

**MSW
STUDENT HANDBOOK**

**HARRIET EMILY SCOTT
SOCIAL WORK PROGRAM**

2025-2026

TABLE OF CONTENTS

FACULTY AND STAFF IN THE SOCIAL WORK PROGRAM.....	i
---	---

SECTION I: THE AUGUSTANA UNIVERSITY SOCIAL WORK PROGRAM

Augustana University Mission.....	1
Social Work Program Mission.....	1
Diversity and Difference Statement.....	1
Nondiscrimination Policy.....	1
Accreditation.....	2
Social Work Program Purpose.....	2
Social Work Program Values.....	3
Social Work Program Pedagogical Base.....	3
Definition of Generalist Practice.....	4
Social Work Program Goals.....	4
Social Work Program Competencies.....	5
The Social Work Curriculum.....	9
Generalist Practice Classes.....	9
Advanced Clinical Practice Classes.....	11
Cognate Classes.....	13
Plan of Study for the MSW.....	16

SECTION II: PROGRAM POLICIES, GUIDELINES AND PROCEDURES

Admission to the Social Work Program.....	17
Standard Admittance.....	17
Advanced Standing Admittance.....	17
Transfer Admittance.....	18
Social Work Program Admission Process.....	18
Admission Decision Types.....	19
Process for Notification.....	19
Advisement Procedure.....	20
Lapse in Attendance.....	20
Course Transfer/Waiver/Substitution	20
Prior Learning (Experiential Credit)	21
International Education	21
Grading Policy	21
Grading Scale	21
Incomplete Grades.....	21
Attendance Policy.....	22
Writing Policy.....	22
Plagiarism.....	22
Confidentiality.....	23
Student Grievance Procedure.....	23
Student Grievance Procedure for Termination.....	23
Field Practicum Policies and Procedures.....	25

Ethics and Conduct.....	25
Harassment and Sexual Harassment Policy.....	25
Social Work Association of Augustana University (SWAAU).....	26
Social Work Honor Society (PHI ALPHA).....	26
Social Work Program Advisory Board.....	26
National Association of Social Workers (NASW).....	26
State Licensure.....	27
Retention and Termination from the Program.....	27
Educational Accommodations.....	28
Student Performance Standards and Student Review Policy.....	28
Academic Achievement.....	29
Conduct within Classes and the Program.....	29
Professional Conduct.....	29
Ethical Conduct.....	30
Process for Reviewing Student Performance.....	30
Procedures for Reviewing Student Performance.....	30
Guidelines for Retention and Disposal of Student Records.....	31
 CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS...	32
NASW CODE OF ETHICS.....	32

SOCIAL WORK PROGRAM FACULTY AND STAFF

Name and Room #'s	Phone #	E-mail address
Laurie Daily, Dean College of Natural & Social Sciences Room	5211	laurie.daily@augie.edu
Dr. Bart Miles, MSW, PhD Program Director, Associate Professor Madsen Center Room 214	5491	bart.miles@augie.edu
Dr. Heather El-Khoury, Ed.D, LMSW, CSW Field Education Director, MSW Assistant Professor Madsen Center Room 217	4733	heather.elkhoury@augie.edu
Jay Marchand, MSW, CSW-PIP Program Director, BSW Assistant Professor Madsen Center Room 219	5419	jay.marchand@augie.edu
Sarah Vining, MSW, CSW-PIP, QMHP Field Education Director, BSW Assistant Professor Madsen Center Room 218	4632	sarah.vining@augie.edu
Sara Bennetts, MSW, CSW-PIP, LAC Assistant Professor Madsen Center Room 215	4627	sara.bennetts@augie.edu
Chris Assmus School of Education Coordinator Madsen Center Room		chris.assmus@augie.edu

AUGUSTANA UNIVERSITY

Mission Statement

Augustana University is affiliated with Evangelical Lutheran Church in (ELCA).

“Inspired by Lutheran scholarly tradition and the liberal arts, Augustana University provides an education of enduring worth that challenges the intellect, fosters integrity and integrates faith with learning and service in a diverse world.”

Augustana University is a member institution of the Network of Evangelical Lutheran Church in America Colleges & Universities (NECU). Whose call is to equip graduates who are:

- *Called and empowered*
- *To serve the neighbor*
- *So that all may flourish*

SOCIAL WORK PROGRAM

Mission Statement

The Social Work Program at Augustana University is modeled on the Circle of Courage philosophical principles focusing on belonging, mastery, independence, and generosity.

“The mission of the Master of Social Work Program at Augustana University is modeled on the Circle of Courage philosophical principles focusing on belonging, mastery, independence, and generosity. The program is designed to enhance a student’s ability to promote positive social environments for client well-being by empowering individuals, families, and groups.”

Anti-Racism, Diversity, Equity, and Inclusion Statement

Augustana University’s Social Work program is designed using an anti-racist and culturally responsive pedagogical framework. The Program places an emphasis on increasing diversity, assuring equity, and creating a space of inclusion by creating a culturally responsive education environment. The Program seeks to create a culturally responsive educational environment that emphasizes awareness, cultural competence, cultural humility, cultural respect, cultural safety, inclusive relationships, knowledge, self-reflection, and social justice/human rights. In addition, the program vigilantly maintains an antiracist culture through continual assessment and responsiveness to issues of human resources, educational access, classroom experience, student supports, and workplace atmosphere. The goals of Augustana University’s Social Program are generated from the Circle of Courage model, which is built on indigenous practice of teaching and learning by faculty from the School of Education at Augustana University. The Social Program is designed in line with the history and tradition of Diversity, Equity, & Inclusion at Augustana University.

Nondiscrimination Policy

The Social Work Program provides a learning context that appreciates and recognizes the positive value of diversity and difference. The Program does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation.

“Augustana is committed to providing equal access to and participation in employment opportunities and in programs and services, without regard to race, color, religion, creed, sex, pregnancy, sexual orientation, gender, gender identity, genetic information, national origin, ancestry, age, veteran status or disability. Augustana complies with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act and other applicable laws providing for nondiscrimination against all individuals. Augustana will provide reasonable accommodations for known disabilities to the extent required by law.” **-Diversity Equity & Inclusion Plan**

Accreditation

The MSW Program has applied for candidacy with the Council on Social Work Education (CSWE) in Summer of 2024. Accreditation gives assurance to the students that the content of their education meets the standards set by the Council. Further, it assures human service agencies and the state licensing board that Augustana University graduates have had the opportunity to learn the professional knowledge, values and skills determined necessary to provide competent entry-level service delivery.

Accredited social work education is recognized and transferable across the country because it guarantees a consistency in content of the knowledge, values, ethics and skills of the social work profession. A link to the *Educational Policy and Accreditation Standards* (2022) of the Council on Social Work Education is presented in Appendix A of this document.

Social Work Program Purpose

The Augustana University Social Work Program adheres to the purposes of the social work profession as stated in the Council on Social Work Education’s *Educational Policy and Accreditation Standards* (2022). The Program conceptualizes social work as:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels.” –International Federation of Social Workers

The Program adheres to the purpose of the social work profession as stated in the Council on Social Work Education’s *Educational Policy Standards* (2022) and focuses the pedagogical training on preparing generalist practitioners. Preparing generalist practitioners who are committed to the enhancement of human and community well-being and to the alleviation of poverty, oppression, and social and economic injustice. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services.

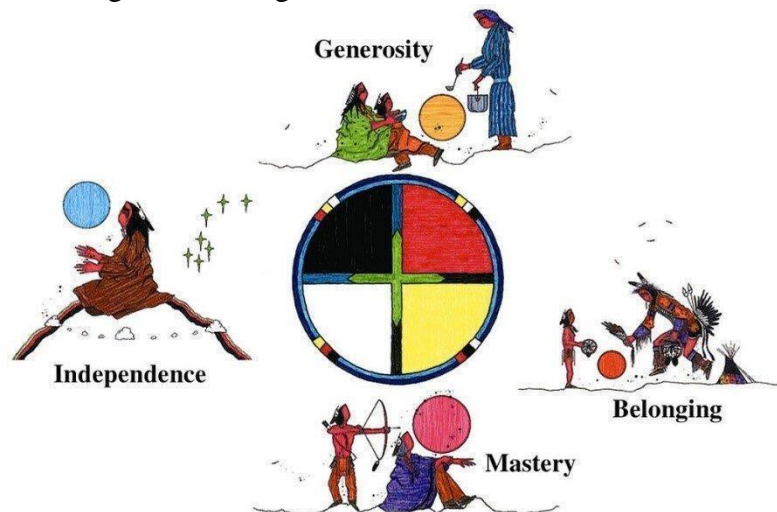
Social Work Program Values

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social, racial, economic, and environmental justice.” (EP 1.0, 2022 EPAS)

The National Association of Social Workers (NASW) *Code of Ethics* is also infused throughout the curriculum. These ethical standards guide the practitioner with respect to 1) ethical responsibilities to clients; 2) ethical responsibilities to colleagues; 3) ethical responsibilities in practice settings; 4) ethical responsibilities as professionals; 5) ethical responsibilities to the social work profession; and 6) ethical responsibilities to the broader society. A link to the NASW *Code of Ethics*, (revised 2021) is provided in Appendix of this *Student Handbook*.

Social Work Program Pedagogical Base

Augustana University’s Social Work program’s curricula designed using an anti-racist and culturally responsive pedagogical framework. The Program places an emphasis on increasing diversity, assuring equity, and creating a space of inclusion by creating a culturally responsive education environment. The Program seeks to create a culturally responsive educational environment that emphasizes awareness, cultural competence, cultural humility, cultural respect, cultural safety, inclusive relationships, knowledge, self-reflection, and social justice/human rights. In addition, the program vigilantly maintains an antiracist culture through continual assessment and responsiveness to issues of human resources, educational access, classroom experience, student supports, and workplace atmosphere. The goals of Augustana University’s Social Program are generated from the Circle of Courage model, which is built on indigenous practice of teaching and learning.



Lakota Sioux artist
George Blue Bird

Definition of Generalist Practice

The Social Work Program at Augustana University prepares students for beginning generalist social work practice. The following description of generalist practice is based on CSWE Educational Policy 3.1 (2022):

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

Social Work Program Goals

The Social Work Program at Augustana University is housed within the School of Education which has a rich history of engaging with community and stellar scholarship in education and human services. Two former education faculty who specialized in positive youth development in collaboration with a Native American studies faculty created the Circle of Courage model based on indigenous knowledge. The Social Work Program's goals are conceptualized using the Circle of Courage model:

1. Belonging—Engage in connecting people with social contexts that provide them with resources, services, and opportunities
2. Mastery—Enhance people's problem-solving and coping capacities.
3. Independence—Empowering people to create change and foster well-being.
4. Generosity—Encourage a commitment to social justice and social change for all people

Subsumed in these goals is the commitment of the Program's faculty and staff, within the larger context of the University, to enhancing Augustana University's values of

Christian "As a university of the Evangelical Lutheran Church in America"

- Centering on worship
- Welcoming all faiths
- Nurturing the search for a mature religious faith
- Relating Christian faith and ethics to learning and service

Liberal Arts "By providing an education of enduring worth"

- Affirming teaching and learning as central and lifelong
- Fostering a broad understanding of humans and their interactions
- Enriching lives by exposure to enduring forms of aesthetic and creative expressions
- Developing broad knowledge and skills crucial in a changing world
- Creating awareness of one's own religious and ethical beliefs and those of others
- Cultivating health and wellness

Excellence "By committing to high standards and integrity"

- Practicing faithfulness in teaching, learning, supporting, administering
- Nurturing potential
- Challenging the intellect
- Acting ethically
- Recognizing achievement

Community "By caring for one another and our environments"

- Responding to needs
- Respecting human differences
- Empowering one another
- Tending to the ecology of place

Service "By affirming that wholeness includes reaching out to others"

- Accepting the call to servanthood
- Promoting justice
- Integrating career and service
- Serving church and society

Social Work Program Competencies

It is expected that upon completion of Augustana University's MSW Program, social work students will be able to demonstrate the integration and application of the following competencies required by CSWE:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and

constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The Social Work Curriculum

In the MSW Program, students engage with a strong generalist practice framework. This conceptual framework focuses on analysis of social issues in the context of individual, groups, and family interaction within the social environment; critical thinking and understanding oppression and marginalization in social work settings; implementing assessment knowledge and skills with various social systems; utilizing appropriate generalist intervention models; and application of social work values and ethical principles at all levels of systems. The generalist practice framework required for the MSW Program curriculum implements specific relevant CSWE 2022 nine core competencies. The Augustana University Masters of Social Work degree consists of a minimum of 59 credit hours (30 Credit Hours for Advanced Standing Students), consisting of 29 semester hours of Generalist Curriculum, with the remaining 30 credit hours achieved in the Advanced Clinical Practice Curriculum.

Generalist Practice Classes

SOWK 5070: Social Welfare Policy (3cr)

This course introduces students to the concepts, history and development of social welfare, social welfare institutions and social policy within the United States and how they shape the context of social work practice. The evolution and current status of the profession of social work is described as it interfaces with social welfare development, policies and practices. An analytic framework is utilized to identify trends and assess gaps in policies and programs especially as they impact on minorities, women and other vulnerable groups. Reform is discussed in terms of the policy alternatives and the need for social work involvement in political arenas, advocacy groups and as a part of organizational change efforts in order to advance social and economic justice, service delivery, and how political and social ideologies influence policy development. Competencies 1, 2, 3, 4, 5, 9

SOWK 5400: Human Behavior and the Social Environment I (3cr)

The first of two courses examining biological, social, cultural, psychological, spiritual perspectives of human behavior, emphasizing interaction of these dimensions as they impact social functioning within the ecological systems framework. Introduce concepts of context and environment, diversity, oppression, poverty, marginalization and alienation, privilege and power,

as they shape human experience and identity. Include reflection on developmental influences affecting student's own values, world view and professional development. Focusing on the human life course through childhood.

Competencies 1, 2, 3, 5, 6, 7

SOWK 5500: Practice I- Individuals (3cr)

This course orients the student to the application of engagement, assessment, evidence-based intervention, and evaluation with individuals. Students are familiarized with the methods of generalist practice. The course introduces theoretical frameworks for organizing and conceptualizing generalist practice; the principles, methods, and skills of generalist practice across the lifespan; and culturally competent generalist practice. The focus will be on relationship building and communication skills to engage and assess individuals. Further, emphasis will be on the importance of self-awareness and the professional use of self, as well as the values and ethics in generalist practice.

Competencies 1, 2, 3, 4, 6, 7, 8, 9

SOWK 5940: Field Practicum I (4cr)

This is the field education component involving 200 clock hours per term of direct service taken concurrently with SOWK 5500. As “the signature pedagogy” of social work education, directed application of knowledge, skills, values, and cognitive affective processes of generalist social work practice with client systems of all sizes is implemented. Refines skills to engage, assess, intervene, and evaluate within the profession's values and ethics. Provides a structured learning opportunity to integrate theory and practice in the role of social work practitioner. Co-requisites: SOWK 550. Formal admission to the Social Work program is required.

Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9

SOWK 5520: Community and Organizational Change (3cr)

This course is a macro methods course grounded in the generalist model of macro social work practice. Students examine perspectives and structures of community and organizations, focusing on oppression, discrimination, poverty, marginalization, alienation, factors of diversity and difference as well as sources of privilege and power as they impact social well-being. The application of planned change processes at the community and organizational levels in response to changing contexts and needs to promote social and economic justice, and to advance the equitable distribution of basic human rights and resources is emphasized.

Competencies 1, 2, 3, 4, 5, 9

SOWK 5410: Human Behavior and the Social Environment II (3cr)

The second of two courses examining dimensions of human behavior and the social environment. Builds upon theories and approaches presented in SW 5400: HBSE I, with a focus on human behavior development across the life course and the social system's role in promoting or deterring health and well-being. Further explores intersection of diversity and difference, social justice and oppression as relates to a person's life experiences. Stresses the positive value of human diversity in social work practice. Prerequisite: SOWK 5400

Competencies 1, 2, 3, 5, 6, 7

SOWK 5510: Practice II- Groups & Families (3cr)

The second in a sequence of two direct practice methods courses grounded in the generalist model of social work practice. Applies knowledge, skills and values in working with families and groups. Interprets human behavior within the context of a family's or group's culture, ethnicity, worldview, strengths, developmental stages and challenges within a systems theory framework. Develops practice skills and methods for engaging, assessing, intervening and evaluating with families and groups. Prerequisite: SOWK 5500

Competencies 1, 2, 3, 4, 6, 7, 8, 9

SW 5750: Diversity and Oppression (3cr)

This course will examine the issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structure, roles, immigration, and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized (populations at-risk) groups.

Competencies 1, 2, 3, 4, 5

SOWK 5960: Field Practicum II (4cr)

This is the field education component involving 200 clock hours per term of direct service taken concurrently with SOWK 5510. As "the signature pedagogy" of social work education, directed application of knowledge, skills, values, and cognitive affective processes of generalist social work practice with client systems of all sizes is implemented. Refines skills to engage, assess, intervene, and evaluate within the profession's values and ethics. Provides a structured learning opportunity to integrate theory and practice in the role of social work practitioner. Prerequisite: SOWK 5800 Co-requisites: SOWK 5510

Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9

These generalist practice areas/courses are consistent with the Social Work Program's mission and goals. Generalist practice framework consists of skills in critical thinking, assessment of complex problems, the flexibility to negotiate and intervene with use of evidence-based practices, mastery of multidisciplinary theories of understanding, and enhanced professional decision-making. These elements and other concepts are covered in the concentrations curriculum and are congruent with the MSW Program's Mission.

Advanced Clinical Practice Classes**SOWK 6060: Clinical Assessment & Diagnosis (3cr)**

This course will focus on the etiology and application of prevention and treatment theories of individuals with mental disorders from a social work perspective. Biopsychosocial theories of coping, trauma and etiology, the impact of mental health disorders on individuals and family members will be addressed. Classification systems of adult mental functioning and mental

disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM 5) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.

Competencies 1, 2, 3, 4, 6, 7

SOWK 6500: Advanced Clinical Practice I- Individuals (3cr)

This clinical course builds upon the generalist practice pedagogy with the use of evidence-based and evidence-informed practices that address the major mental health concerns in our society. Students will analyze, design, incorporate, evaluate, and apply advanced knowledge, values, skills, and cognitive affective processes in the comprehensive assessment and the differential application of treatment approaches and intervention strategies in social work practice with individuals in various clinical settings. A major focus is placed on applying principles of evidence-based practice in selecting proven interventions and evaluating the efficacy of these interventions in achieving proposed treatment goals and objectives for individual clients. This course presents a framework for comparing, contrasting, and differentially applying these models to direct practice with diverse populations and in a variety of field settings.

Competencies 1, 2, 3, 4, 6, 7, 8, 9

SOWK 6940: Advanced Field Practicum I (3cr)

This course is the Advance Year Placement, which allows students to integrate their classroom learning from the foundational knowledge, values and skills gained in the first year of the Generalist MSW or the completion of the BSW program. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values gained in the Generalist Year, or a BSW program; the purpose of the Advanced Year placement is to increase the student's knowledge and competence in social work practice methods in specified fields of practice. Advanced standing field placement learning is developed for the social work practice experience within a setting that is relevant to the student's area of concentration (Mental Health; Families & Children; Aging; or Community Practice). The Advanced Placement requires students to spend a minimum of 250 hours in field agency. Co-requisite: SOWK 6060; SOWK 6500

Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9

SOWK 5450 Integrated Health Care (3cr)

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions. Throughout the course, students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system.

Prerequisite: SOWK 6500

Competencies 1, 2, 3, 4, 6, 7, 8, 9

SOWK 6510: Advanced Clinical Practice I- Groups & Families (3cr)

This clinical course builds upon the generalist practice pedagogy with the use of evidence-based and evidence-informed practices that address the major mental health concerns in our society. Students will analyze, design, incorporate, evaluate, and apply advanced knowledge, values, skills, and cognitive affective processes in the comprehensive assessment and the differential application of treatment approaches and intervention strategies in social work practice with families and treatment groups. A focus will be developing competence in the effective use of self in applying treatment approaches that include utilizing the change process, crisis intervention, interpersonal therapy, and solution-oriented approaches. This course presents a framework for comparing, contrasting, and differentially applying these models to direct practice with diverse populations and in a variety of field settings. Prerequisite SOWK 6500 Competencies 1, 2, 3, 4, 6, 7, 8, 9

SOWK 6790: Integrative Seminar (3cr)

The course is an integrative seminar at the end of the MSW process intended to provide students the opportunity to help demonstrate their readiness to practice social work at an advanced level in their area of concentration and to contribute to the professional knowledge and development of colleagues. Building on their application of advanced social work values, knowledge, and skills from their coursework and internships, this course provides students the opportunity to utilize critical thinking and integrated knowledge to frame their professional identity. Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9

SOWK 6960: Advanced Field Practicum II (3cr)

This course is the second Advanced Year Placement, which allows students to continue to integrate their classroom learning from the foundational knowledge, values and skills gained in the first year of the MSW or the completion of the BSW program. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values gained in the Generalist Year, or a BSW program; the purpose of the Advanced Year placement is to increase the student's knowledge and competence in social work practice methods in specified fields of practice. Advanced standing field placement learning is developed for the social work practice experience within a setting that is relevant to the student's area of concentration (Mental Health; Families & Children; Aging; or Community Practice). The Advanced Placement requires a student to spend a minimum of 250 hours in a field agency. Co-requisite: SOWK 6510 Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9

Cognate Classes

Play Therapy Cognate

SOWK/COUN 6700: Foundations of Play Therapy (3cr)

This course is designed to (1) assist those who work with children in understanding the fundamental tenets of play therapy, (2) help participants develop an effective philosophy of and approach to play therapy, (3) increase participants' understanding of the inner world and behavior of children, (4) help students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase participants' understanding of child development (7) enhance participants' sensitivity to and acceptance of others, and (8) equip students with beginning-level play therapy skills.

SOWK/COUN 6710: Group & Family Play Therapy (3cr)

This course is an advanced exploration of fundamental issues involved in group and family play therapy. Concepts and skills for training parents/caretakers/teachers to be therapeutic agents in their children's lives through the utilization of child centered play therapy skills in regularly scheduled structured play sessions with children will be explored. Students will also learn the systemic applications of play therapy for families and the diverse applications within the home, office, school, foster home or hospital.

SOWK/COUN 6720: Advanced Theories, Apps, & Techniques of Play Therapy (3cr)

This course will focus on an in-depth study of various theoretical approaches, modalities, techniques, and applications of play therapy. An advanced exploration of fundamental issues involved in play therapy along with historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children.

Addictions Cognate**SOWK/COUN 6830: Case Management & Assessment of Co-occurring Disorders (3cr)**

This course will introduce students to co-occurring disorders and treatment needs of those who have a psychiatric or mental health disorder in combination with a substance abuse disorder. Students will learn to identify, examine, screen and gain knowledge in assessment tools to evaluate the presence and severity of co-occurring disorders. This course also explores the treatment of persons with co-occurring disorders. Strategies for risk management associated with treating individual modalities with co-occurring disorders are presented.

SOWK/COUN 6840: Substance Abuse & Addict. Disorders (3cr)

Students will examine both substance abuse and behavioral compulsions, including alcohol and other drugs, smoking, compulsive gambling, eating disorders, and sexual addictions. There will also be a focus on diversity in addicted populations, the business of drugs, and prevention. Attention will be given to biological and genetic factors in the etiology of addiction, family issues, and community responses. The consequences of addictions will be studied at the individual, family, community, and societal levels. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

SOWK/COUN 6850: Treatment Planning for Substance Abuse & Addictive Behaviors (3cr)

This course is an introduction to major treatment approaches to substance abuse and addiction. Emphasis will be on becoming familiar with the issues in addictions work including physiological effects, etiology, assessments, diagnosis, intervention strategies, relapse prevention, ethics, unique populations, and prevention. Societal attitudes and policy impacts will be discussed.

Integrated Behavioral Health Cognate***SOWK 6250: Integrated Health Policy & Services (3cr)**

This course will examine the integration of US policies, financing, organization and delivery of

physical health and behavioral health (mental health & substance abuse) care. Specifically focusing on policies impacting prevention, interventions and recovery in all health and behavioral health care settings. The development of the integration of health and behavioral health care is the focus of the policy analysis. Current and historical policy issues, including alternative policies internationally, stigmatized populations, and the role of major policies and how they impact access to care will be discussed. Strategies for changing policies and programs which address inequities in care will be examined.

SOWK 6270: Case Management Models and Practice in Healthcare (3cr)

The course will enable students to develop advanced clinical social work knowledge, values and skills for practice with acute and chronic health and mental health conditions affecting individuals across the life cycle. Advanced clinical social work practice in this context includes: the use of diagnostic systems, conducting bio-psychosocial assessments, and implementing various evidenced based and practice informed treatment interventions, e.g., case management, crisis intervention, motivational interviewing, counseling/therapy, and continuing care activities.

SOWK/COUN 6290: Psychopathology & Psychopharmacology (3cr)

This course provides an overview of commonly prescribed psychotropic medications in the field of professional counseling. The course assists the counselor in understanding his or her role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach. Also addressed in this course are medications and drugs of abuse included in the substance-use disorders section of the most current version of the Diagnostic and Statistical Manual of Mental Disorders.

PLAN OF STUDY FOR STUDENTS

Generalist Practice Year			
Title	Course #	Term	Crs
Social Welfare Policy	SOWK-5070	Fall	3
Human Behavior Social Environ I	SOWK-5400	Fall	3
Practice I - Individuals	SOWK 5500	Fall	3
Field Practicum I	SOWK 5940	Fall	4
Community & Organizational Change	SOWK-5520	J-Term	3
Human Behavior Social Environ II	SOWK-5410	Spring	3
Practice II - Groups & Families	SOWK 5510	Spring	3
Diversity and Oppression	SOWK 5750	Spring	4
Field Practicum II	SOWK 5960	Spring	4
Generalist course hours :			29
Advanced Clinical Practice Year			
Clinical Assessment & Diagnosis	SOWK-6060	Fall	3
Advanced Clinical Practice I- Individuals	SOWK-6500	Fall	3
Advanced Field Practicum I	SOWK-6940	Fall	3
Cognate Course		Fall	3
Integrated Behavioral Health	SOWK-5450	J-Term	3
Advanced Practice II- Practice with Groups & Families	SOWK-6510	Spring	3
Advanced Field Practicum II	SOWK-6960	Spring	3
Integrative Seminar	SOWK 6790	Spring	3
Cognate Course		Spring.	3
Cognate Course		Spring	3
Advanced Standing Course Hours:			30

SOCIAL WORK PROGRAM PROGRAM POLICIES, GUIDELINES AND PROCEDURES

The policies, guidelines and procedures of the Augustana University Social Work Program have been established to articulate the expectations of the Program and to develop professional competence in its students. They are intended to complement University policy and cover areas which are specific to majoring in the field of social work. Students are urged to consult their social work advisor for clarifications or further information.

Admission to the Social Work Program

Admission to the Social Work Program at Augustana University is a two-step process. All MSW Program Applicants must complete an application packet by the established deadline, posted on the website. The application packet includes:

- Complete an online application form
- Provide transcripts showing completions of (in process of completing) baccalaureate degree from a college or university accredited by a recognized regional accrediting organization with an undergraduate GPA of at least 3.0 on a 4.0 scale (an average below 3.0 will be reviewed for conditional admission)
- Supply two letters of recommendation from current employers, supervisors, or professors, familiar with your work and/or college performance
- Submit a reflective personal statement
- Furnish a resume documenting current and past social work experiences
- Attend an MSW Information Session or meet one-on-one with a Social Work faculty member

When applying to the MSW program, there are two separate paths for admission: the Advanced Standing pathway (Advanced Standing Admittance) and Generalist Practice pathway (Standard Admittance).

Standard Admittance

When submitting materials for admission, students are clearly informed of which program they are applying for, Advanced Standing or Generalist. In the admission process the students will be identified as a Generalist MSW student or an Advanced Standing student. The students are informed of their status in their admission letter after their application file has been reviewed. The Generalist program plan of study is for students having a Bachelor's Degree in any discipline or a Social Work Bachelor's Degree from a non-accredited program. The Generalist student will need to complete 59 credits of required course work in two years. In their second year, a Generalist student will select a cognate as part of the MSW program plan of study.

Advanced Standing Admittance

When submitting materials for admission, students are clearly informed of which program they are applying for, Advanced Standing or Generalist. In the admission process the students will be identified as a Generalist MSW student or an Advanced Standing student. The students are

informed of their status in their admission letter, after their application file has been reviewed. The Advanced Standing program consists of 30 credit hours, giving students comprehensive professional knowledge, values, skills and cognitive affective processes necessary for competence in advanced clinical social work practice. The Advance Standing program is designed to prepare advanced clinical practitioners, with cognates in integrated behavioral health, play therapy, and addictions. Advanced Standing program plan of study is for BSW graduates from a CSWE-accredited program, CASWE-accredited program, or international students who have earned an ISWDRES equivalency evaluation, who have B grade or better in BSW Program's Human Behavior and Practice courses.

Transfer Admittance

Following Augustana University policy, students can only transfer in 9 credits of graduate course work from another institution. Students are informed of this via the university webpage and through MSW Program Information sessions. Transfer courses are accepted based on their equivalency to courses in Augustana University Masters of Social Work Program. The MSW program will only transfer graduate courses from CSWE accredited programs for social work courses. Students may transfer in other graduate course credits that are equivalencies of the MSW Program cognates (which come from graduate certificate programs). In the case of the MSW Program, per university protocol, the MSW program director would assess the courses transferred for their potential equivalency to existing courses in the curriculum. The students are informed of transfer admission status in their admission letter, after their application file has been reviewed.

Social Work Program Admission Process

The Social Work Program accepts and evaluates admissions applications starting in December. Students must be admitted into the Program before applying for Field Practicum. Deadlines are posted in advance of the date materials are due. Admission to the Program is handled by a self-managed application process. Applicants are responsible for completing and submitting all required documents to the Office of Graduate education in a single submission by the posted deadline (Application form, Personal Statement, two letters of recommendation, and current transcripts).

Once the applications are received and determined to be completed by the MSW Social Work Program Director, a Social Work Admissions Committee meeting is scheduled, and each complete application is randomly assigned to a committee member (all Social Work faculty) for evaluation review. The Social Work admission policy is a holistic review process with Social Work faculty being asked for their evaluation of each applicant as potential professional social work practitioners, using the Holistic Admissions Review Form.

Holistic Evaluation Criteria

- Describe how aligned the student is with the Social Work Program Mission?
- Discuss the likely success of this student would be as a social worker?
- What are the contributions this student would make to the Social Work Program? And to the profession of Social Work?

- What are the students' academic achievements? And in what personal/economic/social context has that achievement occurred?

The reviewer completes the Holistic Admissions Review Form, which assesses the applicant as social work students and as a potential professional social worker. The Social Work Program Admissions Committee meets shortly thereafter where the reviewer's recommendation is presented to the Admissions Committee for discussion and a decision.

Both Augustana University and the Social Work Program have admission processes that have no fees, allow for assessment not on standardized test, and consider non-academic factors for admission thus making both equitable application processes. Also, both Augustana University and the Social Work Program use holistic admission review practices such as; fit with mission, fit for the community, fit for profession, and context of academic performance. The use of holistic admission processes and the existing institutional equitability practices are examples of the inclusivity admission practices at Augustana University and in the Social Work Program.

The University graduate admission process requires all application material to be submitted through the admissions office. The admissions office requires an application form, at least 2 recommendations, and transcripts showing bachelor's degree completion(s).

Admission Decision Types:

The four possible outcomes are:

- **Admission Approved:** applicant satisfies all Admission Criteria.
- **Admission Approved/Pending:** applicant satisfies all Admission Criteria except for successful completion of a bachelor's degree in which the student is enrolled at the time of application, and completion is anticipated prior to MSW Program start. (completion is confirmed prior to the start of academic coursework).
- **Conditional Admission:** applicant does not satisfy all of the criteria, but evidence of potential success exists provided that certain conditions are met, to be spelled out in notification letter. Upon written request of the student, applicants granted Conditional Admission will be re-reviewed when conditions have been met.
- **Admission Denied:** applicant does not satisfy the Admission Criteria. A student identified as not having the necessary skills or aptitude for social work practice may be asked to meet with their advisor to develop a plan to enhance the student's potential. A denied applicant may choose to re-apply if the applicant feels the criteria have been met.

Students can be admitted conditionally based on poor academic performance or poor writing skills. In these cases, students are informed in the admissions letter they receive a description of the steps they must take to have their admission status changed. This can include meeting an expected GPA in the first semester, a referral to the Writing Center, a referral for tutoring support and/or meeting with their advisor. All admissions materials are kept in a digital student record and the student's records are maintained by the Program. A process for tracking students admitted on a pending and conditional basis is established, and they are reviewed regularly. Students must be fully admitted into the Program, having completed all conditions that were established during the admissions process in order to complete their first semesters courses.

Process for Notification

All students, no matter the decision type, are sent a letter electronically, via their provided email. The reasons for the decision will be spelled out in the notification letter. Within two weeks, after the Admissions Committee makes its final decisions, applicants are notified in writing as to the status of their admission to the Program.

Advisement Procedure

Upon being admitted or upon transferring into the University, social work students are to make an appointment with their assigned Social Work academic advisor for initial advisement on the Social Work Program and to develop an educational plan. Once the plan is established and on file, the student should follow the plan as permitted by the Augustana University Schedule of Courses which is published online prior to the beginning of each semester and is accessible through the student portal. The student should discuss any changes in their educational plan with their advisor as soon as possible. An advising session **must** be held prior to the student being admitted to the Program. Students are urged to meet with their advisor once a semester. It is the student's responsibility to establish meeting times with their advisor.

Lapse in Attendance

A student admitted to the Social Work Program who has not been in attendance in Social Work courses for a year or more will be considered to be inactive with the Program. An inactive student who has not been in attendance for one year or more and who wishes to return to the Program is required to meet with his/her academic advisor to assess readiness to resume their social work studies. Written documentation may be required to assist in this determination and planning for student success. Additionally, an inactive student who has not been in attendance for two or more years is required to file a new application for admission to the Social Work Program following the procedures detailed above.

Course Transfer/Waiver/Substitution

A maximum of nine (9) semester hours of graduate credit earned at other accredited institutions may be transferred to Augustana and applied to a student's graduate program providing that:

- an official transcript is provided;
- the credit is approved by the Program Director;
- the credits have not been utilized in earning an undergraduate degree;
- a grade of B- or better was earned for the credits; and
- the credits are not outdated (more than 7 years old).

Policies and procedures covering transfer of these courses are found in the University's *Graduate Catalog*.

Social work courses are evaluated for transfer by the Social Work Program. A student may request a course substitution for a social work course in the Augustana University Social Work Program if they have taken a comparable course elsewhere provided that:

1. the program where the course was taken is accredited by the Council on Social Work Education,
2. the student provides a syllabus for the course
3. the faculty determine that the content and theoretical base is equivalent to that of the

similarly-named social work course at Augustana University.

If it is felt that the student would be at a disadvantage in knowledge, values or skills by the substitution, they will be asked to take the course at Augustana University.

Prior Learning (Experiential Credit)

As policy, the Social Work Program at Augustana University does not give credit for life or previous work experience for the Social Work courses or Field Practicum. The Social Work Program follows the professional standards set forth by the Council on Social Work Education, which does not permit programs to give prior learning or previous work credit for the professional degree in Social Work.

International Education

Social work students would benefit from international experiences and intercultural knowledge and skills are an ideal fit with social work education and useful to prepare students to serve in a rapidly globalizing world. As such, the University's International Programs Office regards the whole world as its classroom, and offers several study abroad and off-campus programs which are open to all students who are in good academic standing. More information about specific programs — including current study abroad course offerings from Augustana faculty — as well as forms, upcoming events and contact information for International Programs Office staff members, may be obtained at augie.edu/studyabroad or at ipo@augie.edu.

Grading Policy

The Social Work Program follows the grading policy and interpretation of grades of the Augustana University as found online under Academic Policies. Students failing to meet the University's standards for academic performance and/or who are on academic probation continue in the Program at their own risk. Faculty consider these situations on a case by case basis. The Program reserves the right to recommend terminating students failing to meet the University's minimum standards for academic performance from the Program and/or to deny those students permission to proceed into Field Practicum until satisfactory academic performance is achieved and/or the student has submitted a written improvement plan for approval. Classroom performance is assessed on the basis of assignments as outlined in each course syllabus. Attendance criteria and timely submission of papers are factored in as outlined in the instructor's syllabus and the Social Work Program's Attendance Policy.

Grading Scale

The grading scale will follow the plus/minus system of the University. In addition to the grading policy and interpretation of grades of the University found online under Academic Policies, the Social Work Program has adopted the following grading scale:

A	100-94 %	B-	82-80%	D+	69-67%
A-	93-90 %	C+	79-77%	D	66-63%
B+	89-87 %	C	76-73%	D-	62-60%
B	86-83%	C-	72-70%	F	59-0%

Incomplete Grades

The Social Work Program follows the Interpretation of Grades policy as it pertains to an 'Incomplete' grade. This policy can be found online under Academic Policies.

“The student must initiate a request for an incomplete grade (I) before the end of the academic term. An incomplete (I) is a temporary grade which the instructor may choose to give a student. The assignment of an incomplete grade is only appropriate when extraordinary circumstances beyond the student’s control, such as illness or necessary absence, have prevented the student from completing the course requirements at the end of the academic term. Incomplete grades are not to be given due to unsatisfactory work done in the course. The student must have successfully completed a substantial portion of the course’s work in order to receive an incomplete grade. The standard due date for all coursework and grades will be midterm of the following semester. (Fall and Interim incomplete grades due late March; Spring and Summer incomplete grades due late October.) If an alternate date is arranged with the student and the instructor, the instructor must notify the Office of the Registrar. In no event may the due date exceed one year. Once the due date has passed, if a Change of Grade form has not been submitted to the Office of the Registrar, the incomplete grade will automatically change to an “F”. When a student is assigned an incomplete grade, that individual is not eligible to be included on the Dean’s List for that particular term.”

Attendance/Participation Policy

Class attendance is required of all students per Augustana University Academic Policies. Attendance and participation is vital for students’ learning and for participation in course discussions and activities. Students are expected to attend all class sessions, to be on time, and to remain for the full session. In the event of an absence, it is the responsibility of the student to contact the instructor in advance. Instructors are given the latitude, with approval from the Department, to deduct points from final grades for attendance/participation as long as the procedure for doing so is clearly outlined in the class’ respective syllabus.

Writing Policy

The Social Work Program follows the APA writing format of the *Publication Manual of the American Psychological Association, Seventh Edition*, (2019). As the writing content in the program is rather heavy, we encourage students to use the Writing center. The tutors at the Augustana Writing Center can help students with any stage of the writing process: planning, brainstorming, outlining, drafting, revising, and editing. The Writing Center is located in the Fryxell Humanities Building (HUM 220). To learn more or make an appointment, visit www.augie.edu/writing or email writing@augie.edu. While the university, future graduate programs, and prospective employers expect students to be fluent in Standard Written Academic English, Augustana also deeply appreciates students’ own unique voices drawing from their individual backgrounds; the Writing Center will respect and affirm the voice the students choose to write in.

Plagiarism

Academic Integrity is vital to the academic environment at Augustana University because it involves the search for and acquisition of knowledge and understanding. Evaluation of each student’s level of knowledge, understanding, and ability to synthesize and integrate materials

requires tangible assessment via reports, examinations, and homework. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty.

- **Prohibited Conduct--Plagiarism**

- Using the exact language of someone else without the use of quotation marks and/or without giving proper credit to the author
- Rearranging another's ideas or material and presenting them as though they are one's original work without giving appropriate acknowledgment
- Submitting a document written by someone else as one's own work
- Paying for or obtaining another's work and submitting it as one's own
- Giving or receiving answers to an exam
- Copying, with or without another person's knowledge, during an exam
- Doing class assignments for someone else
- Submitting a paper that has been purchased from a commercial research firm or the web
- Fabricating items on a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an exam
- Collaborating with other students on assignments when it is not permitted
- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering records in a grade book
- Stealing class assignments from other students and submitting them as one's own
- Fabricating laboratory or research data
- Destroying, stealing or sabotaging the work of other students
- Resubmitting a previously graded assignment for a different course
- Engaging in other conduct that a reasonable person would consider dishonesty relating to academic achievement, research results or academically related public service.
- Uploading assignments, tests, or any academic work product to any educational resource website such as Chegg.

Confidentiality

During the course of pursuing a social work education, it is only natural that certain cases, clients and situations be discussed in class or explored in written assignments. Students are expected to disguise the name and any identifying information of clients and individuals in order to protect their confidentiality. Further, any information presented in class of a sensitive or confidential nature is not to be discussed outside of the class.

Student Grievance Procedure

The Social Work Program follows the Student Grievance Procedure of the University, as found in the online under Academic Policies.

“The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

Step 1: The student shall make a complaint to the instructor within two weeks into the following term (mid-February for Fall or Interim issues; mid-September for Summer or Spring issues.) If the student feels unable to approach the instructor, the grievance may be taken to the chair of the department in which the instructor is a member (if the instructor is the department chair, the grievance should be taken to the division chair). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the department/division chair, the matter is settled.

Step 2: If the student is dissatisfied with the instructor's response to the grievance the student may take the grievance to the chair of the department in which the instructor involved is a member or to the division chair if the instructor is the chair of the department. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The department (or the division) chair shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the department (or division) chair shall judge pertinent, the chair shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the chair and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3: If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the department (or division) chair, either may appeal the decision to the Academic Dean within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Academic Dean shall ask the department (or division) chair for the written record of the grievance procedure to that point. Through consultation with the Dean of Students, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.”

Student Grievance Procedure for Termination

The appeal procedure for termination from the Social Work Program for a student may appeal his/her dismissal using this process:

Step 1. Submit a *student* appeal request letter to the *MSW Program Director*, within 10 working days, explaining the circumstances that influenced his/her academic performance and how these circumstances have been addressed to permit improved academic performance.

Step 2. The *MSW Program Director* convenes an appeal board, (minimum of two Social Work faculty, one faculty from another program, and one student representative from another discipline), within 15 working days. The appeal board, with the support of the *Social Work Program Director*, recommends an action to the *Dean of the School of Education*, within 5 working days. The *Dean of the School of Education*, after review, informs the student of the decision in writing, within 15 working days. The decision of the *Dean of the School of Education* is final.

Field Practicum Policies and Procedures

The culminating experience in the Social Work student's professional social work educational program is the Generist Year, consisting of a 400-hour field experience and Advanced Year, consisting of a 500-hour experience both spread over two consecutive semesters in a social work agency. A separate *Field Practicum Manual* outlines Policies and Procedures, faculty and student roles and responsibilities, and application procedures to the field practicum experience. The mandatory Student Orientation to the Field Practicum is held in the semester prior to beginning the Field Practicum, where all policies and procedures are discussed, application procedures explained, and the *Field Practicum Manual* reviewed.

- SOWK 5940: Field Practicum I must be completed with a "C" (2.0) or better grade;
- SOWK 5960: Field Practicum II must be completed with a "B" (3.0) or better grade;
- SOWK 6940: Advanced Field Practicum I must be completed with a "B" (3.0) or better grade;
- SOWK 6960: Advanced Field Practicum II must be completed with a "B" (3.0) or better grade.

Failure to meet these criteria will result in the necessity of repeating the practicum the following year, postponing graduation.

Ethics and Conduct

The Social Work Program expects its students to adhere to the *Code of Ethics* (2021 Revision) of social work's professional organization, the National Association of Social Workers (NASW). All students are expected to be familiar with the Code's Preamble, Purpose, Ethical Principles, and Ethical Standards. Appendix B provides a link to a copy of NASW's *Code of Ethics*. Students are also expected to follow the Program's *Student Performance Standards* found later in this *Handbook*. In addition, students are expected to be familiar with and adhere to the Augustana University's *Student Conduct Code* available online on the University's website. Breach of the *Code of Ethics*, *Student Performance Standards*, or the *Student Conduct Code* is grounds for review of a student's status in the program.

Harassment and Sexual Harassment Policy

It is the policy of the Social Work Program and its parent institution, in keeping with efforts to establish an environment in which the dignity and worth of all members of the Program are respected, that any type of harassment of faculty, staff, and students will not be tolerated and is grounds for termination. Harassment is defined as the intimidation of another person, limiting another person's right to equal opportunity or otherwise denying another person equal treatment because of his or her race, color, gender, age, creed, religion, sexual orientation, ethnic or national origin, disability, marital, veteran status, or political orientation. Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or 2) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment. Augustana University, and the Social Work Program is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an

integral part of the academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination please contact the Title IX Coordinator at 605-274-4044 or belam@augie.edu. If you make a report of this nature to a faculty member, they must notify the Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about options at Augustana, please visit www.augie.edu/titleix.

Social Work Association of Augustana University (SWAAU)

Social Work students, as well as any Augustana student, are invited to join the Social Work Association of Augustana University. A one-time dues payment covers the lifetime membership. The Association provides opportunities for students to socialize, to hold office, to further their professional understanding and skills, to organize school and community service-related activities, and to participate with other University student organizations.

Social Work Honor Society (Phi Alpha)

Augustana University social work students meeting the criteria are invited to become members of the Social Work National Honor Society Phi Alpha, Beta Gamma Chapter. Criteria are:

- Admission to the Social Work Program
- Completion of 9 semester hours completed in social work core courses by date of application; 45 total credits in higher education
- Demonstration of a commitment to service and leadership in the field of social work
- Maintaining a 3.0 GPA

A one-time dues payment covers the lifetime membership and induction fee. The induction ceremony is held each winter. Membership in this honor society is acknowledged at the University graduation ceremony.

Social Work Program Advisory Board

The Social Work Advisory Board at Augustana University is composed of program directors, leaders in the community, non-profit social service agencies, social workers, and elected students serving Sioux Falls and the larger Siouxland region, and alumni from Augustana University's Social Work program. The role of the Advisory Board is to work collaboratively with the Social Work Directors and faculty to promote the Program's focus on quality, cutting-edge education, evidence-based-practice, and community engagement. This is accomplished through advisement on current and future trends and needs in social work practice; joint events, activities, and projects; and promotion of the Program's mission and goals to the broader community. The Board meets three times a year and contributes to leadership activities that enhance student and community life throughout the academic calendar.

National Association of Social Workers

Students are advised to join the National Association of Social Workers (NASW). Among the many benefits include professional publications on relevant and current topics and trends, monthly State Chapter newsletter, and local chapter meetings.

State Licensure

South Dakota Social Work licensure is overseen by the Social Work Board of Examiners. Since the profession of social work profoundly affects the lives of the people of this state, licensure seeks to protect the public by setting standards of qualification, education, training, and experience for those who seek to engage in the practice of social work and to promote high standards of professional performance for those engaged in the profession. Any person engaged in the practice of social work. No person may represent himself as a social worker by using the title "certified social worker", "social worker", "social worker associate", or any other title that includes such words unless licensed by the Board of Social Work Examiners. The following are the types of Social Work licensure in South Dakota:

- **Social Work Associate**
 - Baccalaureate degree in a nonsocial work field or discipline or an associate of arts degree in the human services in a program approved by the Board from a junior college, college, or university approved by the Board ; and
 - Passed an examination prepared by the Board for this purpose.
- **Social Workers**
 - Baccalaureate degree in a social work or social welfare program accredited by the Council on Social Work Education; and
 - Passed an examination prepared by the Board for this purpose.
- **Certified Social Worker**
 - Doctorate or master's degree from a school of social work accredited by the Council on Social Work Education; and
 - Passed an examination prepared by the Board for this purpose.
- **Certified Social Worker in Private or Independent Practice**
 - Licensed under this chapter (SDCL 36-26) as a certified social worker (**for a minimum of two years**),
 - 2 years of experience under appropriate supervision in the field of specialization in which the applicant will practice (e.g. psychotherapy, community organization, or planning); and
 - Passed an examination prepared by the Board for this purpose.

Retention and Termination from the Program

Students are monitored for retention in the Program. If it is determined that a significant problem has developed raising questions as to suitability for the social work profession, the student may be placed on conditional status by the social work faculty. Significant problems may include failing to obtain the required grades in courses, behaviors and attitudes that suggest the student may be a potential detriment to clients, or which indicate lack of personal integrity or emotional instability, and failure to uphold the *NASW Code of Ethics* and underlying values of social work. Students should expect that their classroom and field instructors will directly discuss such concerns with them. Faculty may also refer problem situations to the student's advisor for further discussion.

When indicated, the advisor and instructors will work with the student to develop an improvement plan. Some possible options are: completing additional pre-field work hours; obtaining support services, such as from the Center for Personalized Instruction or Writing

Center; taking additional courses; completing a second year of field work; obtaining services outside the University identified as being helpful; postponing continuation in the Social Work Program for a period of time; or changing major.

The student and the social work advisor will meet regularly to discuss progress, alternatives and plans. It is the student's responsibility to establish meetings with the advisor. In complex situations or cases in which the student is at risk of being considered for termination from the Program, a Student Review Committee (SRC) will be convened. The following section outlines the Program's *Student Performance Standards* and the process and procedures for reviewing student performance.

Educational Accommodations

Augustana University values a learning community that is welcoming of all individuals — one that celebrates diversity and is supportive of individuals' needs. It is also Augustana's policy to comply with the Americans with Disabilities Act of 1990 and all other applicable federal and state laws that prohibit discrimination on the basis of disability. The Augustana director of accessibility partners with faculty and staff to ensure that all graduate and undergraduate students have an equal opportunity to participate fully in all aspects of the educational environment. Augustana uses technological advances and provides accommodations to individuals with documented disabilities to fulfill AU's institutional commitment of equal accessibility. AU is eager to meet and communicate with you to describe our services in more detail.

STUDENT PERFORMANCE STANDARDS AND STUDENT REVIEW POLICY

Background

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to review a student's motivation and suitability for a career in social work.

The Social Work Program has the responsibility for evaluating and screening students for suitability in the social work profession. The Program's standards include expectations for appropriate performance in the classroom, acceptable interpersonal and professional skills and behaviors, as well as compliance with ethical standards and professional values as defined in the *NASW Code of Ethics*. At Augustana University, this screening is done when students make application to the Program and again for Field Practicum as well as on an ongoing basis throughout the Program.

This document serves two purposes. The first is to establish the Social Work Program's standards for student performance. The second is to outline steps to be taken when students are unable or unwilling to comply with these standards. Examples have been provided to illustrate standards of expected behavior for Academic Achievement, Conduct within Classes and the Program, Professional Conduct, and Ethical Conduct. However, these examples should not be considered exhaustive. The faculty regularly reviews these standards and each problem situation

on a case by case basis.

Further, in addition to the expectations outlined in this document, students are expected to comply with standards and policies outlined in:

- The Student Conduct Code in the Augustana University *Academic Policies*
- The Program of Social Work *Student Handbook*
- The Program of Social Work *Field Practicum Manual*
- Any other relevant academic policies outlined by Augustana University

Standards For Student Performance

A. Academic Achievement

Students are expected to demonstrate satisfactory academic achievement towards learning the essential social work knowledge, values, skills, and practice behaviors required for competent social work practice. In addition to the academic requirements established by the University, satisfactory academic performance within the Program includes:

- Earning a “C”(2.0) or better for all courses
- Maintaining a cumulative GPA of 3.0 or higher
- Completion of all work for the degree within a seven-year period. If a course becomes obsolete, it must be replaced with a more recent course or repeated

B. Conduct within Classes and the Program

Students are expected to conduct themselves as beginning professionals throughout the Program. This includes conduct in the classroom, Field Practicum and when performing student service-learning and volunteer activities. Examples of expected conduct include:

- Planning and organizing work effectively
- Participating in class discussions and activities
- Attending class and being on time
- Communicating with faculty when concerns and needs arise
- Turning in assignments on time
- Participating in mandatory Program events such as Program Orientation

C. Professional Conduct

Expected professional conduct for social work students includes ethical behavior, good conduct, tolerance and compassion, competence, adequate interpersonal skills and psychological well-being sufficient to interact positively and constructively with others. In addition to the expectations for students in Field Practicum outlined in the Program’s *Field Practicum Manual*, examples of unprofessional conduct include:

- Inability to form adequate relationships with others
- Inability to accept feedback
- Disruptive behaviors that undermine the teaching, learning and morale of others
- Making comments to or about instructors, fellow students, clients, or population groups which are derogatory or demeaning
- Inability to perform due to personal problems
- Inadequate work skills such as absences and tardiness
- Inability to recognize and respect personal/professional boundaries
- Non-compliance with agency policies and procedures

D. Ethical Conduct

Social work students are expected to adhere to the NASW *Code of Ethics*. The NASW *Code of Ethics* is the standard used for evaluating potentially unethical behavior on the part of students. All students are presented with a copy of the NASW *Code of Ethics* in the Program's *Student Handbook* at Social Work Program Orientation. The following are examples of unethical behaviors:

- Participation in dishonest, fraudulent, deceitful or misrepresentative behavior
- Plagiarism
- Failure to treat others with respect
- Exploitation of others for personal advantage
- Engaging in sexual activities with clients

In addition, conviction of a criminal offense may result in the program's rejecting a potential candidate, dismissal of a student admitted to the Program, and/or disqualification from consideration for some Field Practicum sites. However, these cases are decided upon on an individual basis in consultation with the student and faculty.

Process for Reviewing Student Performance

It is hoped that throughout the course of the student's education here at Augustana University concerns, suggestions, issues, etc., are identified and discussed on an ongoing basis. The student's academic advisor is a resource for faculty and students to use in identifying and addressing concerns before reaching the point of convening a Student Review Committee. Recognizing that this is not always possible, the following policy outlines what will occur when a student is unable or unwilling to meet the Program's standards. The following principles are evidenced in this policy:

- Early consultation with students reported to have difficulties meeting the Program's performance standards
- Appropriate notification to students identifying problems and establishing performance goals
- Due process to allow students to prepare for the review process
- Committee review and consultation with social workers in evaluating the student's performance with respect to the profession's standards of practice

Procedures for Reviewing Student Performance

1. When concerns arise regarding student performance, the faculty member or Field Instructor should discuss the concerns with the student. Generally speaking, students should be given the opportunity to correct their behavior by having expectations clarified or by developing a plan for improvement.
2. If the concerns are not resolved, the problem will be put in writing and forwarded to the student's academic advisor and, if the concerns are related to Field Practicum, to the student's Faculty Liaison and the Field Director. The Faculty Liaison or academic advisor will then meet with the student as soon as possible to address the issues and outline further action. Documentation of this activity will be noted in the student's file.
3. If the issues continue to be unresolved and are serious enough to possibly warrant the student's suspension, termination or probationary status in the Program, the Program

Director will be asked to review the matter and determine if a Student Review Committee (SRC) should be convened.

4. The Student Review Committee will consist of members of the social work faculty and other individuals as appropriate. Students may wish to identify a support person who attends the meeting, but who is not permitted to participate in the discussion.
5. The student will be notified in writing of the time and place of the Student Review Committee, members in attendance, the concerns to be addressed and advised of the process and potential outcomes.
6. The Review Committee will be chaired by the Program Director. All parties will be provided with opportunities to present information and discuss the matter. At the close of the meeting, the student will be dismissed and the Review Committee will deliberate and reach a decision. If a consensus decision cannot be reached, the Program Director will call for a vote of the faculty members in attendance.
7. Potential outcomes of the Review Committee include but are not limited to:
 - Development of a learning contract or plan for the student's further growth and ultimate success within the Program;
 - Conditional status within the Program, along with expectations and procedures identified for a resumption to full status;
 - Termination from the Program.
8. The student will be notified within seven working days by the Program Director of the Committee's decision. Students appealing termination or dismissal have seven days from the date of notification to appeal the decision and must follow the procedures outlined in the University *Student Handbook*.

Guidelines for Retention and Disposal of Student Records

The Social Work Program has adopted a policy regarding the retention and disposal of student records. This policy is based upon the Principles Governing Records Retention and Disposal of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Guide for Retention and Disposal of Student Records. In general, this schedule mirrors the policies developed by the various student services offices. Regarding record retention, the policy states (in part):

1. Advising and Field Records of Social Work graduates shall be retained by the Program for five years after graduation.
2. Advising and Field Records of currently enrolled students shall be retained by the Program for five years after graduation or date of last attendance.
3. Advising and Field Records of students who attended but have stopped out/dropped out shall be retained by the Program for five years after date of last attendance.
4. Records of applicants who never attended shall be retained by the Program for three years beyond the student's application date.
5. Records or notes of inquiries by prospective students shall be retained by the Program for three years beyond the date of inquiry.
6. Advising and Field Records which have been contested or where litigation is anticipated shall be retained by the Program indefinitely.

A copy of the Program's full policy in these regards may be obtained by written request.

CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS

Click here for a copy of the [CSWE 2022 Educational Policy and Accreditation Standards](#)

NASW CODE OF ETHICS

Click here for a copy of the [NASW Code of Ethics](#)

