

BSW
STUDENT HANDBOOK

HARRIET EMILY SCOTT
SOCIAL WORK PROGRAM

2025-2026

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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*

HARRIET EMILY SCOTT 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 Augustana University’s Social Work Program is to ensure that the Bachelor of Social Work students have the knowledge, values, skills, and cognitive affective processes necessary for generalist social work practice with a focus on belonging, mastery, generosity, and independence, emphasizing the promotion of a positive social environment for client well-being.”

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 BSW Program has applied for candidacy with the Council on Social Work Education (CSWE) in Summer of 2023. The MSW Program will apply 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.

Harriet Emily Scott 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 knowledges, 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.

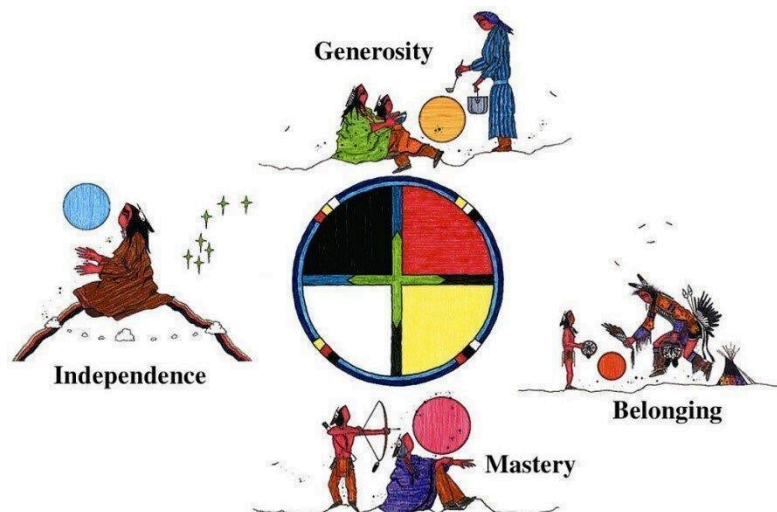
Harriet Emily Scott Social Work Program Values

“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*.

Harriet Emily Scott 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 and 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 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.

Harriet Emily Scott 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 BSW 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. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).* 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. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).* 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. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).* 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. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).* 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 Harriet Emily Scott Social Work Curriculum

In the BSW Program, students engage with a conceptual framework for 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 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 discussion that follows identifies the major conceptual frameworks for required BSW Program courses and shows how this curriculum content implements specific relevant CSWE 2022 nine core competencies.

SOWK 1200 Introduction to Social Work

This course introduces students to the profession of Social Work, the roles of the generalist social work practitioner, and the professions Code of Ethics. It also emphasizes client systems from a strengths perspective and the positive value of diversity and difference; explores the profession's historical development, commitment to human rights and social and economic justice, current trends, and acquaints students with fields of practice; stresses self-assessment and critical thinking skills to determine suitability for a career in social work.

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

SOWK 3400 Human Behavior and the Social Environment I;

SOWK 3410 Human Behavior and the Social Environment II

The purpose of this two-semester sequence is to provide the students with fundamental knowledge of major contributions of the biological, social, and behavioral sciences to the understanding of human functioning across the lifespan. The first semester course examines 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 and difference, 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. The second semester course builds upon theories and approaches presented in 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 exploration of the intersection of diversity and difference, social justice and oppression as relates to a person's life experiences is accomplished. The positive value of human diversity in social work practice is stressed.

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

SOWK 3070 Social Welfare Policy

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 is 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 3520 Community and Organizational Change

This course is a macro methods courses grounded in the generalist model of macro social work practice. Students examine perspectives and structures of community, 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 level 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 4500 Practice I;

SOWK 4510 Practice II

The purpose of this two-semester sequence is to provide the students with fundamental knowledge of major practice with individual, families, and groups. The first semester course practice familiarizes students with the profession of social work and to the methods of social work practice. The course introduces students to theoretical frameworks for organizing and conceptualizing social work practice. The principles, methods, and skills of advanced generalist social work practice with diverse individuals at various stages in the life cycle will be emphasized in this course. The focus will be on relationship building and communication skills to engage and assess individuals. The importance of self-awareness and the professional use of self will be underscored throughout the course as well as the values and ethics of the social work profession. The components of culturally-sensitive social work practice will also be highlighted. The second semester course builds 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 clinical practice skills and methods for engaging, assessing, intervening and evaluating with families and groups.

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

SOWK 4450 Integrated Health Care

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. The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Throughout the course, students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system.

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

SOWK 4940 Field Practicum I;

SOWK 4960 Field Practicum II

Field Practicum I & II taken concurrently with Field Seminar I & II with involve a minimum of 200 clock hours per term of practice. Field practicum as the signature pedagogy of social work education is a directed application of knowledge, values, skills 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.

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

SOWK 4941 Field Seminar I;

SOWK 4961 Field Seminar II

Field seminar I & II are taken concurrently with Field Practicum I & II. Students reflect upon experiences and challenges of field practicum. Focus is on evaluating and supporting the integration and application of knowledge, values, skills, and cognitive affective processes of generalist social work practice from course work to field. Students demonstrate the professional use of self, self-awareness and appreciation for diversity and difference. Agency data, reports, and forms are reviewed to further develop skills in research and in program and practice evaluation strategies. Prerequisites: all junior level social work courses.

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 of decision-making. These elements and other concepts are covered in the concentrations curriculum and are congruent with the BSW Program’s Mission.

b. Explanation of how this program conforms to or diverges from discipline standards

This Program will conform with the standard practices of the discipline, as the Council for Social Work Education (CSWE) has a clear guideline for the explicit curriculum of a BSW Program. A BSW Program is to be focused on generalist practice knowledge, values, skills, and cognitive affective processes of the practice of the discipline. Therefore, BSW Programs are often very “cookie-cutter” in curricular design.

c. Description of desired student outcomes for the program

The Council on Social Work Education outlines a clear set of competencies to be achieved in a BSW Program. The CSWE Core Competencies are the learning outcomes, these learning outcomes are measured within the context of Augustana University specific program model, the Circle of Courage (developed at Augustana University), as stated in the program goals.

Learning Outcomes

The goals of the Augustana University’s BSW program, which are generated from the Circle of Courage model, and are demonstrated through the learning outcomes identified by CSWE’s 9 core competencies. Each goal is demonstrated by several corresponding core competencies/learning outcomes.

GOAL 1 Belonging—Engage in connecting people with social contexts that provide them with resources, services, and opportunities
<p>As demonstrated by</p> <ul style="list-style-type: none"> ● Competency 1: Demonstrate Ethical and Professional Behavior ● Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice ● Competency 4: Engage in Practice-Informed Research and Research-Informed Practice ● Competency 5: Engage in Policy Practice ● Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities ● Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities ● Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
GOAL 2 Mastery—Enhance people’s problem-solving and coping capacities.
<p>As demonstrated by</p> <ul style="list-style-type: none"> ● Competency 1: Demonstrate Ethical and Professional Behavior ● Competency 5: Engage in Policy Practice ● Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities ● Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<ul style="list-style-type: none"> ● Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities ● Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
GOAL 3 Independence—Empowering people to create change and foster well-being.
<p>As demonstrated by</p> <ul style="list-style-type: none"> ● Competency 1: Demonstrate Ethical and Professional Behavior ● Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice ● Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice ● Competency 4: Engage in Practice-Informed Research and Research-Informed Practice ● Competency 5: Engage in Policy Practice
GOAL 4 Generosity—Encourage a commitment to social justice and social change for all people.
<p>As demonstrated by</p> <ul style="list-style-type: none"> ● Competency 1: Demonstrate Ethical and Professional Behavior ● Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice ● Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice ● Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities ● Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities ● Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PLAN OF STUDY FOR STUDENTS
HARRIET EMILY SCOTT
Bachelor of Social Work Degree & Social Work minor

Social Work Major (BSW) and minor				
Title	Course #	Term	Content	Crs
Introduction to Social Work	SOWK-1200	Fall	Introduction to Social Work Profession's Values, Ethics, and History	3
Social Welfare Policy	SOWK-3070	Fall	Social Policies and Policy Analysis	3
Human Behavior in the Social Environment I	SOWK-3400	Fall	Human Behavior (Zero to Teenage Years)	3
Community & Organizational Change	SOWK-3520	J-Term	Social Work Community & Organization Practice	3
Human Behavior in the Social Environment II	SOWK-3410	Spring	Human Behavior (Young, Middle, and Later Adulthood)	3
Race, Ethnicity & Multiculturalism OR Social Inequality	SOCI-3250 SOCI-3050	Spring	Diversity, Equity, Inclusion, & Anti-racism	3
Social Science Research	SOCI-4070	Spring	Understanding Social Work Research Methods	4
Minor course hours:				22
Practice I- Practice with Individuals	SOWK-4500	Fall	Practice with Individuals (Engagement, Assessment, Intervention, and Evaluation)	3
Field Practicum I	SOWK-4940	Fall	Generalist Field (1st Semester)	3
Field Seminar I	SOWK-4960	Fall	Generalist Field Education Seminar	3
Integrated Behavioral Health	SOWK-4450	J-Term	Fundamentals of Integrated Behavioral Health	3
Practice II- Practice with Groups & Families	SOWK-4510	Spring	Practice with Groups & Families (Engagement, Assessment, Intervention, and Evaluation)	3
Field Practicum II	SOWK-4941	Spring	Generalist Field (2nd Semester)	3
Field Seminar II	SOWK-4961	Spring	Generalist Field Education Seminar	3
Major Course Hours:				43
Required Support Courses				
General Psychology	PSYC-1005		Introductory course in Psychology	3
Bio & Human Concerns	BIOL-1000		Introductory course in Biology	4
Contemporary Society	SOCI-1000		Introductory course in Sociology	3
American Government	GOVT-1100		History of American Government	3
Total Course Hours:				56

SOCIAL WORK PROGRAM PROGRAM POLICIES, GUIDELINES AND PROCEDURES

The policies, guidelines and procedures of the Augustana University Harriet Emily Scott 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 Harriet Emily Scott Social Work Program

Admission to the Harriet Emily Scott Social Work Program at Augustana University is a two-step process. The first step is to be admitted to Augustana University, and declare Social Work major. The second step is to apply to the Harriet Emily Scott Social Work Program, typically in the student's junior year.

Augustana University General Admission requirements are as follows:

For an Incoming First-Year Student

- Augustana application or submit Common Application
- Submit ACT results (Augustana #3902) or SAT (Augustana #6015) scores or complete test optional section of the application*
- Submit high school transcript

For a Transfer students

- Apply or submit a Common Application
- Test optional is available for transfer students*
- Submit a final high school transcript
- Submit official college transcript(s) from all prior colleges/universities attended
 - Transfer students who have attended two full semesters of college should possess a minimum college GPA of 2.0

Additional Eligibility Information

Augustana does give admission consideration to students who don't quite meet all of the requirements above or have their GED.

- Minimum score of 150 on each of the four GED modules
- Submit results of PSAT, ACT or SAT exams

Test Optional

“Augustana seeks to remove barriers that may impede some students' ability to pursue an education at AU. Students who believe their standardized test scores do not accurately reflect their ability to be successful at Augustana may choose to apply using the test-optional method.”

In addition to a student's academic records, a student's admission to Augustana University is determined by assessing the students fit with institutional mission and fit for the Augustana community.

Harriet Emily Scott Social Work Program Admission

Upon admission to Augustana University, or while attending Augustana University, a student may declare Social Work as a major. Upon declaring a Social Work major, the student will be assigned a Social Work Academic Advisor who will reach out to meet with the student for an initial advising session. In this session the students are informed of the program admission requirements. Application should be made during the process of taking SOWK1200 Introduction to Social Work and SOWK3400 HBSE I, or after having taken these courses, advisors will remind students and offer assistance when students are preparing the Social Work Program application. Application includes completion of an application form, signature to abide by NASW Code of Ethics, a personal statement*, two letters of recommendation, and completion of Social Work support courses. At the time of application, it is expected that students will have completed between 45-60 credits of coursework, achieved a minimum GPA of 2.5, declared Social Work as their major, attended a Social Work Program Orientation session, completed support courses with “C-” or better, and had a formal advising session with their Social Work Academic Advisor. Students must be formally admitted into the Program before proceeding into senior level social work courses and applying for Field Practicum. Students must have a “C” or better in SOWK1200 Introduction to Social Work and SOWK3400 HBSE I are eligible for admission into the Social Work Program. All applicants must demonstrate aptitude for competent social work practice as evidenced in their service-learning experience, the classroom, and recommendations. A minimum GPA of 2.5 is required by the end of the semester in which a student applies. Admission may be granted on a conditional basis only until satisfactory academic performance, and/or completion of support courses, and/or aptitude for social work are demonstrated. Deadlines are posted in advance of the date application materials are due. Once admitted a student must successfully complete the required 56 credit hours for a BSW program, Augustana University’s core curriculum requirements, two writing component courses, one ethics component course, one communication component course and a minimum of 124 credit hours of coursework to receive a BSW degree. The Social Work program is a sequenced lock-step curriculum with no optional alternative unless approved by the program director.

1. Formal admission to Augustana University;
2. Official declaration of Social Work as a major;
3. A cumulative grade point average of 2.5 or higher at the time of application;
4. Completion of SOWK1200 Introduction to Social Work and SOWK3400 Human Behavior in the Social Environment I with a grade of “C” (2.0) or better;
5. Completion of Social Work Program required support courses with a grade of “C” (2.0) or better;
6. Completion of at least 43 semester hours of coursework;
7. Attendance at a Social Work Program Orientation;
8. Completion of a formal advisement session with their Social Work advisor;
9. Demonstration of aptitude for competent social work practice.

The Harriet Emily Scott Social Work Program accepts and evaluates admissions applications once a year in January after completing the procedures outlined above. Students must be admitted into the Program before applying for Field Practicum and proceeding into senior level social work courses. Deadlines are posted in advance of the date materials are due. Admission to

the Program is handled by a self-managed application process, while students are encouraged and assisted by their faculty advisor. Applicants are responsible for completing and submitting all required documents in a single submission by the posted deadline. Application packets are submitted online after students attend the Social Program Orientation event held in Fall semester.

Once the applications are received and determined to be completed by the 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 are asked for their evaluation of each applicant's as potential professional social work practitioners, using the Holistic Admissions Review Form.

- 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 Harriet Emily Scott 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 Harriet Emily Scott 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 Harriet Emily Scott Social Work Program.

Advisement Procedure

Upon declaring social work as their major 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 Harriet Emily Scott 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 Social Work Academic 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 Harriet Emily Scott 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/their Social Work 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 Harriet Emily Scott Social Work Program following the procedures detailed above.

Course Transfer/Waiver/Substitution

General education and non-social work elective courses from two-year and four-year institutions are evaluated for transfer by the Office of Undergraduate Admissions. Policies and procedures covering transfer of these courses are found in the University's *Undergraduate Catalog*.

Social work courses are evaluated for transfer by the Harriet Emily Scott Social Work Program. A student may request a course substitution for a social work course in the Harriet Emily Scott 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 Harriet Emily Scott 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 Harriet Emily Scott 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. Prior learning credit for work and professional experience may be available in university elective or core curriculum courses and other non-social work courses, as part of the 124 semester hours toward graduation. Students are urged to consult with the Student Success Center who works with the registrar regarding prior learning credit. The Student Success Center office will facilitate the process of connecting the student to the appropriate academic department for options and evaluation of prior learning credit.

Double Majors/Certificate Programs

Students may choose to explore a double major, minor, or certificate program offered at the University which might complement the Social Work Program and their career objectives. However, as a professional degree, the requirements and obligations for the BSW are considered primary. Other fields and certificates to be considered include but not limited to:

- Psychology
- Sociology
- Sign Language Studies

- Criminal Justice
- Spanish

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/study abroad or at ipo@augie.edu.

Grading Policy

The Harriet Emily Scott 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 Harriet Emily Scott 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 is

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 Harriet Emily Scott 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 Harriet Emily Scott 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 take 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.”

Field Practicum Policies and Procedures

The culminating experience in the Social Work student’s professional social work educational program is the Senior year Field Practicum, consisting of a 400-hour field experience spread over two consecutive semesters in a social work agency. The Field Practicum Seminar accompanies the field experience. 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 4940: Field Practicum I must be completed with a “C” (2.0) or better grade;
- SOWK 4960: 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 Harriet Emily Scott 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 Harriet Emily Scott 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 Harriet Emily Scott 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.

Harriet Emily Scott Social Work Program Advisory Board

The Harriet Emily Scott Social Work Social Work Advisory Board at Augustana University is composed of a BSW Program Director, leaders in the community, non-profit social service

agencies, social workers serving Sioux Falls and the larger Siouxland region, Field Instructors and Task Supervisors, elected social work students (President and Vice-President of the Social Work Association of Augustana University, 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 Harriet Emily Scott 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.

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 ***BSW 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 ***BSW 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.

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 provide 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 Harriet Emily Scott 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 Harriet Emily Scott 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” or better in SOWK 1200 and SOWK 3400 prior to applying to the Harriet Emily Scott Social Work Program
- Earning a “C” or better in any core professional course or prerequisite
- Earning a “C” or better in SOWK 4940 - Field Practicum I
- Earning a “B” or better in SOWK 4960 - Field Practicum II
- Maintaining a cumulative GPA of 2.5 or higher

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 Social Work Academic Advisor and, if the concerns are related to Field Practicum, to the student's Faculty Field Liaison and the Field Director. The Faculty Field Liaison or Social Work 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:
 - a. Development of a learning contract or plan for the student's further growth and ultimate success within the Program;
 - b. Conditional status within the Program, along with expectations and procedures identified for a resumption to full status;
 - c. 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 Harriet Emily Scott 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](#)