alumni who prepare students to promote and support positive change for individuals, families, neighborhoods, and the world. Found within the curriculum is a unique focus on empowering the Latino community of Chicago through social justice and general social work practice skills. A quote from one of our students reveals a key ingredient that makes this BSW program strong. She said,

“SAC is a unique experience. People are very friendly and you feel at home going to school here. Classes are tough as any other college, but the dedication teachers have towards you as a student makes it worth it.” Sonia Magana 2015

Preparation for graduation includes knowledge of the core ethical beliefs and principles of the social work profession. Graduates are able “to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.” (Educational Policy, 1.0)

Based upon a traditional liberal arts foundation, the curriculum consists of ten courses and a two-semester field placement experience. Beginning with SWK 200, Introduction to Social Work, and ending with SWK 470, the Integrative Seminar, social work students obtain the competencies and knowledge necessary to work with a diverse client population from a systems perspective. The curriculum consists of a body of knowledge that enables the BSW graduate to capably and confidently assess a problem situation and serve the client appropriately from a variety of perspectives and skills. The field experience allows the student to continue to learn, question, refine, and ultimately, integrate theory with practice in order to become an effective advocate and resource for those in need.

The BSW program is located within a dual-language institution committed to the values of diversity, multilingualism, and multiculturalism. As a result, the program is uniquely positioned to offer an experience and perspective on ethnic and cultural values. Knowledge of ethnicity and culture is taught throughout the curriculum and is enhanced by the experience of the students and faculty at the College. Throughout the program, students are taught the skills necessary to provide culturally competent services.

The ability of the BSW program to promote the values of the social work profession is accomplished by a strong commitment by the faculty to the ethical values as stated in the National Association of Social Workers *Code of Ethics* adopted in 1997 (rev. 2008). The values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence are emphasized in every course. Students are challenged to examine their own values and to think critically when confronted with questions of values and ethics. Social justice is considered an essential component of the social work curriculum.

As generalist social workers, the BSW graduate will have acquired skills and knowledge that will allow the graduate to work in a variety of situations and to pursue lifelong learning. The graduate will have learned to communicate well, to be competent and confident in her/his work

with clients, to be respectful and mindful of the interplay of cultural factors, to assess and plan changes with clients within their environment, to understand the risks and protective factors at work in individual and family development, and to be an advocate for oppressed peoples and communities.

A degree in social work offers a diverse range of opportunities including working in the areas of aging, child welfare, healthcare social work, justice and corrections, mental health, policy and planning, international social work, and much more. Visit <http://careers.socialworkers.org/explore/choose.asp> for more information about careers in social work.



BSW students protesting school closings

BSW Program Goals & Outcomes

Program goals:

- To provide knowledge of social work values, ethics, and critical thinking for competent generalist social work practice in a global community.
- To prepare graduates for compassionate and caring generalist social work practice in a global community with diverse client systems of varied sizes and configurations.
- To provide students in a global community with the knowledge, values, and skills required to understand social services and policies in order to advocate for social justice and individual well-being on behalf of oppressed and vulnerable people, regardless of gender, race, ethnicity, sexual orientation, language, socio-economic class, religion, or disability.
- To encourage commitment to life-long learning and professional development in a growing international community.

Program Outcomes

The following 10 program outcomes support the above program goals. (These outcomes include the practice behaviors that operationalize the 2008 CSWE Educational Policy and Accreditation Standards-EPAS- listed in the Appendix to this document.)

1. Students identify as a professional social worker and conduct oneself accordingly.
2. Students apply social work ethical principles to guide professional practice.
3. Students apply critical thinking to inform and communicate professional judgments.
4. Students engage diversity and difference in practice.
5. Students advance human rights and social and economic justice.
6. Students engage in research-informed practice and practice- informed research.
7. Students apply knowledge of human behavior and the social environment.
8. Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Students respond to contexts that shape practice.
10. Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Program Definition of Generalist Practice

Generalist social work practitioners are those who.... promote human and social well-being,(and) use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (Council on Social Work Education, Inc., 2008, rev. 3-27-2010)



Admission Requirements

Students applying to St. Augustine College may indicate their desire to enter the BSW program by submitting the program admission form after they have completed the required pre-social work and general education courses needed for the BSW degree. The intention to declare a major in social work should be indicated while the student is preparing for an associate degree, when the student meets with his or her student affairs department advisor. The student and advisor will devise a study plan that meets the student's needs and prepares the student for formal acceptance into the BSW program. The BSW program requires a solid foundation in liberal arts courses that include English composition, biology, sociology, math, psychology, etc. The student advisor will assist the student in meeting the general education requirements.

Pre-Social Work students, (those still completing general education requirements or SWK 200, 305 & 315), may receive academic or career counseling from social work faculty even though they still register with the student affairs department general advisors. Formal acceptance into the upper-level BSW program requires that a student complete the requirements below. No student will be allowed to register for SWK 319 or above until all admission materials are complete and approval for admission (and to register) is given by the department of social work. Upper-level advising and course registration is carried out by social work faculty.

Full admission to the social work program requires the following:

- Completion of an application form and signature stating they have received, understood, and will follow the SWK Code of Ethics as well as the Student Code of Conduct while at SAC.
- Provision of two department reference forms that are completed and signed. References from relatives or peers will not be accepted.
- Proof of a cumulative GPA of 2.75 (on 4.0 scale)
- Completion of the SAC general education course requirements for the AA-LAS with SOC 101 and MAT 225 included (or if applicable: provision of official transcripts from an accredited college showing an AA or AS degree).
- Completion of a writing and reading comprehension sample that is submitted to the faculty for evaluation using a rubric.
- The signed Felony Statement
- Faculty review of the student's application materials. Applications will be formally reviewed during December and May of each year. Students are notified of their admission status after that.

Students who are planning to enter the BSW program should be aware that the program strongly emphasizes the importance of communications skills, especially in English writing, and computer literacy. The faculty will challenge and assist every student in accomplishing these goals. Social workers are often required to write in the legal records of those they serve; they communicate with courts, state agencies such as the Department of Children and Family Services, doctors, probation officers, etc. Because of this, social workers must know how to communicate accurately in English.

Learning a foreign language well often requires lifelong learning. Additional courses to improve English communication skills may be recommended to students prior to full admission into the program. Within the program, social work faculty monitor the writing skills of students. Based on their experience with students, faculty may recommend additional English courses to better prepare students for BSW courses, employment, or graduate school.

Pre-Social Work and Social Work Students

Pre-Social Work

All students studying at St. Augustine College who are currently completing General Education Requirements, but who declare a major in the Social Work program are considered Pre-Social Work students. Pre-Social Work students are able to take SWK 200, 305 & 315, however they are not able to register for upper level social work courses, SWK 319 and above, until they apply and are accepted to the BSW program.

Full Admission as a BSW Student

After faculty review applications, students who have completed all parts of the application and fulfill all requirements will be accepted into the Social Work program on a *full admission* status. Students will be informed of admission through an official letter from the program.

Students with *full admission* are able to register for all upper level Social Work courses (SWK 319 and above).

Conditional Admission

After faculty review applications, students may receive an official letter stating they have *conditional* status admission into the program. *Conditional* status may be given to students who have not fulfilled all application requirements but who demonstrate sufficient academic ability to do so. Students admitted on a *conditional* status are given a period of time (as stated in an official admission letter from the program), for completing the admission requirements.

Denied Admission

After faculty review applications, students may be *denied admission* into the upper level program. Students may be *denied admission* for failing to satisfy one or more of the admission requirements or after failing to meet conditional requirements of which they were informed for the conditional admission.

Students who are *denied admission* into the program will receive an official letter from the social work program explaining why the application was denied. Students have the right to appeal to the department of Academic Affairs regarding a decision made by the social work department. Students also have the right to re-apply to the Social Work program after taking recommended actions as stated in the denial letter. Students with a GPA that is too low for admission may be encouraged to retake failed courses (or courses with a D grade), take electives, participate in tutoring, or audit English courses already taken. If the GPA is not raised after several attempts and financial resources are limited, the student may wish to consider pursuing a different college degree.

Graduation Requirements

In order to graduate with the BSW degree a student must have completed all course work, satisfied the college's academic residency requirement (32 hours for BSW degree), have a GPA of 2.75 overall, have necessary official transcripts on file, and have a graduation application on file after the completion of an exit interview with the department chair. See the SAC catalogue for complete information.

Students who have questions about the above policies should speak to a member of the social work department. Please note that students are responsible for being knowledgeable about the policies of the social work program and the college.

Student Rights and Academic Regulations

Students are expected to engage in the following behaviors:

- attend all classes, be prompt, and prepared with homework done
- demonstrate skills in respectful engagement of others as they participate in class discussions and activities
- complete all assignments on time and in APA style per the nature of the assignment
- seek tutoring early and regularly to prepare well for written assignments

The faculty of the social work department:

- Encourage contact between faculty and staff,
- Encourage mutual support and cooperation among students,
- Support active learning, not simply the dry rote memorization of facts,
- Give prompt and genuine feedback to student's on their work,
- Expect two hours of homework for every weekly hour in class, and
- Respect and affirm the diversity of ways that students learn.
- Follow the profession's ethical code in the NASW code of ethics.

All students possess the rights guaranteed under the federal and state constitutions and current law. More specifically, students possess the following rights:

- Full-disclosure of program policies and procedures and,
- The right to seek change in program policies and procedures
- The right to competent and well-prepared faculty and classes, with a coherent curriculum, appropriate texts, fair grading, the right to appeal a grade, and professional degreed faculty
- Assistance to succeed academically and professionally
- Right to inspect and choose one's field placement site
- The right to evaluate faculty to improve teaching
- Competent academic and professional advising
- The right to participate in departmental hiring of full-time faculty
- The right to appeal a decision by the social work department following the appeal processes as described in this BSW manual, the BSW field manual, and the SAC catalog in ascending order.

Termination from the BSW Program

The BSW program has a termination policy that assures its commitment to the public to admit and graduate students who demonstrate their ability to practice as social workers under its current accreditation standards, competencies, and ethical codes for a social work education curriculum (implicit and explicit). The college grants the program sufficient autonomy to carry out the program termination policy while also assuring that the students have a right to due process and appeal. (Educational Policies 5.7, 3.0) Students are oriented to the requirements of the profession from the time that they enter SWK 200 in the pre-social work program. The Council on Social Work Education states in its Educational Policy and Accreditation Standards that

“The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of social delivery systems.” (CSWE Educational Policy 1.1)

However, all social work programs have the responsibility and autonomy necessary to terminate professional education when remedial plans to succeed in the program fail.

The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. (CSWE Education Policy 5.7)

Academic Termination from the Program

Academic termination from the social work program for academic purposes occurs when a student is placed on probation (with a learning contract), but fails to meet the conditions of the learning contract, or is unable to afford additional SAC courses to raise a GPA to 2.75. Students who fail to maintain a 2.75 GPA after admission cannot progress to the field placement and cannot graduate. Potential students are informed of this on the application that they must submit to the BSW program before admission.

Of particular concern to the College and social work department, is the issue of plagiarism in written papers and cheating. Plagiarism and cheating are in violation of the NASW Code of Ethics (not giving credit that is owed), but are also a grave violation of academic standards (see St. Augustine catalog). If faculty suspect or find evidence of cheating, it will be reported to the Chair of the program. Students caught cheating will fail the assignment the first time. If cheating occurs again in the class they will fail the course. This policy is explained in every course syllabus. If cheating has occurred on multiple occasions or in more than one class the student will meet with the chair of the program and the faculty. Termination from the BSW program (or denial of admission to the upper level program (if cheating occurred in pre-swk courses) may be a consequence for multiple incidences of cheating or plagiarism. Students may appeal this decision according to the due process procedures below.

Termination Policy for Non-academic Reasons

Social work students may be terminated from the social work program if in the professional opinion of the department the student fails to demonstrate basic competencies and values needed for the social work profession after initial faculty-student problem solving has failed to correct them. These may include (but are not limited to) the following:

- Violations of the St. Augustine College code of conduct including plagiarism.
- Violation of the Social Work Code of Ethics which students agree to abide by in their application to the program.
- Poor interpersonal skills and the inability to appropriately engage and work collaboratively with others, including faculty, staff, and peers Students are expected to

respond with empathy and respect to engage appropriately for the profession. (Disrespectful, racist, sexist, prejudicial language and behavior is in violation of the professional code of ethics that students agree to follow after admission and study in the pre-swk courses.)

- Current mental health issues that interfere with the student's ability to fulfill classroom and program expectations for ethical participation during academic work, including field work. Note: Students at SAC can request special ADA accommodations for any disability (mental or physical) and the program will try to 'reasonably' accommodate these. See SAC Regulatory Policies on Americans with Disabilities Act). The profession has an ethical responsibility to others and must give due diligence to contracting field agencies for any active impairment that could endanger self or others in a field agency. Some impairments may not be 'reasonably' accommodated until evidence is provided of sufficient treatment to reasonably assure the safety of the student and those they are in contact with in field agencies.
- Issues of addiction and/or recovery when they prevent the fulfillment of classroom and program requirements, or result in disruption, disrespectful, and unethical behavior.

Procedure for reporting student problems and recommending action:

1. A person reporting that a student has problems such as the issues above, should put the behaviors observed in writing for the chair and advising faculty to review. This information is confidential. They should indicate the measures already taken to resolve the problems directly with the student. They should state whether they believe the situation is a cause for disciplinary action (including termination) and why.
2. The Chair will review the written statement above and the student will be asked to meet with the department chair ASAP, and possibly with others directly involved. An effort is made to resolve problems directly with others when possible. When this is not possible or could be unsafe, a plan for remediation of the problems should be put in writing and a copy given to the student. The plan should include:
 - a. A time frame for compliance with the remedial plan and the evidence needed to demonstrate that the problem is resolved.
 - b. Depending on the seriousness of the problem or safety issues involved, a student can be suspended or terminated from coursework, or field placement, and may be required to provide evidence of professional therapy or treatment before readmission or completion of further coursework or fieldwork.
 - c. If the student fails to comply with stated requirements within 2 semesters (including summer) they will be terminated from the program. Students who reapply for the program after a termination will still need to provide the evidence requested at the time of termination before they can be readmitted.
3. Any student has the right to appeal a termination or suspension decision beginning with the department's due process procedure below.

Termination from Field Placement

For students enrolled in field, the reasons for termination stated above as well as any violation of the NASW Code of Ethics can be reason for termination from field and the program. Reasons for immediate suspension (which can be seen in the field manual) include sexual activity with

clients, theft, substance abuse, violation of confidentiality or agency policies, violence, socializing with clients or other dual relationships, extreme lack of judgment in field work, inability to fulfill responsibilities, inability to engage clients, falsifying information on a background check, failing a drug screen required for the agency, insubordination, abandoning the field placement without notice, or repeated failure to follow through with corrective plans negotiated in supervision for problems occurring during field. (See BSW field manual for a full discussion of the suspension and termination policy and due process after failing a field placement). When a department faces the decision of termination from field, the well-being of clients will be of utmost importance

Student Rights and Due Process

Students who are disciplined or terminated from the BSW program for academic or non-academic reasons may appeal the decision as follows.

1. The student submits a written appeal describing their understanding of the violation and imposed consequences and why they believe it is unjust. This is presented to the Chair of the department.
2. A department appeals committee is organized by the chair within 2 weeks that includes the following: one full time faculty, the chair, a BSW adjunct faculty of the student's choice, a BSW student representative selected by the full time faculty (who must have a high GPA and no ethical violations recorded), and one Dean or Assistant Dean.
3. The appeals committee will start the investigation of the situation within 2 weeks of receiving a written student appeal and should conclude its work in 4 weeks. Evidence will be reviewed from both sides and members may request additional evidence or interviews and reasonable time to conduct these. It is important that the committee and the student consider the expectations for entering and working ethically within the social work profession as the case is reviewed.

Once the departmental appeals committee has made a decision the student can continue to appeal to the SAC College Disciplinary Committee as described in the Catalog for SAC if they disagree with the decision of the Departmental Appeals Committee.

Course Requirements

General Education satisfying the AALAS degree:

ENG 160 Composition I	HUM 202, 204, 205
ENG 162 Composition II	PHI 200 or 220 Intro to Phil. or Ethics
ENG 165 Speech	SPA 222 Hispanic Literature
MAT 225 Statistics	HIS 104, or HIS 105, or PSC 103
BIO 102 Human Biology	PSY 101 Intro to Psychology
CHM 115 Basic Chemistry	SOC 101 Intro to Sociology

These courses are 4 credit hours each, totaling 48 credit hours. Students may transfer directly into the BSW program pre-social work courses with an associate degree in either Liberal Arts and Sciences or an Associate of Science from an accredited college or university. They will apply to upper level program courses at the end of the three pre-social work courses (** below).

BSW Required Core Courses

SWK 200 Introduction to Social Work**
 SWK 305 Values and Ethics of Social Work**
 SWK 315 Human Behavior in the Social Environment: I**
 SWK 319 Human Behavior in the Social Environment: II
 SWK 335 Social Justice and Social Action
 SWK 345 Culturally Competent Social Work
 SWK 355 Research and Practice Evaluation
 SWK 410 Social Work Practice I
 SWK 420 Social Work Practice II
 SWK 450 Field Placement I
 SWK 460 Field Placement II
 SWK 470 Integrative Seminar

These 12 courses are four credit hours each, totaling 48 credit hours.

Elective Courses

These are courses chosen by the student to supplement the core courses and the general education courses. To receive the BSW degree, a student needs to complete eight elective courses totaling 32 credit hours. Bilingual students are able to earn up to 12 elective credits for Spanish language skills by taking a CLEP test for Spanish 1 and 2. The CLEP test is offered at local community colleges.

Summary of the BSW study plan

General education- 12 courses	48 credit hours
Electives- 8 courses	32 credit hours
BSW- 12 courses	48 credit hours
Total	128 credit hours

** indicates pre-social work courses that are also used to satisfy the concentration in social services for the Associate Degree in Liberal Arts and Sciences. Students pursuing an Associate degree can pass these courses with a 'D' or higher. However, BSW students must receive a 'C' grade in all BSW core courses.

Social Work Course Descriptions

SWK 200 Introduction to Social Work (4) (4,0)

This course introduces students to the development of social work and social welfare policy and services, beginning with the English Poor Laws up to contemporary social welfare issues related to globalization. Students will also be introduced to the NASW Code of Ethics, the basic conceptual models of generalist social work practice, and a sampling of fields of practice for generalist practitioners today. This course emphasizes writing skills and fulfills the college computer literacy requirement. Former SWK 190. Prerequisite: AA degree or 10 general education courses including Eng 162, Bio 102, Psy 101, or Soc 101.

SWK 305 Ethics and Values in Social Work (4) (4,0)

This course will add depth and ethical decision-making practice to the materials presented in SWK 200, Introduction to Social Work. The course will introduce students to the NASW Code of Ethics and major concepts, principles, and themes that affect daily social work, and that have particular relevance to social work. Students learn to identify and appropriately manage an ethical dilemma when conditions of uncertainty, or conditions of scarce resources, or conflicting ethical principles are present. The course will challenge students to consider their personal values and how to think critically and ethically when problem solving within the context of generalist practice. Pre-requisite: AA degree or 10 general education courses including Eng 162, Bio 102, Psy 101, or Soc 101.

SWK 315 Human Behavior in the Social Environment I (4) (4,0)

In this course students will explore human growth and behavior from conception to adolescence. The major dimensions studied are biological, psychological and social development. Environmental influences from the mezzo and macro levels are studied as they shape, act upon, and affect human lives. Multiple influences of culture, race, racism, gender, sexual orientation and sexism are introduced and considered in relation to course of life. Theoretical perspectives such as strengths, ecological systems, empowerment, organizational theory and community change models are analyzed and applied to human behavior.

Pre-requisite: AA degree or 10 general education courses including Eng 162, Bio 102, Psy 101 or Soc 101.

SWK 319 Human Behavior in the Social Environment II (4) (4,0)

Five theories form the basis for this course. This course uses ecological-systems theory, social conflict theory and structural functionalism from sociology, interdisciplinary theory, and adult attachment theory. These theories are combined with current research regarding adult development and problems of adult life. Using these theories and critical thinking, student's study the multidimensional risk factors and protective factors for 9 challenges of living that social workers are often called on for intervention. A working model and the bio-psycho-social-spiritual perspective is used to focus on the intersection between life stage, life challenges, and the macro, mezzo, and micro factors that contribute to risk and protection and shape a unique outcome for each person. A systemic focus on protective factors requires that students understand the functioning of social institutions, organizations, communities, and small groups as well as spiritual resources that impact families and individuals. Students will gain knowledge of contemporary issues in adult development in relation to challenging life events during adulthood. The course prepares students for informed advocacy in relation to social justice and well-being for vulnerable people. The course prepares students for an empathetic

understanding of the complications of human behavior, behavior change during adulthood, and resilience. Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

*BSW exception: Students who have a 3.0 GPA or above may take SWK 315 and/or SWK 305 along with SWK 319 if necessary as long as other admission requirements are met and the student has permission from a SWK advisor or the chair. . . . No student will be allowed to take SWK 345 or higher along with SWK SWk 315 or SWK 305 because of the need to have a good foundation in social work principals (from SWK 200, 305, and 315) before taking other upper level courses. SAC Catalog p. 92)

SWK 325 Social Welfare Policy and Services (4) (4,0)

The purpose of this course is to introduce content on current social welfare services and policies in the United States within a global context. Students will explore, analyze, and critique major social policies, including social insurance and assistance, healthcare, child welfare, and criminal justice. The course will discuss how the delivery of service is impacted by funding, organizations, and political concerns. The course will emphasize the issues of poverty, racism, sexism, globalization, and inequality; with a corresponding focus on justice and human rights. Students will engage in a learning process of advocacy that is consistent with social work values. Former SWK 240. **(Elective course offered on demand)**

SWK 331 Case Studies in Generalist Practice (2) (2,0)

This two-credit hour elective course has been designed to increase student knowledge of generalist practice while improving writing skills. Students will read several case studies, provide written responses to the studies, and share their responses in class. The case studies include scenarios at the micro, mezzo, and macro levels. Students will also participate in a role play for an intake appointment and then produce a progress note using the SOAP format. In addition to a basic review of elements of grammar and composition, the instructor will provide feedback to the students on how to improve writing skills. Prerequisites: SWK 200, SWK 305, SWK 315. Acceptance in upper level courses for BSW **(Elective course offered on demand)**

SWK 333 Social Work and Aging (2) (2,0)

This two credit hour elective course will engage the student in the exploration of the bio-psycho-social aspects of aging. Quality of life issues involving older adults—i.e., health, income, housing, retirement, social services—will be explored. Ageism—attitudes, values, myths, prejudices, and stereotypes toward the aged—will be critically analyzed and addressed. Aging will be studied in the context of culturally diverse society in terms of class, race, ethnicity, gender, sexual orientation. Students will be challenged to consider the implications for practice with the elderly population of theoretical learning accomplished in the classroom. (Elective offered on demand).

Prerequisites: SWK 200, SWK 305, SWK 315. Acceptance in upper level courses for BSW. (Elective course offered on demand)

SWK 335 Social Justice and Social Action (4) (4,0)

The primary focus of this course is to explore macro theory and generalist practice with a global perspective that utilizes the *Just Practice Framework*. The course includes content on understanding and assessing power, law, history, and the ways in which people experience oppression and discrimination. Students will gain an understanding of how to assess relationships between and among groups, communities, organizations, and social systems through six core processes with the focus of addressing and overcoming social injustice. Students will also self reflect on their personal experiences, social positions and values in an attempt to better engage macro practice systems. Former SWK 250. Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

SWK 337 Child Welfare Policy (2) (2,0)

This two credit hour elective course is designed to provide an introduction to the current policies governing child welfare practice in the state of Illinois. Historical background will be included in order to understand child welfare policy today. The development of policy will be examined in relation to societal definitions of the needs of children and families, with a focus on vulnerable and high-risk groups. The course will also include discussion on the values, rights, and responsibilities of the state, the community, and the family. **(Elective, offered on demand)**
Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

SWK 338 Child Welfare Practice (2) (2,0)

This two credit hour elective course follows SWK 337. Having acquired an understanding of the role and values of current child welfare policy, students will be introduced to how policy is manifested in programs and services. Students will learn current perspectives regarding child abuse and neglect, and the role of the law and child welfare agencies in responding to competent practice and other issues related to race, culture, ethnicity, gender issues, and socioeconomic status will also be discussed. (Elective offered on demand) **(Elective, offered on demand)**

Prerequisites: SWK 337, SWK 200, 305, & 315, and admission into the social work program.

SWK 345 Culturally Competent Social Work (4) (4,0)

This course will involve an exploration of social work in the context of a culturally diverse society. Students will explore the meaning of cultural competence in relation to social work practice in the United States and the World. This will include discussing the need for social workers to embark on a life long journey toward cultural competence through knowledge, skills and self-awareness. Students will examine the meaning and dimensions of culture, race, ethnicity, racism, prejudice, oppression, assimilation versus acculturation, and bias in service delivery. Additionally, students will study critical issues in social work practice including sexual orientation, gender, class, religion and ability. Populations will be studied in the context of economic, historical, political, and social forces that impact these groups. Students will be challenged to consider empirically based theories as they relate to culturally competent social work. Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

SWK 355 Research and Practice Evaluation (4) (4,0)

This course will cover the limitations of human perception and the need for the scientific method. Basic and applied research concepts and methodology, statistics, and how to interpret research published in professional literature related to social work. Students will learn methods to evaluate their practice and develop a critical perspective to social work methods in order to improve their practice. The course will cover basic issues of research including ethics and informed consent, bias, developing research questionnaires, qualitative and quantitative designs, sampling, measurement, and analysis of data. Prerequisites: Prerequisites: SWK 200, 305, & 315, and admission into the social work program

SWK 410 Social Work Practice I (4) (4,0)

This course will offer learners the skills to engage ethically and collaboratively in general level social work practice. These skills are the basis for: all social work jobs at the bachelor's level, for continuation in a master's level social work program, for effective case management, individual supportive counseling, and for community-centered work in social work. Using active listening and strength-based interviewing skills students will actively participate in case simulations and apply problem-solving techniques with the goal of empowering those they serve. Students will practice case management skills for voluntary and involuntary clients, and those in crisis. Students will learn to conduct comprehensive assessments of individuals (micro level) and communities (macro level), and learn to evaluate their effect on each other using the ecological systems perspective and an interactive practice model. Learners will engage in

evidence based practice methods as those apply to case management, supportive strengths based counseling, and community assessment. Social work practice evaluation skills are applied in the context of individual case management tasks. Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

SWK 420 Social Work Practice II (4) (4,0)

This course builds on the general practice interactive model emphasized in SWK Practice I. In this course students continue to extend the skills learned in the social work practice I course to social work with families and groups. Students will apply family systems theory and theories of group dynamics to families and groups, and to the professional use of self as a social worker. Students will learn to think critically about family definitions, and empowerment and strengths based practice within contexts that include interacting cultures, social injustice, and both public and private resources to meet the needs of people. They will learn how varying stages of the family life cycle and varying social conditions change the intervention plan. Students continue to learn about evidence based practice and practice evaluation as they did in SWK Practice I. Students will continue preparation for the social work practicum by learning how to work effectively within organizational structure and under supervision. Students will be able to apply the Social Work Code of Ethics to the process of intervention with families and groups. They will learn to prepare themselves for continuing education and lifelong professional learning by identifying personal learning needs. Prerequisites: SWK 200, 305, & 315, and admission into the social work program.

SWK 450 Field Instruction I

This course is the initial experience for the student to begin working as a social worker. This course and SWK 460 require a minimum of 210 hours (each semester) of supervised social work experience at a field site. Once the student has a field contract and has been oriented to the agency's mission, organization, and its services, the student will begin the internship, offering general social work services under supervision by an experienced social worker. During the semester the student will work with the site supervisor and begin to develop his or her skills, knowledge, and competency. The student should learn basic skills in assessment, treatment plans intervention, and referral. The student should grow in understanding of the generalist approach from the strengths perspective, biopsychosocial perspective, and using ecological- systems perspectives. The student should also learn about the mission and functions of the local agency and its relationship to governmental bodies, social policy, and funding sources. The student will be evaluated at the end of the semester and a passing grade will be required to continue the course sequence. Prerequisite: Department Approval, SWK 200 through 420, and 2.75 GPA. By permission of department co-requisite SWK 335 or above.

SWK 460 Field Instruction II

This course continues the work begun in SWK 450. The student will be expected to deepen and improve the learning begun in the first semester. This semester also requires 210 hours of supervised work at the field site. In addition to improving one's skills and knowledge, students may also be working on issues of termination with clients and staff, utilizing supervision more successfully, practice evaluation, and reflecting about one's own values, skills, and professional development. Successful completion of the field experience is required for graduation. Prerequisite: Department Approval, SWK 200 through 420, and 2.75 GPA. By permission of department co-requisite SWK 335 or above.

SWK 470 Integrative Seminar

This is the capstone course of the social work degree program. The purpose of the seminar is to

assist the student in synthesizing theory and knowledge with field practice in order to better understand and improve one's practice. This class will utilize case studies, journaling, and leadership of a study group to assist students to improve their competency in all practice standards. Students will also reflect on their development as social workers and understand how their practice is impacted by their sense of self and personal values. More in depth study of the NASW code of ethics is also included. Students participate actively in the seminar and share their knowledge and experience with their classmates in order to understand, integrate, and develop as generalist-practice social workers. Prerequisite: Concurrent with SWK 450 and/or SWK 460.



Illinois Latinos Council on Higher Education (ILACHE) Conference, 2013

The Field Internship

The Council on Social Work Education states in its Educational Policy and Accreditation Standards that

“The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of social delivery systems.” (Educational Policy 1.1)

The Council also states that the field practicum “is an integral component in social work education which is anchored in the mission, goals, and educational level of the program.”

In accordance with Council on Social Work Education guidelines, SAC students must complete a total of 420 hours (SWK 450 and 460) of field practicum in a social service agency under supervision of a social worker with field experience and a diploma from an accredited social work program. This can be done in either two semesters of 210 hours each or a block placement of 420 hours. Completing the field instruction, taking courses, AND managing other responsibilities simultaneously can be very challenging. Therefore, it is critical that the student work closely and in a timely manner with the BSW field director in order to develop the best possible plan for successful completion of the program requirements.

In keeping with the philosophy of the College, the BSW program strives to develop study plans that meet the unique needs of its individual students. For students preparing to enroll in field instruction courses, the Field Director will work with each student to prepare for internship interviews, to find an appropriate placement, and to create a schedule that will maximize the student’s ability to successfully fulfill the field instruction requirements. Students should attend a pre-field meeting with the field director one year in advance of their planned semester for the field practicum experience. Those students who are considering a block placement (usually during the summer), placements at a student’s place of employment, are urged to contact the field director at the earliest possible opportunity as these types of placements require additional planning on the part of everyone: student, school, and agency.

Based upon the CSWE curriculum policies for baccalaureate degree programs, the objectives of the educational program and the learning needs of each student, the field practicum is an integral component in social work education. The practicum provides a variety of experiences (e.g., crisis intervention, case management, group facilitation, parent education, community outreach, prevention, and others). The student’s general practice knowledge, skills, and value base will deepen; and with the assistance of the field instructor, the student will begin to integrate course work and theory with the field experience. Students are expected to meet beginning levels of competency in the social work program outcomes and CSWE core standards by the time they complete the field experience.

Through an ongoing process of supervision, the student’s self-knowledge and social work identity will emerge and social work skills will begin to improve. Each student needs to enter the field experience with openness to learning and an understanding that ongoing reflection of one’s own skills, knowledge, values and professional ethics are an integral part of one’s effectiveness and satisfaction as a social worker.

A successful field experience depends upon the best efforts and contributions of all parties: student, field instructor, and St. Augustine field liaisons, and field director. As learners, students are expected to take responsibility for and to demonstrate initiative and interest in all aspects of their field experience. Field instructors/supervisors must be available and willing to share of their experiences with their students. The field liaison and field director at SAC are mediators for both students and field instructors regarding the requirements of field and school and to promote the highest possible level of satisfaction with the field experience.

Students are expected to show interest, initiative, dependability, honesty, and openness to

working with all clients, supervisors, and the school in order to integrate theory, ethics, and practice. Students demonstrating these abilities should have no difficulties in successfully completing the practicum.

Policy on Life Experience

In accordance with Council on Social Work Education guidelines, the social work program at St. Augustine College does not give credit for work or life experience. Thus, students cannot receive field instruction credit or course credit for experiences such as past or present paid or volunteer work in a social service agency, nor seminars, workshops, and/or trainings to earn professional/vocational certificates in human services.

Background Checks, Felony Records, and Illegal Conduct

Because many social service agencies/organizations perform criminal background checks and drug testing on potential employees before hiring staff/employees, they also require students to be checked or tested before accepting a student for field placement. Therefore, students who have a criminal record or who cannot pass a drug test may have difficulty finding an agency to complete the field practicum. Students should also be aware that some types of criminal convictions such as a felony conviction need not be a barrier to completing a BSW internship or a future career in social work. However a felony conviction may limit work opportunities with some vulnerable populations and social service agencies have a responsibility to minimize the risk of harm for these populations. Some states may also refuse to license, as a social worker, those graduates with some types of felony convictions. Being convicted of a felony while being a student at St. Augustine may affect a student's ability to start the field practicum, secure a field placement, or in some cases graduate from the BSW program. All students are asked to sign as part of admissions a felony disclosure statement and given an opportunity to discuss concerns with a faculty advisor. Students with past felony convictions are advised to seek legal help to have their felony record expunged if possible because of the barrier it can create.

The choice to seek a bachelor degree in social work therefore, is the responsibility of every student. Neither St. Augustine College nor the Department of Social Work are responsible for any student who makes that choice and later has problems completing the degree requirements or finding employment in social services due to criminal conduct or illicit drug use.

Field Placement Sites

Students select a field placement site from those that meet the criteria of the department for field placements. Some examples of past sites include:

- Casa Central, Chicago
- Cook County Juvenile Detention Facility
- Department of Children and Family Services
- Enlace Chicago
- La Familia Unida, Chicago
- Asian Community Services, Chicago
- La Casa Norte
- Illinois Department of Aging
- The Chicago Coalition for Homeless

Assessment in the Social Work Program

Students enrolled in the BSW courses or admitted to the BSW program may take a number of assessment tests or submit assignments to assess their course knowledge, thinking, and language proficiency during the course of their studies at St. Augustine. These assessments are used by faculty for improvement of teaching and learning in the courses. In addition, the Council on Social Work Education requires that the BSW program evaluate the competency of students before they graduate using the CSWE standards for 41 practice behaviors that demonstrate the 10 program outcomes on page 9 of this BSW manual.

The CSWE Assessment results for the BSW department are available to students, accrediting bodies, and administrators online on the Social Work webpage of the college's website. The current assessment plan calls for each program outcome to be evaluated at least twice. In this BSW program, a self-efficacy assessment (designed by our own social work students and faculty) is completed by students at the end of SWK 470, and the standardized SWEAP tool is used to evaluate students in the program at the end of their second field placements.

All assessment measures help us determine whether we are meeting the mission, goals, and outcomes of the program. Students are encouraged to ask questions and become informed about the assessment process and the competencies for social work. You will be asked to participate anonymously in evaluation of your classes at the end of each semester when the course evaluation surveys are distributed.

The department of social work will ensure that ALL assessments and test scores of individual students will be kept strictly confidential. Only social work faculty and assessment personnel will have immediate access to individual assignments and scores. Student assessment tool scores are not the same as your grades and they will NOT be a barrier to graduation. Program assessment scores will be used for two purposes: to improve overall student learning and to enhance the effectiveness of the social work program. On occasion, the department will issue assessment reports to the college's administration or accrediting bodies (like the Council on Social Work Education). These reports will not identify individual students. Any reports given to the administration or CSWE will be based on group scores, not individual students. Also, these are not psychological tests that measure your mental health, personality, or emotional well-being.

Additional College Services and Campus Locations

In its mission to make higher education accessible to a diverse student population, St. Augustine emphasizes the importance of meeting student needs and offering a strong support system for every student. The department strives to offer classes at times and at the satellite campuses that are convenient for the student body. Also, at SAC, each BSW course is taught only one day per week, thereby reducing student commuting time.

St. Augustine College offers a full array of services and support that include financial aid, work study, the President's Award, academic advising, instructional services, learning assistance programs, career services, child care, and the information commons library (the majority of our library services are offered online). Most of its student support services are offered thru staff who are bi-lingual (Spanish and English). For more information see the St Augustine Catalogue or speak with an academic advisor. Students interested in financial aid or work study should contact the Office of Financial Aid at 773-878-3813

Classes in social work are currently offered at the Main, South, and West locations. Students should expect to take courses in all three locations during the program.

Main

1333 W. Argyle
Chicago, IL 60640
773-878-8756
773-843-6600

West

3255 W. Armitage
Chicago, IL 60647
773-276-9169

South

2610 W. 25th St.
Chicago, IL 60608
773-579-2930



Social Work Resident Faculty

Chairperson:

Dr. Marcia Pantell, LCSW, Associate Professor
PhD. Institute for Clinical Social Work, 2000
M.P.H., University of Cal., Berkeley, 1978
M.S.W., University of N. Carolina, 1972

Full-time faculty:

- ✚ Sheila Neely-Frost, MSW, University of Michigan, 2003
Associate Professor and Assessment Coordinator
- ✚ Rebeca Davila, L.Ac., MSW, University of Chicago, 2000
Assistant Professor and Field Director



Reception for our fantastic SAC consultants and supporters, Kathy Stauber, LCSW and Patricia Widmayer with Rebeca Davila, Marcia Pantell, and Sheila Frost.

Appendix A – Additional Program Policies and Regulations

Mandated Reporters of Child Abuse and Neglect

The Illinois Abused and Neglected Child Reporting Act (ANCRA), has been amended in 2012 to include *"personnel of institutions of higher education."* Accordingly, all individuals employed and/or appointed by the College, including but not limited to faculty, staff, student employees, and volunteers are considered Mandated Reporters of child abuse and neglect. This means that all employees have a duty to immediately report or cause a report to be made whenever they have "reasonable cause to believe that a child known to them in their professional or official capacity may be abused or neglected." St. Augustine College employees have a legal obligation to immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) at (800) 25-ABUSE, or (800-252-2873).

Students in the Social Work, Respiratory Therapy and Early Childhood Education programs are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child known to them through their student participation in field placements, internships and teaching placements in social service agencies, health care facilities and child care/school settings, may be abused or neglected.

Students with a Felony Conviction

Students in the St. Augustine College BSW program are prepared for generalist social work practice. As part of the program, students complete a field practicum (internship) under formal supervision in a social service agency. Some of these agencies require that student interns undergo a formal background check before being accepted as an intern. A felony conviction for which the sentence has been served does not need to be a barrier to completing a BSW internship or a future career in social work. In some cases rehabilitative programs may have provided valuable life experience that will transfer to the practice of social work. For many the experience of rehabilitation has resulted in increased skills and empathy for others, as well as the motivation to extend the learning from life experience and rehabilitation to others.

However, a student with a felony conviction may find that the opportunities in the social work field are limited. For example, social workers often serve vulnerable populations and therefore social service agencies have a responsibility to minimize the risk of harm for these populations. This may result in policies that include not hiring persons with a felony conviction. Some states may also refuse to license, as a social worker, those graduates with some types of felony convictions. Additionally, being convicted of a felony while being a student at St. Augustine may affect a student's ability to start the field practicum, secure a field placement, or in some cases graduate from the BSW program.

Students are encouraged to inform the BSW field director, the chair of the BSW program, and potential field practicum sites if they have been convicted of a felony. The BSW program may be requested to let potential field practicum sites know that a potential intern has a past felony conviction, and the nature of the conviction, so that appropriate internship activities can be planned and protection of vulnerable individuals assured. This honesty may decrease the number and kinds of field opportunities that students are eligible to do in the field practicum.

A student's disclosure of a felony conviction will be kept confidential. However, depending on the field placement, St. Augustine may be required to share the information with the internship

agency. Prior to SAC sharing any information regarding a felony conviction with outside agencies, a release of information must be signed by the student allowing the school to share the information.

Evidence of the nature of the charges should be provided to the BSW program at the time of program application and prior to field placement, in order to advise the student appropriately regarding field placement agencies and career options. If felony charges occur while the student is in the BSW program, the student is required to immediately provide evidence about the nature of the charges and may be suspended from the BSW program until information is received to assure safety.

The social work program will make every effort to help students select and obtain a field placement to complete the BSW program. However, the program cannot guarantee a field placement for students with a felony conviction. The BSW program will provide support to the student while she/he is searching for a field placement. It is the student's responsibility for locating an appropriate field placement and seeking out the support provided by the BSW program while finding a field placement. Students cannot get the BSW degree without completing the required field practicum.

Students who have had past felony convictions are advised to seek legal help to have their felony record expunged if possible because of the barrier it can create.

BSW Restrictions

- Students who are awaiting trial for a felony charge, and those currently serving time under house arrest for a felony, are not eligible to start the field practicum until the trial is completed or the sentence is served and documentation of fulfillment of the sentence is provided by the court.
- The student must grant permission to the school to receive copies showing the nature of the charges and the terms of parole for students still mandated to see a parole officer for a felony charge. A release of information form can be requested by the Social Work Department.
- Because all St. Augustine College sites offer childcare, individuals that are registered as sex offenders will not be admitted into the program.

Harassment Policy for Students in Field Instruction

In keeping with the spirit and the intent of federal and state law, SAC strives to provide a comfortable work and study environment. We are committed to an environment that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status. Offensive or harassing behavior will not be tolerated against any student, client, or employee of SAC and the placement site. This policy will be extended to all persons at SAC and the placement site. In addition, those in a supervisory or managerial position will be responsible for taking proper action to end such behavior in their work areas.

In an effort to prevent sexual harassment and other forms of harassment from occurring, this policy against harassment will be communicated to every student of SAC in field instruction. No student is exempt from this policy.

Offensive conduct or harassment that is of a sexual nature, or based on race, color, religion, age, sex, national origin, disability, or any protected status is prohibited. This includes but is not

limited to:

- physical action, written or spoken, language and graphic communications
- any type of physical contact when the action is unwelcome or unwanted by the recipient
- expectations, requests, demands or pressure for sexual favors
- slurs, jokes, posters, cartoons and gestures

Any such offensive conduct will be considered a prohibited form of harassment when any or all of the following are true:

- *there is a promise or implied promise of preferential treatment or negative consequence regarding decisions or status at the placement site*
- *such conduct has the effect of creating an intimidating or hostile or offensive environment, or unreasonably interferes with a student's work performance at the site*
- *a third party is offended by the sexual conduct or communications of others*

Harassment is considered a form of student misconduct. Disciplinary action, up to and including termination from field instruction, will be taken against any student engaging in this type of behavior.

Anyone who believes that she or he is being discriminated against because of harassing behavior (for example, other students or workers being given special treatment for sexual favors) is encouraged to report it. Anyone who feels she or he is being harassed should make an immediate report of the harassment. Any SAC representative (e.g., the field instruction field director) aware of this behavior yet who takes no action to end it is also subject to disciplinary action.

Complaints should be made to the field instruction field director or any human resources personnel at SAC and/or at the field site, with whom the student feels comfortable in discussing this type of problem. All complaints will remain as confidential as possible. Complaints made in good faith will in no way be held against a student. Under no circumstances will a student be penalized for using this policy.

Department Policy on Admission Exceptions for Early Admission

Students who have a 3.0 GPA will be given permission to take SWK 319 concurrently with SWK 305 and/or 315 if necessary as long as all other admission requirements are met and the student is finished with required elective credits (permission is given by of SWK advisor or SWK chair). Rationale: To make the study plan more flexible for students who demonstrate higher academic skills so that they do not lose financial aide. No student will be allowed to take SWK 345, 355, 335, 410, or 420 concurrently with 315 or 305. These courses require prior knowledge and comprehension of the content covered in SWK 305 and 315.

BSW Program Policy and Procedures for Returning Students

St. Augustine College requires that students who were previously admitted (to SAC) who have not attended class or registered in one semester, reapply to the Office of Admissions. They must also submit official transcripts from other institutions they have attended during their absence from the college. Re-admitted students must abide by the academic policies and program curricula in place at the time of re-admission. **(SAC Catalog, p. 14)**

Students Returning to BSW Program in Less than 5 Years

Students returning to complete the BSW program after less than 5 years should follow the

above procedure. However, they must have left in good academic standing*, before they can re-register to complete the BSW program. If the program curricula or requirements have changed, they must satisfy the new program curriculum and requirements.

Students Returning to BSW Program after 5 (or more) Years Away

Students who return to SAC after more than 5 years of inactive status and declare a new aim/major in social work may be asked to retake the English and Math placement tests so that advisors can prepare a study plan that adequately prepares them for a social work major. These students may need to repeat English or Math courses to enter into the current curriculum at SAC.

BSW admitted students who are returning after a 5 year period of time will need to re-apply to the program and will be re-admitted on a case by case basis. These students will be expected to complete the following steps:

1. Have an interview with the Chair.
2. Submit all admission materials and meet the current admission requirements
3. Submit transcripts from any courses taken outside of SAC during that time.

Returning students who were suspended, expelled, or placed on probation

Students who did not return or complete actions required by the department within one semester after being suspended, expelled, or placed on probation from the BSW program or school must follow steps 1-3 above as well as provide evidence that they have addressed the conditions and completed remedial actions requested at the time of their suspension, expulsion, or probation to the satisfaction of the BSW admission committee. A formal department review of all submitted documents will occur.

*Good academic standing- 2.75 GPA and C or better grades in all BSW courses, and not on suspension.

Appendix B

Council on Social Work Education Core Competencies for Social Work Practice

(Copyright 2008, Council on Social Work Education, Inc. Revised March 27, 2010)

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and

- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.



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