



Bachelor of

Social Work

Manual 2021-2023



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 an excellent choice for your college major and bachelor's degree studies. There are very few careers that provide you with the breadth of skills, a 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 a 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!



LISA HINES, MBA, PhD., MSW
Chair and Program Director

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 offering a bachelor's 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 BSW program's first graduates received their degrees.

In fall 2008, the social work program became accredited through the Council on Social Work Education. The program is now one of three accredited bachelor-level social work programs in 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 Hispanic descent communities. It aspires to fill cultural, educational, and socioeconomic gaps beginning with those in Chicago's multi-cultural and multi-linguistic neighborhoods.

Vision Statement

The BSW program serves as a bridge where students build confidence and competence for lifelong learning, ethical awareness, and critical thinking. They build connections for continued learning of English and social work practice. Students develop the means to extend ethnic identity and cultural interaction into professional employment that expands social justice and improves student, family, and community well-being.

Bachelor of Social Work Degree

The Bachelor's 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 are a unique focus on empowering the Latinx community of Chicago through social justice and general social work practice skills. A quote from one of our students reveals a critical 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 social work profession's core ethical beliefs and principles. 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)

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 various perspectives and skills. The field experience allows the student to continue learning, questioning, refining, and ultimately integrating theory with practice to become an effective advocate and resource for those in need. The BSW program is located within a dual-language institution committed to diversity, multilingualism, and multiculturalism. As a result, the program is uniquely positioned to offer an educational experience and perspective on ethnic and cultural values. Throughout the curriculum, ethnicity and culture are taught and enhanced by the faculty and students' diverse experience. Throughout the program, students are taught the skills necessary to provide culturally competent services.

The BSW program's ability to promote the social work profession's values is accomplished by the faculty's strong commitment to ethical values, as stated in the National Association of Social Workers *Code of Ethics* adopted in 1997 (rev. 2008, 2015). 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 values and critically think when confronted with values and ethics questions. 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 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 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 nine 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 a 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 various 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 skills 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 all human beings' strengths and resiliency. 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 they meet with their 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 them 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 the department of social work gives approval for admission (and to register). 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 a 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. After an application review period in December or May, students who present to a BSW advisor can register for upper-level courses if their admission materials are complete and meet the above requirements.

Policy on Life Experience

Following Council on Social Work Education guidelines, the social work program at St. Augustine College does not give credit for work or life experience. Students cannot receive field instruction or other course credit for work before or concurrent with the program internship. There is no course credit for experiences such as past or present paid or volunteer work in a social service agency, nor seminars, workshops, and/or training 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 students' personal experience and believe

these experiences can enrich all students' educational environment. 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 Those who declare a major in the Social Work program are considered Pre-Social Work students. Pre-Social Work students can take SWK 200, 305 & 315. However, they cannot register for upper-level social work courses, SWK 319 and above, until they 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 *full admission* status. Students will be informed of admission through an official letter from the program. Students with *full admission* can 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. *The conditional* status may be given to students who have not completed the entire application but demonstrate sufficient academic ability to register for upper-level classes. Students admitted on a *conditional* status are given a time (as stated in an official admission letter from the program) for completing the admission requirements.

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 (permission is given by 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 3.5 or above GPA, have no electives available to take with the 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 students' challenges 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 Academic Affairs department regarding a social work department's decision. 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 too low GPA 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 consider pursuing a different college degree.

Returning Students

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

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

BSW admitted students returning after 5 years of inactive time would also need to reapply to the BSW program and 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, placed on probation, or previously terminated from the program.

Students 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 are dismissed from field placement due to engagement in unethical or dangerous behavior. Subsequently, they 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 interns. 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 social work practice. For many, rehabilitation experience has resulted in increased skills and empathy for others and the motivation to extend the learning from life experience and rehabilitation to others.

However, a student with a felony conviction may find that the social work field opportunities 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 BSW program's chair, 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. Before 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 conviction's nature. That way, appropriate internship activities can be planned and the protection of vulnerable individuals assured. This honesty may decrease the number and kinds of field opportunities students can 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 before field placement to advise the student appropriately regarding field placement agencies and career options. Suppose felony charges occur while the student is in the BSW program. In that case, the student must provide evidence about the nature of the charges immediately and may be suspended from the BSW program until the 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 to locate an appropriate field placement and seek out the BSW program's support 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. The court provides documentation of fulfillment of the sentence.
- The student must grant permission to the school to receive copies showing the nature of the charges and parole terms for students still mandated to see a parole officer for a felony charge. The Social Work Department can request a release of information form.
- 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
 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 can 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 used to satisfy the Associate Degree in Liberal Arts and Sciences concentration in social services. 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 Illinois institutions are accepted if they are IAI courses equivalent to IAI General Education courses at SAC.

General Education courses from another country must have an International Academic Equivalency Evaluation before SAC accepts them.

Social Work courses from another institution are not accepted unless the program they took 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 non-traditional students' needs. 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 Illinois Board of Higher Education policies. No student can currently take all of their BSW courses at a single college site or through hybrid or online. Students may take most pre-social work 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 the Spring semester, and others are offered only in the Fall 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 to address 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 meet the pre-requisites for courses. Students in agency cohorts will not be able to take all of their courses simultaneously 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 Chicago, IL 60640	3255 W. Armitage Chicago, IL 60647	2610 W. 25 th St. Chicago, IL 60608	841 N. Lake St. 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 emailing the below BSW faculty. Students admitted into the BSW Program will be notified by their assigned social work advisor by SAC email. 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 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 email 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 before 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 to require the student to revisit the Financial Aid and Bursar's offices.

The BSW advisors look forward to getting to know you!

Dr. Lisa D. Hines, PhD., Program Director of Social Work
773-878-3718

LDHines@staugustine.edu

Angelica Guillen, MSW, Field Director of Social Work
773-878-3721

AGuillen@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, 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 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 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 social work department's right to appeal a decision following the appeal processes 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 program adheres to student records and transcripts' privacy and confidentiality. 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 formulate and modify policies that affect academic and student affairs. BSW admitted students might 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 advisory committee's role is to review BSW program policies, CSWE accreditation reports and assist in the department's event plans. 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 most students' home locations. 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 another program faculty 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. The chair will notify the student of the final decision or request additional information from any stakeholders to find the right 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 impacts the class. This policy is described in greater detail in the SAC catalog in the catalog's Student Information section. One BSW student with a 3.0 GPA is elected to serve on the BSW Advisory Committee, including 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, 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 to complete the course described in the syllabus or provided in writing by the professor.

Field Instructors also evaluate students through field evaluations, including a grade recommendation to the Field Director during the two field placement courses, SWK 450 and SWK 460. Students must pass each field placement course 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

Social work students' behavior is expected to reflect the profession's highest training standards as they are described in the NASW Code of Ethics and the CSWE competencies. Student behavior is expected to demonstrate the holistic competencies and values needed for the social work profession both inside and outside the classroom. The BSW degree is a college major and 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 violates 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 and follow the student's field contract schedule. Students are expected to be prompt and prepared with homework done before classes.
- Of particular concern to the College and social work, the department is plagiarism in written papers and cheating. Plagiarism and cheating violate 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 practice competency at a general practice level (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 technical problems occur, they notify the IT helpline at SAC immediately. It is the student's responsibility to ensure that they have access to equipment and internet service to participate in SAC courses effectively.
- The SAC Policy binds all SAC students on Acceptable Use of Electronic College Resources found in the SAC catalog.
- Students cannot use their e-mail, SAC email, or personal phone to text or contact clients of agencies in field placement.

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

Students who cannot demonstrate behavior consistent with the profession's standards and the professional conduct responsibilities are given opportunities to correct their behavior (see the following section of 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 higher education institutions*." 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 must 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 report immediately 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, Early Childhood Education and Psychology programs are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child is 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 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 fieldwork.
(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. Due diligence to contracting field agencies for any functional impairment could endanger self or others in a field agency or at the College. Before their internship, students sign a consent form, 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 student's safety 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, disrespect, and unethical behavior.
- Issues of sudden incarceration or felony charges that are pending trial may interfere with continuing in the program until resolved.

Reporting classroom behavior and academic performance problems

When a student's classroom behavior concerns the professor, that professor completes a 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 the 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 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 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 Sanctions' college procedure 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 unsafe, a written plan for remediation should be provided to the student within two 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 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 an 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.

An 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 its situation (maybe delayed during June and July).
 - The appeals committee will give a written response to the appeal within two weeks of their final meeting, and this is sent to the student and 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. The latter may request a College Disciplinary Committee to be formed according to a college disciplinary committee's procedure in the SAC Catalog.

Student Complaints

Students wishing to complain 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 complain 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. Suppose 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). In that case, students may discuss the complaint with the program chair, who may arrange a meeting to mediate a discussion between faculty and student to resolve the problem. If the problem continues, 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 harm others.

The program has policies and procedures for terminating a student's enrollment in the social work program for academic and professional performance reasons. (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, cognitive and affective reactions, and exercise of judgment regarding 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 the last resort after attempts to resolve the problem have failed and/or the behavior for concern is thought to be severe enough or may cause harm 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 a student becomes inactive after being placed on academic warning and fails to bring up their GPA to a 2.75, they are automatically terminated from the program after one year.

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 of 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 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 the 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 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 generalist practitioners' fields of practice 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 a corequisite.

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 significant concepts, dilemmas, and themes that affect daily social work and that have particular relevance to social work, such as processes of personal 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 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)

This course will explore human growth and behavior from conception to adolescence. The significant 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 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 adult life problems. Using these theories and critical thinking, students study the multidimensional risk factors and protective factors for 9 challenges of living that social workers are often called on for intervention. A working model and the bio-psycho-social-spiritual perspective 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, small groups, and 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 human behavior complications, 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)

This course aims to introduce the content on current social welfare services and policies in the United States within a global context. Students will explore, analyze, and critique significant social policies, including social insurance and assistance, healthcare, child welfare, and criminal justice. The course will discuss how service delivery is impacted by funding, organizations, and political concerns. The course will emphasize poverty, racism, sexism, globalization, and inequality, with a corresponding focus on justice and human rights. Students will engage in a learning process of advocacy 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 class responses. 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 grammar and composition elements, the instructor will provide feedback to the students on how to improve their 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 exploring 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 a 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)

This course's primary focus is to explore macro theory and generalist practice with a global perspective that utilizes the *Just Practice Framework*. The course includes understanding and assessing power, law, history, and how people experience oppression and discrimination. Students

will understand 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 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. Students will take professional employment exams that will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam 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. Students will take professional employment exams that will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam 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, 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 introduces trauma and the impact of trauma at a bio-psycho-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 trauma's impact on different communities. Students will be given an overview of the function of trauma, trauma response, posttraumatic stress disorder, crisis, and response in diverse populations. Students will receive a Foundation in Trauma Certificate at the end of the course. (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 lifelong 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 service delivery bias. Additionally, students will study critical social work practice issues, 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 related 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 scientific method's need. Basic and applied research concepts and methodology, statistics, and interpreting research published in professional literature related to social work. Students will learn methods to evaluate their practice and develop a critical perspective on social work methods to improve their practice. The course will cover fundamental research issues, including ethics and informed consent, bias, developing research questionnaires, qualitative and quantitative designs, sampling, measurement, and data analysis. 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, effective case management practice, individual supportive counseling, and 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, practice interviews outside of class, and apply problem-solving techniques to empower those they serve. An Interactional Model (Schulman) of helping and knowledge of factors increasing resilience will serve 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 applied 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 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 public and private resources to meet people's needs. They will learn how varying family life cycle stages and varying social conditions change the intervention plan.

Students continue to learn about evidence-based practice and practice evaluation in SWK Practice I. Students will continue preparing for the social work practicum by learning how to work effectively within organizational structure and 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 student's initial experience 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 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 necessary assessment skills, treatment plans, intervention, and referral. The student should understand the generalist approach from the strength's perspective, biopsychosocial perspective, and using ecological- systems perspectives. The student should also learn about the local agency's mission and functions 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 termination issues with clients and staff, utilizing supervision more successfully, practicing evaluation, and reflecting on their 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 help the student synthesize theory and knowledge with field practice to understand better and improve one's practice. This class will utilize case studies, journaling, and leadership of a study group to help students 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 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

Social work education aims to prepare competent and effective professionals, develop social work knowledge, and 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 that is anchored in the program's mission, goals, and educational level."

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 the 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 simultaneously managing other responsibilities can be challenging. Therefore, the student must work closely and on time with the BSW field director to develop the best possible plan for completing the program requirements.

In keeping with the College's philosophy, the BSW program strives to develop study plans that meet its students' unique needs. For students preparing to enroll in field instruction courses, the Field Director will work with each student to prepare for internship interviews, find an appropriate placement, and create a schedule that will maximize the student's ability to fulfill the field instruction requirements successfully. Students should attend a pre-field meeting with the field director one year before 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 on the CSWE curriculum policies for baccalaureate degree programs, the educational program's objectives, and each student's learning needs, the field practicum is an integral component in social work education. The practicum provides various 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. With the field instructor's assistance, 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 completing the field experience.

Through an ongoing supervision process, the student's self-knowledge and social work identity will emerge, and social work skills will improve. Each student needs to enter the field experience with openness to learning and understand that ongoing reflection of one's 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 demonstrate initiative and interest in all aspects of their field experience. Field instructors/supervisors must be available and willing to share their students' experiences. The field liaison and field director at SAC are mediators for both students and field instructors regarding field and school requirements 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 to integrate theory, ethics, and practice. Students demonstrating these abilities should have no difficulties in 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 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 allowed 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.

Therefore, the choice to seek a bachelor degree in social work is the responsibility of every student. Neither St. Augustine College nor the Department of Social Work is 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 department's criteria 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 federal and state law's intent, SAC strives to provide a comfortable work and study environment. We are committed to an environment 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 SAC employee and the placement site. This policy will be extended to all persons at SAC and the placement site. Those in a supervisory or managerial position will also be responsible for taking proper action to end such behavior in their work areas.

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

Offensive conduct or harassment of a sexual nature or 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 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 discussing this type of problem. All complaints will remain as confidential as possible. Complaints made in good faith will be held against a student in no way. 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 can walk in the ceremony before they graduate. Still, 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. Any debt owed to the college must be paid in full to receive the diploma and official transcript.

Graduation Requirements

A SAC form, “application to graduate,” with a BSW, is completed by the student when graduation requirements and 128 required credit hours are completed. 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 the 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 student's diploma. See the SAC catalog 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 several assessment tests or submit assignments to assess their course knowledge, thinking, and language proficiency during their studies at St. Augustine. Students are also asked to participate anonymously in evaluating 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 to improve teaching and learn in the courses.

Also, CSWE requires that the BSW program evaluate students' competency before they graduate using the nine competencies at the generalist level of practice. Each competency includes behaviors that integrate knowledge, values, skills, and cognitive-affective processes. 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 College website's Social Work webpage.

The social work department 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 enhance the social work program's effectiveness. 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 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 program's mission, goals, and outcomes. Students are encouraged to ask questions and become informed about the assessment process and social work competencies.



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 robust 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 through bi-lingual (Spanish and English) staff. 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

Program Director:

Dr. Lisa D. Hines, MBA, PhD., MSW
MSW, University of South Carolina, 1995
Ph.D., University of South Carolina, 2004
MBA, University of Kansas, 2018

Field Director:

Angelica Guillen, MSW
MSW, University of Washington, 2018



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/AccreditationProcess/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 interprofessional 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.