



Bachelor of
Social Work
Manual 2019-2021



Justicia Social construyendo una comunidad bilingüe

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Message from the President

It is an honor to be the President of a College that is home to such an outstanding Social Work Program. Social workers have a long history of reaching out to those most in need. As you continue your preparation to help others, recall that you are being trained by some of the most talented and caring persons you will ever meet. Your training will prepare you to do the greatest good. Please study hard, believe in yourself, and you will achieve your dreams. All the faculty in the Social Work Program are dedicated to your success. We welcome you as together we set forth as partners on this amazing journey.



Dr. Reyes Gonzalez
President of St. Augustine College

Message from the Chairperson

On behalf of the entire faculty of the Social Work program, I welcome you to the BSW program at St. Augustine College! Social work is a great choice for your college major and bachelor degree studies. There are very few careers that provide you with the breadth of skills, variety of employment opportunities, and the satisfaction of seeing others grow as you walk with them through life.

We believe you can succeed in the program and continue to become a caring and dedicated professional in the field of social work. A commitment to empowering others and building communities takes intelligence, maturity, interpersonal skill, creativity, and a vision of life beyond the day to day problems encountered. It also takes patience, persistence, humility, faith, and honesty. You are already developing those qualities and that is why you were chosen to continue. Learning to use these qualities intentionally with new skills and diverse populations will challenge and transform you.

The BSW faculty will be there for you as you undertake this new exciting journey. We will offer our help in planning your courses, sharing our professional experiences, and lending support when needed. You need only reach out and ask when you need our help. Remember to appreciate yourself every day as you study here. We believe you are up to the challenges that we will give you. Welcome future scholars and colleagues!



Marcia Pantell, LCSW, PhD
Chair and Associate Professor

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 bachelor level 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.

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, knowledge, and values necessary to work with a diverse client population from an ecological systems and strengths 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 educational experience and perspective on ethnic and cultural values. Knowledge of ethnicity and culture is taught throughout the curriculum and is enhanced by the diverse 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 personal 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.

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 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 9 program outcomes or competencies support the above program goals. These outcomes include the dimensions of “knowledge, values, and skills, and affective processes” in addition to practice behaviors needed...to practice in a purposeful, intentional, and professional manner to promote human and community well-being.” ((2015, CSWE Educational Policy and Accreditation Standards-EPAS) See appendix for full listing of these standards.

1. Students demonstrate ethical and professional behavior.
2. Students engage diversity and difference in practice.
3. Students advance human rights and social, economic, and environmental justice.
4. Students engage in practice-informed research and research-informed practice.
5. Students think critically to engage in policy practice.
6. Students engage with individuals, families, groups, organizations, and communities.
7. Students assess individuals, families, groups, organizations, and communities.
8. Students intervene with individuals, families, groups, organizations, and communities.
9. Students evaluate practice with individuals, families, groups, organizations, and communities.



BSW students protesting school closings

Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (Council on Social Work Education, 2015)



Admissions

Admission Requirements

Students applying to St. Augustine College may indicate their desire to enter the BSW program by submitting the program admission application 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. It can also be declared when a student transfers to the college. 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/statistics, 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 program advising (after admission) and course registration is carried out by social work faculty.

Full admission to the social work program requires the following:

- Completion of the BSW application
- 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 SWK 200, SWK 305, and SWK 315 with a grade of C or above

Applications will be formally reviewed by BSW faculty during December and May of each year. Students are notified by e-mail of their admission status and any contingent conditions after the review. Students who present to a BSW advisor after an application review period in December or May are allowed to register for upper level courses if their admission materials are complete and they meet the above requirements.

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 or other course credit for work prior to, or concurrent with, the program internship, 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.

Although the Social Work program does not grant social work course credit for life experience or previous work experience, social work faculty value the personal experience of students and believe these experiences can enrich the educational environment for all students. Therefore, students are encouraged to share their life and work experiences in the classroom, when relevant to course content and when appropriate.

Pre-Social Work and Social Work Admission Statuses

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 completed the entire application but who demonstrate sufficient academic ability to register for upper level classes. 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.

Additionally, students who have a 3.0 GPA will be given a conditional admission with permission to take SWK 319 concurrently with SWK 305 and/or 315 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). No student will be allowed to take SWK 335, 345, 355, 410, or 420 concurrently with 315 or 305 unless they have a GPA of 3.5 or above, have no electives available to take, and have permission of the Department Chair. Rationale: To make the study plan more flexible for students who demonstrate higher academic skills. However, these exceptions can result in challenges for students as students are expected to apply the knowledge gained in SWK 305 and SWK 315 to the upper level courses that follow.

Denied Admission

After faculty review applications, students may be *denied admission* into the upper level program when they do not demonstrate readiness for that level of academic work. 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.

Returning Students

St. Augustine College requires that students who were previously admitted to the college who have not attended class or registered for at least one semester, reapply to the Office of Admissions. Re-admitted students must abide by the academic policies and program curricula in place at the time of re-admission. Refer to the “Readmission” section of the College Catalog for entire policy.

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 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 inactive time will also need to re-apply to the BSW 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. Students may be asked to repeat social work courses in some cases if the BSW curriculum or accreditation competencies have changed, or the student has not been engaged in social service employment during the inactive period.
2. Submit all program application materials and meet the current admission requirements
3. Submit transcripts for any courses taken during the time away from SAC.

Returning students who were suspended, expelled, or placed on probation, or previously terminated from the program.

Students who are returning after a failed field placement course must re-apply within one year after failing the placement. These students should follow the guidelines for “Reapplication for a Failed Field Placement” as stated in the BSW program Field Manual. Students who were dismissed from field placement due to engagement in unethical or dangerous behavior and subsequently dismissed from the social work program under those conditions may not re-apply for field placement or the social work program. They may appeal the decision for dismissal according to the due process procedures of SAC

Students who did not return or complete actions required by the department within one semester after a semester in which they were suspended, expelled, or placed on probation from the BSW program or school must re-apply and follow steps 1-3 above as well as provide clear 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 or probation for academic or non-academic reasons.

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. 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. The BSW program may be requested to let potential field practicum sites know 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.

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 St. Augustine College sites have offered childcare in the past and may in the future, individuals that are registered as sex offenders will not be admitted into the program.



Professor Mateus with Dr. Angeles Gonzalez at the International Day Celebration

Bachelor of Social Work Academic 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 Multicultural Social Work Practice
 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 (4 credit hour) courses	48 credit hours
Electives- 8 (4 credit hour) courses	32 credit hours
BSW- 12 (4 credit hour) 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.

Transferring Courses from Other Institutions

For College transfer policies, students should refer to the “Transfer of Credits to St. Augustine College” section found in the College Catalog.

General Education courses from other institutions in Illinois are accepted if they are IAI courses that are equivalent to IAI General Education courses at SAC.

General Education courses from another country must have an International Academic Equivalency Evaluation before they are accepted by SAC.

Social Work courses from another institution are not accepted unless the program where they were taken was accredited by the Council on Social work Accreditation (CSWE).



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

Locations and Times of BSW Courses

At SAC, each BSW course is taught only one day per week, thereby reducing student commuting time so that the courses meet the needs of non-traditional students. Course locations are determined in collaboration with the college administration using data about students' location preferences as they progress. Locations selected for BSW courses follow the CSWE accreditation policy and the policies of the Illinois Board of Higher Education. Currently, no student is able to take all of their BSW courses at a single college site or through hybrid or online. Students may be able to take most pre-swk courses in one location but can expect to take upper level courses at one or more of the existing college sites. Some courses are only offered in Spring semester and others are offered only in Fall in order to offer course sections at multiple locations. A few hybrid BSW courses are currently offered. See the end of this manual and the SAC Catalog for address of the SAC sites.

One to three BSW courses may occasionally be offered by SAC formal agreement with a community agency in an agency location for a particular cohort of students wishing to major in social work and who meet the pre-requisites for courses. Students in agency cohorts will not be able to take all of their courses at the same location for the reasons explained above. Classes in social work are currently offered at the Main, South, West, and sometimes at Aurora locations.

<u>Main</u>	<u>West</u>	<u>South</u>	<u>Aurora</u>
1333 W. Argyle	3255 W. Armitage	2610 W. 25 th St.	<u>841 N. Lake St.</u>
Chicago, IL 60640	Chicago, IL 60647	Chicago, IL 60608	Aurora, IL 60506
773-878-8756	773-878-8756	773-878-8756	630-264-2288

Student Advising

Social Work advisors are available to meet with admitted and future students by appointment. Students can request an appointment by e-mailing the below BSW faculty. Students admitted in to the BSW Program will be notified by SAC email of their assigned social work advisor. Social work advising is provided by BSW faculty. Students work with their assigned BSW advisor to create a study plan and register for courses (they no longer register with associate level advisors). Each semester students will receive an email from their BSW faculty advisor inviting them to meet virtually and/or in person to discuss their career and study plans. Advisors are available to help with recommendations for graduate school and jobs. Students can email their BSW advisor at any time to request an appointment.

Registration: Students will be notified by email when registration begins for the next semester. Before the Fall and Spring semesters, BSW advisors will be available in a limited timeframe for walk-in advising and registration. The walk-in advising and registration schedule will be sent by e-mail to students and posted on BSW faculty offices.

Once the advisor has selected and entered classes for registration students need to finish the registration process with the Financial Aid office and the Bursar's office. Failure to complete the process prior to the beginning of the semester means the student is not fully registered and may result in the student being dropped from classes. Any requested changes to a student's registration after classes began require the student to revisit the Financial Aid and Bursar's offices.

The BSW advisors look forward to getting to know you!

Dr. Marcia Pantell, Chair	773-878-3978
Teresa P. Mateus, LCSW	773-878-3265
Field Director	

mpantell@staugustine.edu
TPMateus@staugustine.edu

Student Rights and Responsibilities

The college policy on student rights is provided in the SAC catalog under a section titled “Student Information”. This section of the SAC catalog recognizes student freedoms of speech, assembly, association, and the press, rights of petition and due process, which are guaranteed under the State and Federal constitutions. As members of an academic community, students have the right and responsibility to participate through a student course representative system and through dialogue with the College’s administration [including the Chair of the BSW program]. Student conduct is also discussed in that section of the SAC Catalog.

The BSW program is managed in a way that is consistent with the rights guaranteed under the federal and state constitutions and current law as explained in the College catalog. More specifically, students possess the following rights:

- Full-disclosure of program policies and procedures
- The right to seek change in program policies and procedures
- The right to competent and well-prepared faculty with accredited social work degrees, a coherent curriculum, fair grading, the right to appeal a grade
- Access to student support services
- Right to collaborate in the choice of one’s field placement site
- The right to anonymously evaluate courses and faculty to improve teaching
- Access to competent academic and professional advising
- 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.

Privacy of Student Records and Transcripts

Privacy of student records and transcripts is described in the SAC catalog under Student Information. The BSW programs adheres to privacy and confidentiality of student records and transcripts. Students requesting recommendations for jobs or graduate school must send a written request (releasing the faculty from confidential information) that specifies the exact agency, agency address, and person that is to receive the recommendation and the nature of the information or job that this is requested.

Opportunities for Student Participation

Participation in BSW Program Policies and Program Advisory Committee

All students may have opportunities to participate in formulating and modifying policies that affect academic and student affairs. BSW admitted students may organize to participate in policy modifications for the BSW program. Additionally, one student with a 3.0 GPA or above will be selected by students to join the BSW Advisory Committee that meets minimally two times per academic year. The role of the advisory committee is to review BSW program policies, CSWE accreditation reports, and assist in event plans of the Department. They may also be invited to participate in disciplinary appeals meetings for the department.

Students may participate in program change and provide feedback on the program in several ways. The program and class sizes afford the opportunities of a small family-like environment in which students have one-on-one contact with professors and can work with classmates to initiate requests. Each semester students are elected to serve as class representatives and mediators between classmates and their professors. Students are on grievance committees. Classes are often scheduled at sites based on the home locations of the majority of students. Students may also present requests for policy or program changes, such as requests for extra support services, in writing to the Chair of the department who will discuss the desired change with the student(s) and may choose to include other program faculty and the program advisory committee. The

advisory committee, if involved, will put the request on the agenda for the next meeting and discuss the issue. The committee may recommend a policy change in writing to the chair and the chair will notify the student of the final decision or request additional information from any stakeholders involved as needed to find a good solution. The chair is ultimately responsible for assuring that policies follow SAC and CSWE accreditation requirements, SAC policy change processes, and due process within the College.

A response will be made in writing to the student(s) in a reasonable time and if the student is not satisfied they may choose to file a complaint with the College according to the “Student Complaint Policy” in the SAC Catalog.

Participation in Course Policies and Practices

Every SAC course elects two student representatives in each class each semester to facilitate communication with the professor when problems arise in the classroom that impact the class as a whole. This is described in greater detail in the SAC catalog in the Student Information section of the catalog. In addition, one BSW student with a 3.0 GPA is elected to serve on the BSW Advisory Committee which also includes BSW alumni participation.

Academic Performance Policy

The code of conduct for students can be found in the SAC College Catalog under “Academic Guidelines and Expectations”. The Academic standards for the College and an explanation of GPA can be found in the SAC College Catalog under “Academic Standards and Satisfactory Academic progress”. This section includes an explanation of “good standing”, “academic warning”, and “academic exclusion”.

After admission to the BSW program, the academic expectations are raised for professional BSW competence and ethical standards. Students must pass all BSW Required Core Courses with a “C” grade or better to graduate from the program. Additionally, students must maintain a 2.75 minimum cumulative GPA to avoid being given an *Academic Warning*. *Academic Warning* means that the student must reach the required cumulative GPA of 2.75 before starting field placement and before graduating.

Students are evaluated academically by their BSW professors. All students are given a syllabus at the beginning of each semester. Procedures for evaluating students and grading policies are included in each syllabus. Students taking a course agree to follow the course policies and assignments for completion of the course as described in the syllabus or provided in writing by the professor.

Students are also evaluated by their Field Instructors through field evaluations, which include a grade recommendation to the Field Director during the two field placement courses, SWK 450 and SWK 460. Students must pass each of the field placement courses with an A or B grade to graduate from the program.

Students should plan to dedicate a minimum of 8 hours per week for each 4 credit course to read and complete homework assigned in each class. Less than a full load may be recommended for students with excessive family demands, healthcare needs, and/or work commitments, or those who need to spend added time with tutors to succeed in language competency.

Professional Conduct Policy

The behavior of social work students is expected to reflect the highest training standards of the profession as they are described in the NASW Code of Ethics and the CSWE competencies. Student behavior expected to demonstrate the holistic competencies and values needed for the social work profession both inside and outside of the classroom. The BSW degree is not only a

college major but also a professional degree program that prepares students to work with vulnerable populations. Social workers give options and opportunities, but they have ethical responsibilities to prevent harm to vulnerable populations of those they serve.

BSW students are expected to:

- Follow St. Augustine's Student Responsibilities found in the College's Catalog under Student Information
- Respond with empathy and respect to engage others appropriately for the profession. (Disrespectful, racist, sexist, prejudicial language, and harassing behavior is in violation of the professional code of ethics that students agree to follow after admission and study in the pre-social work courses whether it occurs at SAC, online, during class assignments, or in field placement.)
- Attend all classes and during field placements, follow the schedule in the student's field contract. Students are expected to be prompt, and prepared with homework done before classes.
- 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).
- Demonstrate cognitive and affective (*emotional regulation*) skills that comprise the competency for practice at a general level of practice (CSWE 2015, p. 7). This includes work in collaboration with others during group projects for class.
- Complete all assignments on time and in APA style according to the type of assignment
- Seek tutoring early and regularly to prepare well for written assignments
- Online student behavior should also demonstrate the ability to maintain professional and ethical standards when engaging with members of the SAC and professional community in online formats such as Facebook, email, etc., just as in face to face interactions. Students must avoid online harassment and behavior that could be perceived as cyberbullying.
- Students are to activate and use their SAC email to communicate with professors and advisors about class and program business. If technological problems occur they are to notify the IT helpline at SAC immediately. It is the student's responsibility to assure that the student has access to equipment and internet service to effectively participate in SAC courses.
- All SAC students are bound by the SAC Policy on Acceptable Use of Electronic College Resources found in the SAC catalog.
- Students are not to use their personal e-mail, SAC email, or personal phone for texting or contacting clients of agencies where they are in field placement.

Students, just as professionals, are also ethically bound to seek professional help early for any condition that significantly impairs judgement, causes cognitive or affective dysregulation, or may result in harm to self or others. Faculty advisors in the BSW program can provide low cost resources for students for students and are always available to discuss options for help and referral if students ask for help.

Students who are unable to demonstrate behavior consistent with the profession's standards and the professional conduct responsibilities are given opportunities to correct their behavior (see following section this manual, *Reporting Conduct and Unprofessional Behavior Grievances which includes the appeals process*).

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.

Violations of Professional Conduct and Procedures

These concerns may include (but are not limited to) concerns about the following:

- Violations of the St. Augustine College code of conduct
- Violation of the Social Work Code of Ethics which students agree to abide by in their application to the BSW program and are taught to review in all courses.
- Violations of Professional Conduct
- Current mental health concerns or issues when they interfere with the student's ability to fulfill classroom and program competencies for emotional regulation and cognitive work, or 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 or at the College. Students sign a consent form prior to the start of their internship allowing the program to contact the agency if such concerns arise. 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.
- Issues of addiction and/or recovery when they prevent the fulfillment of classroom and program requirements, or result in disruption, disrespectful, and unethical behavior.
- Issues of sudden incarceration or felony charges that are pending trial which may interfere with continuing in the program until resolved.

Reporting classroom behavior and academic performance problems

When student's behavior in the classroom is of concern to the professor, that professor completes an SAC *Student Performance Notice* and discusses it with the student with recommendations for improvement. It is sent to the student's advisor on record and the advisor also problem solves and completes a plan of action for course improvement. This performance notice is a first step to resolving problems that may impact a course grade. The advisors on record in the upper level BSW program are BSW faculty.

Reporting Conduct and Unprofessional Behavior Grievances

A written statement of grievance can be filed by anyone when that person has firsthand knowledge about student, faculty, or staff conduct concerns or safety problems. To report problems in behavior and a grievance (outside of the context of field instruction which has its own procedure described in the Field Manual), the person reporting the concern should put the specific behaviors observed in writing according to the SAC Catalog (Academic Guidelines and Expectations for Prohibited Conduct) or for the BSW department chair to review. This information is confidential.

The statement should include

- The measures already taken to resolve the problems directly with the student.
- Clearly statement of whether they believe the situation is a violation of SAC prohibited conduct, or a concern about professional conduct and social work ethics standards.
- A statement of whether they believe the behavior is a cause for SAC and/or BSW disciplinary action, (including denial of program admission, admonition, warning, or sanctioning, suspension, or termination from the BSW program, due to a code of student conduct violation, or Social Work ethics violation and the specific reasons why.

When the SAC Code of Prohibited Conduct has been violated and reported to someone at the College the College will notify the individual and investigate the charge according to the college procedure for Sanctions for violation of the Code of Conduct. In the case of BSW students this will also include a meeting with the Chair of the department who may impose program specific consequences in addition to the consequences imposed by the College.

When 'professional readiness' is a concern, the Chair of the Social Work Program will review the written statement above and set up a meeting with the student within 1-2 weeks, 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 written plan for remediation should be provided to the student within 2 weeks. The plan should include:

1. The evidence needed to demonstrate that the problem is resolved.
(Depending on the seriousness of the problem or safety issues involved, a student can be suspended, or terminated from BSW coursework, or field placement, and may be required to provide evidence of professional therapy or treatment and resolution of potentially harmful symptoms before readmission to the BSW program or completion of further coursework or fieldwork.)
2. A timeframe for implementation of the plan.
3. A list of resources available to support the student.

If the student fails to comply with the plan for remediation within the specified time period they may be terminated from the BSW program. Students who re-apply for the program after a termination need to meet requirements for reapplication after an inactive period and will need to provide the evidence requested to demonstrate professional readiness. Requirements for field placements may differ and are described in the BSW Field Manual.

Student Appeals

Any student has the right to appeal grades, a BSW program termination, sanctions, or program suspension decision beginning with the department's due process procedure.

The College also provides the right to a fair hearing for each student who is disciplined or sanctioned during her/his time as a student at St. Augustine College (See Severe Disciplinary Action in the SAC Catalog).

Appeal procedures for low course grade

To appeal a course grade the student visits the Dean of Students and completes a *course appeal form*. The appeal form is sent to the Chair of the BSW Program who follows the College procedures to put a faculty committee together to review the appeal and then return the form, with the committee decision, to the Dean of Students. The student is then notified of the decision by the Dean of Students. This is consistent with the course grade appeal under Academic Information in the SAC College Catalog.

Appeal procedures for academic warning, program sanctions, or termination

Students have the right to a fair hearing when they are disciplined. Students who are disciplined by program the BSW program may appeal the department's decision by the procedures below.

The student submits a written appeal to the Chair of the BSW Program describing:

1. Their understanding of the specific violation that they were sanctioned for
2. An assurance statement that demonstrates their knowledge and ability to comply with the relevant social work competencies and ethical standards for entering and working within the social work profession.
3. A description of what they consider a fair and ethical (according to NASW code of ethics) alternative to the discipline they received.

A appeals committee is formed to review the decision. The three member committee is made up of:

1. A BSW resident faculty member/advisor of the department selected by the chair
 2. The Chair of BSW department
 3. One of the following:
 - a. A senior BSW student of the department who is in good standing and who is selected by the student
 - b. An adjunct BSW professor selected by the student
- The appeals committee meets within one month of receiving the appeal to review the document and may ask to discuss the situation with the student (may be delayed during the months of June and July).
 - The appeals committee will give a written response to the appeal within 2 weeks of their final meeting and this is sent to the student and to the Vice President of Academic Affairs.

Students may further appeal any severe consequences such as program suspension or termination to the Vice President of Academic Affairs who may request a College Disciplinary Committee to be formed according to the procedure for a college disciplinary committee in the SAC Catalog.

Student Complaints

Students wishing to make a complaint about a College or department service, or policy, procedure, or practice should follow the "Student Complaint Policy" and procedures found in the College Catalog for complaints.

BSW students who have a complaint about a course instructor are encouraged to practice professional communication and make an appointment outside of class time to discuss the complaint assertively and directly out of respect for a future colleague and the code of ethics. If the issue is not resolved through this direct discussion, and it is not a complaint shared by the class as a whole, (in which a student representative may also help mediate the discussion), then students may discuss the complaint with the program chair who may arrange a meeting to mediate a discussion between faculty and student for the purpose of resolving the problem. If the problem continues, then students are encouraged to make a formal written complaint according to the SAC Student Complaint Policy in the SAC Catalog.

Termination from the BSW Program

Sadly, sometimes our best efforts to guide and help students may be unsuccessful, just as our efforts to help in professional practice can sometimes fail. All social work programs have the responsibility and autonomy necessary to terminate professional education when remedial plans to succeed in the program fail or when a student's actions may result in harm to others.

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 3.8 for 2015 EPAS)

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective reactions, and exercise of judgement in regard to unique practice situations. (CSWE 2015 Educational Policy and Accreditation Standards)

Termination from the BSW Program may be for academic or non-academic reasons as described in the sections below. Termination is a last resort after attempts to resolve the problem have failed and/or the behavior for concern is thought to be serious enough or may cause harm to the student or others they interact with or serve. Due process and appeals regarding termination are made according to the section above on *Student Appeals*.

Academic Termination from the Program

If after being placed on academic warning a student becomes inactive and fails to bring up their GPA to a 2.75, after one year they are automatically terminated from the program.

Non Academic Termination from the BSW Program

Termination from the BSW program (or denial of admission to the upper level program) may be a consequence for multiple incidences of cheating or plagiarism. Students may appeal this decision according to the *student appeals process* above.

After sanctioning or suspension for unsafe or unprofessional behavior, a student who fails to comply with stated requirements for improvement within the specified written time period will be terminated from the BSW program. Students who reapply for the program after such termination will still need to provide the evidence requested to demonstrate professional readiness at the time of reapplication before they can be readmitted. If they have been inactive for 5 years they may be asked to repeat coursework.

Termination from Field Placement

See BSW field manual for a full discussion of the suspension and termination policy and due process after failing a field placement.

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: Eng. 160, Eng 162, Eng 165. Soc 101 can be co-requisite.

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

This course will build upon the material presented in SWK 200 Introduction to Social Work. The course will introduce students to the NASW Code of Ethics and major concepts, dilemmas and themes that affect daily social work and that have particular relevance to social work, such as processes of individual and social change, the biopsychosocial perspective, diversity, the development of empathy and judgment in conditions of uncertainty, and decision-making under conditions of scarce resources. The course will challenge students to consider their personal values and how to think critically when considering ethical issues and dilemmas, and how those may affect practice 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-psychosocial-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.

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-psychosocial 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 I (4) (4,0)

This course uses a seminar approach to presenting *current* child welfare policy, practice, and research issues that are intended to prepare students for potential employment in public and private child welfare agencies within the state of Illinois. The course includes expert speakers, participation in professional preparation exercises, and online content developed by the IL DCFS that focuses on the core competencies of knowledge and skill required for child welfare practice in Illinois. These competencies include family engagement, assessment of risk and safety, intervention, and permanency planning. Student will take professional employments exams that will qualify them for certification in the Child

Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam that are required for those providing direct child welfare services to Illinois families with children placed in substitute care.

This course is presented through a partnership between St. Augustine College Department of Social Work and Addiction Studies and the Illinois Department of Children and Family Services. The knowledge and skills included in the DCFS Placement/Permanency Foundation Training curriculum are integrated throughout, and that content is included on the professional employment exams discussed above. (Elective, offered on demand for psychology and BSW majors) (Formerly: SWK 337 Child welfare Policy)
Prerequisites: SWK 200, SWK 305 or PSY 210, and SWK 315 or PSY 234, and permission of BSW Dept..

SWK 338 Child Welfare II (4) (4, 0)

This course uses a seminar approach to presenting *current* child welfare policy, practice, and research issues that are intended to prepare students for potential employment in public and private child welfare agencies within the state of Illinois. The course includes expert speakers, participation in professional preparation exercises, and online content developed by the IL DCFS that focuses on the core competencies of knowledge and skill required for child welfare practice in Illinois. These competencies include family engagement, assessment of risk and safety, intervention, and permanency planning. Student will take professional employment exams that will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam that are required for those providing direct child welfare services to Illinois families with children placed in substitute care.

This course is presented through a partnership between St. Augustine College Department of Social Work and Addiction Studies and the Illinois Department of Children and Family Services. The knowledge and skills included in the DCFS Placement/Permanency Foundation Training curriculum are integrated throughout, and that content is included on the professional employment exams discussed above. (Elective, offered on demand for psychology and social work majors) (Formerly: SWK 338 Child Welfare Practice)

Prerequisites: SWK 200, SWK 305 or PSY 210, and SWK 315 or PSY 234, and SWK 337-Child Welfare I. Permission of BSW Dept.

SWK 341 Introduction to Trauma (4) (4, 0)

This four-credit elective course offer an introduction to trauma and the impact of trauma at bio-psych-social-spiritual level for general practice. The course will review topics in trauma and trauma response for different populations and communities, with an emphasis on the impact of trauma on marginalized communities and identity groups, as well as the necessity of engage a multicultural lens in understanding and addressing trauma at an individual, family, community, organizational and societal level. Case examples will be offered to assess the impact of trauma for different communities, and students will be given an overview of the function trauma, trauma response, posttraumatic stress disorder, crisis and response in diverse populations. Students at the end of the course will receive a Foundation in Trauma Certificate. (Elective for psychology or BSW majors, offered on demand)

Prerequisites: SWK 200 or PSY 201, SWK 305 or PSY210, SWK 315 or PSY 234 and permission of the department. For BSW students – application submitted to BSW program required.

SWK 345 Multicultural Social Work Practice (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 prepare, engage, intervene, and evaluate practice ethically and collaboratively for 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 practice, individual supportive counseling, and for community-centered work in social work. Using active listening, process recordings, motivational interviewing, and strength-based assessment skills students will actively participate in role plays, in practice interviews outside of class, and apply problem-solving techniques with the goal of empowering those they serve. An Interactional Model (Schulman) of helping and knowledge of factors increasing resilience will be related to serving diverse voluntary and involuntary clients, and those in crisis. Students will complete a community assessment project during the course. (macro level). They will prepare individual service and action plans and learn to evaluate those plans. Practice methods learned will be evidence-based practice methods as those apply to case management, supportive strength based counseling, and community assessment.

Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

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 strength's 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: Co-requisite with SWK 460 and/or SWK 470. Department approval, SWK 200-420 completed, 2.75 GPA, no more than one semester of elective work left to complete (3 courses max). Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core upper level social work course while completing their internship and this seminar.

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: Co-requisite with SWK 450 and/or SWK 470. Department approval, SWK 200-420 completed, 2.75 GPA, no more than one semester of elective work left to complete (3 courses max). Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core upper level social work course while completing their internship and this seminar.

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: Co-requisite with SWK 450 and/or SWK 460.

Department approval, SWK 200-420 completed, 2.75 GPA, no more than one semester of elective work left to complete (3 courses max).

Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core upper level social work course while completing their internship and this seminar.

The Field Practicum (Social Work 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.

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
- Cook County Juvenile Detention Facility
- Department of Children and Family Services
- Korean American Services
- La Casa Norte
- Between Friends
- Illinois Department of Aging
- The Chicago Coalition for Homeless
- Metropolitan Family Services
- Association House
- Youth Guidance of Chicago
- Illinois Department of Children and Family Services

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.



2011 Senior Celebration

Graduation

Graduation Ceremony

The graduation ceremony is held only one time per year in May. Students who expect to complete all required coursework and graduate in December are allowed to walk in the ceremony before they actually graduate but they must have completed their internship by December and have no more than 12 elective credits left to complete by the December of their expected graduation.

Participating in the ceremony does not mean that the student has graduated. The diploma and final transcript will not show the BSW degree was conferred until all graduation requirements and required coursework are completed. To receive the diploma and official transcript, any debt owed to the college must be paid in full.

Graduation Requirements

An SAC form, "application to graduate" with a BSW is completed by the student when graduation requirements and 128 required credit hours are completed. In order to graduate with the BSW degree a student 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 with registrar

Students review this material during a scheduled exit interview with the department chair or coordinator for advising and then submit the application for graduation to the registrar who orders the diploma for the student. See the SAC catalogue for complete graduation information. Students are encouraged to provide feedback about the BSW program experience during their exit interview.



BSW Professor Dr. Clark Dubois with 2018 Graduate Juanita Ortiz de Salcido

Assessment in the Social Work Program

Students enrolled in the BSW courses and/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. Students are also be asked to participate anonymously in evaluation of their classes at the end of each semester when the course evaluation surveys are distributed and collected by the class representative. These assessments are used by faculty for improvement of teaching and learning in the courses.

In addition, CSWE requires that the BSW program evaluate the competency of students before they graduate using the nine competencies at the generalist level of practice. Each competency includes a set of behaviors that integrate knowledge, values, skills, and cognitive affective process. The full description of these competencies is found in Appendix A. The assessment plan evaluates each program outcome using two different measures: course embedded assignments are currently being used as the first measure, and a field evaluation tool, completed by field instructors after the second field course, is used as the second measure. 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 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 student 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 (for example, the Council on Social Work Education and the Higher Learning Commission). These reports will not identify individual students. Any reports given to the College Administration or to accrediting bodies will be based on group scores, not individual student scores. Lastly, the assessment tools used are not psychological tests that measure mental health, personality, or emotional well-being.

All assessment measures help the program determine whether the College is 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.



Additional College Services

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.

St. Augustine College offers a full array of services and support that include financial aid, academic advising, instructional services, learning assistance programs, career services, and the information commons library (the majority of the College's 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 Catalog or speak with an academic advisor. Students interested in financial aid should contact the Office of Financial Aid.



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

Field Director:

Teresa P. Mateus Bennet, MSW, LCSW, E-RYT 200, Assistant
Professor
New York University 2007

Assessment Coordinator -Part time BSW faculty

Sheila Neely-Frost, MSW
University of Michigan, 2003
Associate Professor and Assessment Coordinator



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

National Recognitions



2018 Excellence in Social Work Education & Dedication to the Latinx Community
Presented by the Latino Social Work Organization (LSWO)

Left to right: Noe Torrez, LSWO Board Member, Dr. Marcia Pantell, BSW Chair and Associate Professor; Dr. Reyes Gonzalez, SAC President



National Excelencia Award 2016

<http://www.edexcelencia.org/examples-of-excelencia/2016>

Left to right: Former President Andrew Sund , Madeline Roman Vargas, Vice President Academic Affairs; Dr. Marcia Pantell, Chair and Associate Professor; Sheila Frost, MSW -Assessment Coordinator and Associate Professor; Rebeca Davila, MSW, Lac, former Field Director and Assistant Professor.

Appendix A

Council on Social Work Education Social Work Competencies 2015

Taken from https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS/2015EPAS_Web_FINAL.pdf.asp

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

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

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

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

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