



Bachelor of Social Work (BSW)

Student Handbook

AY 2019-2020

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St. Ambrose University Bachelor of Social Work Program MISSION AND PURPOSES

MISSION: The St. Ambrose University Bachelor of Social Work program “prepares holistic social workers grounded in liberal arts and social justice traditions to enrich lives, facilitate empowerment, and advocate a just society as generalist professionals. Through that generalist lens, the BSW program cultivates the desire to change society at multiple levels by equipping students with knowledge, skills, and values indicative of ethical social work practice.”

The BSW mission captures the professional preparation of an accredited degree with the unique combined foundation of a liberal arts education within a Catholic Intellectual Tradition of lifelong learning and social justice. This generalist foundation incorporates knowledge in several areas of science, humanities, and the arts while also supporting a lifelong commitment to service. The social work profession works with individuals, groups, and communities to facilitate empowerment and advocate change. Social work’s core values include service, social justice, and client self-determination, and are all addressed within the BSW program mission.

PROGRAM GOALS FOR BACHELOR OF SOCIAL WORK

- Goal 1. Deliver a quality and accessible generalist social work educational program which adheres to the accreditation standards by the Council on Social Work Education while attending to the complex dimensions of knowledge, values, skills, and cognitive and affective processes to produce ethical, professional, and competent social workers who are prepared to facilitate sustainable and meaningful change with individuals, families, groups, communities, organizations, and society.
- In order to prepare professionals, a program must be high quality, accessible, and meet accreditation standards as set by the CSWE.
 - Related to the core value of competence, accreditation by CSWE allows the BSW Program to meet its mission to prepare holistic social workers with skills to facilitate change.
- Goal 2. Prepare social work professionals utilizing the strengths of a liberal arts education along with Catholic Intellectual Tradition to righteously serve individuals, families, groups, organizations, communities, and society towards liberation.
- Several layers of intervention and influence are addressed in the proposed curriculum including individuals, families, groups, communities, and societies due to the contextual nature of change with which social workers approach helping others.
 - This focus, which is both broad and in-depth, facilitates the BSW mission to cultivate student desire to change society at multiple levels.

Goal 3. Cultivate and foster strong partnerships with local, regional, state, and national communities to enrich the lives of individuals and communities through collaboration and mutually beneficial relationships.

- Due to social workers understanding that meaningful change involves collaboration at multiple levels, the BSW Program mission to practice emphasizes building on partnerships at every level which will inform what is done and how.

Goal 4. Promote the social work profession through active engagement in scholarship by creating and disseminating information to local, regional, state, national, and international audiences.

- The survival and influence of the social work profession depends on our ability to generate new knowledge and continue to critique current knowledge to ensure the best evidence is supporting the interventions taught and practiced.
- Students and faculty engage in scholarship which elevates the mission of the BSW Program related to generalist social work practice.

Goal 5. Support the mission of the university: “St. Ambrose University-independent, diocesan, and Catholic-enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others.”

- As a BSW Program housed in a social justice oriented Catholic university, we have a special commitment to complimenting the work of the campus community by having its mission inform ours.
- The campus mission is supported by the BSW program mission to develop holistic social workers given the focus on developing multi-dimensional individuals.

ST. AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK MISSION

MISSION: It is the mission of the St. Ambrose University School of Social Work to prepare competent and ethical social work professionals who advocate a just society.

ST. AMBROSE UNIVERSITY COLLEGE OF HEALTH AND HUMAN SERVICES MISSION

MISSION: The College of Health and Human Services prepares exemplary professionals through innovative programs in the health sciences, human services, and education. We are committed to excellence in teaching, scholarship, and collaboration through interdisciplinary and community-based partnerships.

As a Catholic University, rooted in the liberal arts tradition, St. Ambrose University College of Health and Human Services prepares leaders in the human services. We are committed to the development of proficient and ethical professionals through innovative programs that emphasize excellence in teaching, scholarship, and collaboration with interdisciplinary and community based partnerships. We prepare our graduates to provide services in a diverse and global society to enhance human resources and to foster life-long learning.

ST. AMBROSE UNIVERSITY MISSION AND VISION

MISSION: St. Ambrose University – independent, diocesan, and Catholic-- enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others.

VISION: St. Ambrose will be recognized as a leading Midwestern university rooted in its diocesan heritage and the Catholic Intellectual Tradition. Ambrosians are committed to academic excellence, the liberal arts, social justice and service.

**ST. AMBROSE UNIVERSITY BACHELOR OF SOCIAL WORK GENERALIST
PRACTICE
2015 EPAS COMPETENCIES AND BEHAVIORS**

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- assess how social welfare and economic policies impact the delivery of and access to social services.
- apply critical thinking to analyze, formulate, and advocate for policies that

advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers:

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-

informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

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

Social workers:

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

ADMISSIONS

The St. Ambrose University Bachelor of Social Work Program administers its own Admissions procedures. These procedures are in full compliance with University regulations for undergraduate admissions, using a required standard application and financial assistance forms, and following reporting and recording procedures. The School, in partnership with the Admissions office and the Academic Advising Center at St. Ambrose University, is responsible for recruiting, evaluating, and admitting students into the BSW Program. The admissions process is supported by the BSW Program Admissions Committee composed of the BSW Program Director as co-chair and faculty and staff from the School of Social Work. Admissions standards, criteria, and processes are described fully in the application packet distributed to applicants.

Criteria for Admission

Admission to the program is limited to students who have completed at least 45 college credit hours as verified by transcripts and records. Applicants must meet the requirements (see below).

Admission Procedures

The admissions process includes application and admittance to the University and application to the BSW program. To apply to the program, students should submit the following directly to the School of Social Work through an online application system:

1. Complete the Application for Admission to the BSW Program online at <http://www.sau.edu/social-work/admission-and-application>.
2. Attach your personal statement of educational and career goals to the online application form, found at the following link <https://sau.wufoo.com/forms/syfve8f0rn90cu/>.
3. Submit one (1) reference to the online application form, found at the following link <https://sau.wufoo.com/forms/syfve8f0rn90cu/>. References should be a supervisor or college instructor in a position to judge your potential for social work practice. It is the student's responsibility to see that reference submit a completed letter to the student, and that they upload the letter to the application form.
4. Earn GPA of 2.5 overall, including any SAU and transfer credits.
5. Complete the following prerequisite courses with a C or higher in each class (**below a C will be reviewed on a case by case basis**)
 - a) Social Work 201- Introduction to Social Work (3 credits)
 - b) Human Biology (4 credits) or approved equivalent course [Biol 101 + Biol 101L or Biol 112 + Biol 112L]
 - c) Psych 105 Introduction to Psych (3 credits) OR Sociology 101 Introduction to Soc (3 credits) OR WGS 201 –introduction to Women and Gender Studies (3 credits)
 - d) Statistics 213 Statistics/Methods (3 credits) OR SOC 430 + 430L Data analysis in Social Research (4 credits)
 - e) Political Science 101 (3 credits)

Application forms and a program description may be obtained by visiting the Bachelor of Social Work Program website at <http://www.sau.edu/social-work>. The deadline for the fall cohort is February 1st, and there is only one deadline per academic year. All applications will be reviewed that are submitted by June 1st.

Admissions Decisions

Applications will be due each year on February 1st. Applications received by this date will be given priority. They will be submitted through an online application campus system and data will go in spreadsheet form to the BSW Program director and a staff person within the SSW. The BSW program will have an admissions committee comprised of the BSW Program director, the SSW Field Director, a SSW staff member, and a SSW faculty member who will review all applications beginning no later than February 10th.

Committee members will use a rubric to rate and score all applicants.

Committee members will meet, discuss rankings, and decisions will be made by March 1st as to who will receive invitations to join the BSW program. Written notification of admission is sent to the applicant.

All offers of admission are contingent upon receipt of final transcripts where applicable. In special circumstances, students who do not meet the pre-requisites listed above will be admitted conditionally.

Applications received between February 2nd and June 1st will be reviewed by the committee in a timely manner.

Waitlist Procedures

The BSW program will maintain a waitlist during admission cycles where there are more applicants than that specific cohort has space to accommodate.

- The committee will maintain a waitlist. This waitlist will be determined by the scoring rubric combined with committee decision. The BSW director along with SSW staff will maintain waitlist. Once it is confirmed and documented that a student is declining or delaying their admission into the BSW program, the next person on the waitlist is moved up in to the que and notified of their status via email. That student will then have 10 days to accept, deny, or delay their offer of acceptance.
- Five of the 25 students will be transfer students. These seats will fill up by June 1st. If all eligible transfer students are admitted and that number is less than 5, the BSW Director may go back to the waitlist to fill the cohort.
- If student status changes between the time when they have accepted their admission to the BSW Program and the semester in which they begin classes, students may have their spot given to the next student on the waitlist.

Admissions Appeal Procedure

Applicants for admission to the Bachelor of Social Work program have a right to appeal an adverse recommendation related to admission to the BSW program to the Director of the School of Social Work.

Policies on Transfer Credit and Exams Transfer Work (St. Ambrose University Catalog, p. 23)

If you already have completed some post-secondary studies, your credits will transfer to St. Ambrose University according to the following policies:

- As long as you meet the residency requirements, you can earn up to 64 semester credits at two year colleges. Quarter units will be converted into semester units. Students may take courses at a two-year college regardless of academic standing, e.g., a senior could take a lower level course at a community college. Credit for college-level work is granted in all areas that correspond to courses offered at St. Ambrose University with a grade of a “C” or better. (*Pass grades are not accepted unless evidence can be provided that the grade would have been a C or better.)
- The individual departments at St. Ambrose University determine whether a transferred course may be substituted for a major requirement. Grades that you earned at other college and universities may be considered for admittance to the university and specific academic programs, but your SAU cumulative grade point average is based solely upon course work taken at St. Ambrose University. The SAU cumulative GPA will be reported on the transcript and will be used to determine graduation honors.

Department Procedure for transfer of credits in the BSW Program

Students may transfer select courses into the BSW program curriculum. The BSW Director will review all course descriptions and syllabi to ensure that the courses for which transfer credit is awarded are congruent with the mission and goals of the St. Ambrose School of Social Work and the BSW Program.

- All transfer students must complete the standard application.
- Students must submit the same documentation as other potential students.
- Students must meet the same admissions criteria used to evaluate all applicants and be in good standing.

Policy on credit for life experience

Students are informed of this policy above through the BSW Program website, in the packet of information they receive upon acceptance in to the program, and it is also in the BSW Student Handbook (found in the attached materials, Volume III, BSW Student Handbook, p. 32).

SCHOOL OF SOCIAL WORK BSW SCHOLARSHIPS

To be considered for any type of financial assistance, you must complete a Free Application for Federal Students Aid (FAFSA) or a FAFSA renewal form. You may apply online at <https://studentaid.ed.gov/sa/fafsa>. Additional information about available scholarships and grants may be found on the following link:

St. Ambrose University Financial Aid: www.sau.edu/Cost-and-Aid

PROGRAM OF STUDY

Academic courses, including field practicum, provide the knowledge and skills essential for generalist social work practice. Teaching is reinforced by the scholarship and research interests of faculty. Through faculty and student participation in community organizations, task forces, and scholarship, the faculty within the BSW Program at St. Ambrose University meets its responsibilities to the community and to the social work profession to improve quality of life and strengthen society.

The St. Ambrose University BSW Program structures its curriculum by cohort of individuals seeking the Bachelor of Social Work degree. The cohorts all have the same delivery structure, standards, and require both classroom study and practicum experience.

Full-Time

This program calls for two academic years of study and completion of 32 credit hours. Students ordinarily spend at least two days a week on campus taking classroom courses during the first year, and the time spent in the classroom during the second year will vary depending on when the sixteen hours a week in social work agencies or settings gaining social work experience under supervision will be completed.

Courses Offered

SWK 310 - Social Welfare & Policy (3 credits)

SWK 320 - Human Behavior in the Social Environment I (3 credits)

SWK 325 - Human Behavior in the Social Environment II (3 credits)

SWK 330 - Generalist Practice I: Interpersonal practice skills with individuals (3 credits)

SWK 333 - Generalist Practice II: Empowering processes with families and groups (3 credits)

SWK 336 - Generalist Practice III:

Transformative practice with organizations and communities (3 credits)

SWK 340 - Social Work Research (3 credits)

SWK 360 - Diversity (3 credits)

SWK 400 - Field Instruction I (3 credits)

SWK 401 - Field Instruction II (3 credit)

SWK 402 - Field Seminar I (1 credit)

SWK 403 - Field Seminar II (1 credit)

Dual Degree Options

A unique feature of the BSW Program at SAU is collaborations with three complimentary disciplines to give students the opportunity to earn a second degree in either Psychology, Sociology, or Women and Gender Studies. The degree options build on one another, and improve a student's skills in social work practice. For more information on this option and potential plans of study, please see www.sau.edu/social-work.

BACHELOR OF SOCIAL WORK ADVISING

When St. Ambrose University students start their academic journey on campus they are assigned a professional advisor in the Advising Center. The major they choose determines their advisor. The BSW Program Director works closely with this person and meets with students prior to submitting their application to the BSW Program. Once students have applied to the BSW Program and accepted their invitation to join the BSW Program, they will be assigned an academic advisor within the School of Social Work (SSW), known as SSW Advisor.

Initially, this person will likely be the BSW Program Director. The SSW Advisor will remain with the student throughout their time in the BSW Program. The SSW Advisor will provide advising on the student's academic journey at St. Ambrose University, including the policies and procedures within the BSW program as well as campus wide responsibilities and expectations. The SSW Advisor may discuss issues of concern, academic performance, professional development, and course selection. SSW Advisors may also refer students who have special circumstances, such as learning disabilities, writing issues, personal difficulties, and/or financial needs to the appropriate department at the University. In addition, in the case of an academic review, academic advisors are called upon to oversee compliance with the recommendations of the review committee.

The SSW Advisor is also expected to provide professional advising to the student's journey into the social work profession, including career options, future plans, licensure, and mentoring the student on the social work vernacular. Policies and procedures for academic advising in the BSW Program are further discussed in the BSW Student Handbook (p. 20).

Further information for students seeking support, including the Accessibility Resources Center, the Student Counseling Center, the Student Success Center, and Student Health Services, is found on the St. Ambrose University website and the University Student Handbook.

POLICIES REGARDING ACADEMIC MATTERS

As a student at St. Ambrose University, students are subject to the academic and conduct procedures of the university community as described in the St. Ambrose University Student Handbook. As a BSW student, students are also subject to the procedures, policies, and expectations of the BSW Program and the social work profession.

The St. Ambrose University Bachelor of Social Work Program prepares students for generalist professional social work practice. A BSW degree is an indicator to the public and to the professional social work community that the person to whom it was awarded has demonstrated fitness to provide generalist professional social work services. A BSW professional is expected to effectively use a broad knowledge and skills base, adhere to a professional code of ethics, practice a philosophy of social and economic justice, and demonstrate appreciation for human resiliency and the strengths of diverse cultures.

Academic Integrity

All members of the St. Ambrose community are called upon to uphold the standards of academic integrity. Academic dishonesty in any form (cheating, plagiarism, unauthorized assistance, multiple use, falsification or fabrication, complicity, and/or abuse of academic materials) is not tolerated and will be dealt with according to university policies which are outlined in the School of Social Work Policies for Academic Review and in the St. Ambrose University student handbook.

Class Attendance

Students are expected to attend all classes. Excessive lateness and/or absences may affect course grades. Instructors will give notice of their classroom attendance and participation policies in the course syllabus.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, nonacademic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for nonacademic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

Grades in Academic Courses

To meet the specific needs of undergraduate professional education, grading scales used in the BSW Program align with the university standard as listed in the St. Ambrose University Course Catalog. Grades in academic courses are granted based on criteria included in the syllabus for each course. Letter grades include A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. For the purposes of determining grade point averages, numerical equivalents of these letter grades are as follows:

A+/A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1
B-	2.67	D-	.67
C+	2.33	F	0

In special circumstances, a student may initiate a request for the grade of “I” (Incomplete). The “I” grade is granted at the discretion of the course instructor only when illness or other compelling reasons prevent completion of the required course work. Students are required to successfully complete the necessary course work within the time frame negotiated with the instructor and prior to registering for any subsequent course for which the incomplete course is a pre-requisite. If the coursework is not completed within that timeframe, a grade of “F” is assigned to the course and the student must complete the entire course.

****Note that Academic Review procedures are triggered when two or more Incomplete grades are received by a student.**

Grades in Field Instruction

Grades in Field Experience are granted based on successfully meeting field experience objectives as reflected in contracted learning goals in the learning agreement, necessary recording and reporting, and the judgment of the Agency Field Instructor, Faculty Field Liaison, and Director of Field Education. Agency Field Instructors and Faculty Field Liaisons recommend a grade of “P” indicating Credit/Pass or “NP” indicating No-Credit/Fail. The Director of Field Education reviews the recommended grade and determines the final grade assigned.

Integration of Cross-Cultural Content

Social work courses focus attention on various ethnic groups and oppressed populations, particularly those disadvantaged by classism, racism, sexism, heterosexism, ageism, ableism, and regionalism in American society. Course contents will discuss how these groups are differentially affected by policy, practices, and services within various settings.

NASW Code of Ethics

All students are expected to conduct themselves within a standard of professional conduct. All faculty, staff, and students in the School of Social Work are expected to comply with the NASW Code of Ethics. A copy is available through the School of Social Work office. All students are provided with a copy as a part of field placement. It is also available through the NASW website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics>

Special Learning Needs

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Accessibility Resource Center (ARC) at 563-333-6275 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

<http://www.sau.edu/ARC>

Withdrawal from Courses

The BSW Program follows university guidelines for student withdrawal from classes as described in the University Course Catalog. If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of “W” (Withdrawal) is officially recorded. If a course is dropped after the 10th week, the change is officially recorded as “WF” (Withdrew Failing) or “WP” (Withdrew Passing) as determined by the instructor. Refunds will be offered according to university time-lines. Note that withdrawing from a course in the BSW curriculum could alter the timeline to graduation for students due to the sequencing of courses in the Program.

POLICIES ON ACADEMIC CRITERIA FOR RETENTION, REVIEW, AND SANCTION OF BSW STUDENTS

The Bachelor of Social Work degree is a professional degree. Admission to the program is granted to students who have demonstrated potential to complete professional, high quality academic work. Retention in the program requires students to achieve academic goals and maintain professional standards.

Professional actions and decisions of social workers impact the lives of vulnerable persons and persons in precarious life situations. More than simply applying the knowledge, skills, and values of the social work profession, social workers must also demonstrate qualities of emotional stability, self-control, reliability, good judgment, empathy, collegiality, genuineness, and integrity. Social work is a demanding profession that has potential to do harm as well as good to vulnerable people. In response, the St. Ambrose BSW Program holds students accountable to both academic and professional standards.

Course and field experience grades reflect class participation (including attendance), oral and written communication skills, and mastery of the knowledge, skills, and values of social work. Students are expected to demonstrate professional attitudes and skills congruent with the social work profession including self-awareness, ethics in action, respect for human dignity, and a commitment to social justice. Failure to meet course expectations or professional standards set by the BSW Program and the social work profession constitutes academic failure and may result in a student's dismissal from the BSW Program.

Academic and Professional Retention Policies

To remain in good standing in the BSW Program, students are expected to make consistent progress toward graduation. Performance indicators that students are making satisfactory progress include:

1. A social work major grade point average of 3.0 (on a 4.0-pointscale).
2. Overall minimum grade point average of 2.0 (on a 4.0-point scale) to remain consistent with University policies on retention and progression as stated in 2018-2019 SAU Student Handbook (pp. 17-18)
3. Grades of C or above in each course (only courses with a grade of C or above count toward the degree).
4. Successful completion of courses in sequence (indicators of less than satisfactory progress includes course withdrawal or receiving a grade of "incomplete").
5. Continued satisfactory progress in the Field Experience.
6. Behavior consistent with the NASW Code of Ethics in classroom, community, and Field Experience. See below for appropriate behaviors.

Examples of **appropriate** behaviors include but are not limited to:

- a. basing professional practice, relationships, and interactions on the social work values of respect for human dignity, cultural differences and human diversity; client self-determination; confidentiality and privacy rights; and social justice.

- b. developing constructive professional relationships with clients and others.
- c. avoiding dual relationships and conflicts of interest with agencies and clients.
- d. working constructively and cooperatively with supervisors, peers, instructors and other professionals.
- e. complying with field agency policies and BSW program standards and procedures.
- f. maintaining client, agency, and classroom confidentiality.
- g. disclosing any dual relationships, conflicts of interest, legal issues, or criminal justice issues that may affect their performance or admissibility to a particular field setting.
- h. applying established social work methods and skills as well as research and theories of human behavior to social work situations.

Professional Grievance Policies and Procedures within the BSW Program at St. Ambrose University

Students bear primary responsibility for monitoring their own achievement and behavior to ensure they are making satisfactory progress. Students should ascertain instructors' classroom policies and grading criteria (e.g. policies on attendance, late assignments). Students are also responsible to learn and follow BSW Program and University policies, agency policies within the Field Experience setting, and the NASW Code of Ethics.

All students should seek clarification and feedback from their instructors as necessary. Students who sense they are in jeopardy should initiate meetings with their instructors, field liaisons, and/or academic advisors to discuss their situations. Students are encouraged to address problems early to maximize opportunities for corrective action and seek University support services and resources as appropriate.

The BSW Program monitors each student's progress using procedures implemented by course instructors, field instructors, field liaisons, academic advisors, and administrative personnel. Any instructor who becomes aware that a student is in significant academic difficulty will inform both the student and the student's academic advisor. If difficulties arise in the Field Experience, the field instructor will notify both the student and the field liaison, who will in turn consult the Director of Field Education. If students fail to meet the standards either in the classroom or during their field practicums, they will be contacted to determine corrective actions.

Professional and Academic Performance Policies within the BSW Program

Certain performance indicators may signal the need for informal intervention by those persons directly involved in the situation (e.g. classroom instructor/student, agency field instructor/student) without initiating formal review or discipline processes.

Examples of such circumstances include:

1. Poor academic performance (e.g. a student receives a C or below in the course).
2. Two or more grades of "Incomplete" at any given time.
3. Disrespectful, antagonistic, or distracting behavior in the classroom.

4. Minor breaches of ethics or policies.
5. Minor or naive instances of academic dishonesty.
6. Absences, tardiness, lack of class participation, or late assignments.
7. Violation of classroom policies (e.g. misuse of electronic devices).
8. Marginal or unsatisfactory performance during the Field Experience Process.
9. Minor breaches of behavioral standards for professional social work practice.
10. Concerns about a lack of fit between the student and the BSW Program or the social work profession.
11. Other circumstances in which faculty members or other persons involved recognize the need for informal intervention to ensure student success.

Each month, SSW faculty and staff meet to discuss School and Program related business. At Week 5 of the semester the BSW Program Director will check in with all faculty teaching BSW students and ask whether there are students struggling with any of the behaviors listed above. At Week 6 of the semester, SSW faculty and staff who interact with BSW students will convene and discuss any students who may be at risk of the above circumstances and have been engaged in a conversation that did not yield a change in behavior. This process is informal and meant to catch a problem before it becomes a formal academic review. If students are brought to the attention of the group and it is reasonable for the BSW Program Director to reach out to them, the student will have a meeting with the BSW Director to find out more about what is going on and to broker resources as needed. If it is not reasonable for the BSW Program Director to conduct this meeting, the Director of the SSW will instead.

If the behavior continues, a formal academic review is conducted as per the Student Handbook.

Criteria for Automatic Non-Retention in the BSW Program

Some situations will result in automatic non-retention (dismissal) in the BSW Program. No Academic Review is necessary. These circumstances are:

1. For students admitted to the program with provisional status
 - a. failure to achieve a 2.5 GPA in the first semester completed as a BSW Student
2. For all students
 - a. grades of "F" in any 2 courses during the program of study
 - b. one grade of "F" and two grades of "C" in any 3 courses during the program of study
3. For students previously reviewed in an Academic Review
 - a. failure to meet the conditions for retention set at the previous review
 - b. compliance review timelines, procedures, and personnel involved will be specified in the academic review report
4. For students placed on academic probation because their GPA fell below 2.5
 - a. failure to achieve a cumulative GPA of 2.5 by the end of the probationary semester or to maintain a GPA of at least 2.5 the semester following the probationary semester

Other situations may also lead to a student's dismissal from the program. Such situations will be considered individually in an Academic Review.

Academic Review

When serious concerns arise about a student's academic performance or compliance with Program or professional standards, the BSW Program Director will convene members of the SSW faculty to conduct an Academic Review. Such concerns may arise from the ongoing monitoring of student achievement as described above or may result from a precipitating incident at any time during the student's course of study. An Academic Review is a decision-making process of the faculty regarding the status of students whose academic or professional success is in jeopardy. Potential outcomes of an Academic Review range from developing a plan of correction to dismissing the student from the BSW program. Circumstances that warrant an Academic Review include the following:

1. A cumulative GPA of 2.0 or below.
2. An unsatisfactory evaluation in the Field Experience (receiving a "no pass" and failing to meet the pre-requisite for the next semester of Field).
3. Dismissal from the Field Experience.
4. Failure to meet behavioral standards for professional social work (as described in the NASW Code of Ethics); violations that have not been remedied through informal means or that pose an immediate threat to individuals or organizations.
5. Failure to remedy academic difficulties that were previously addressed through informal remediation processes.
6. Substantial incongruities between the student's values and attitudes and the value base of the social work profession.
7. Failure to meet automatic academic standards for retention when any faculty member believes there are extenuating circumstances that warrant review.
8. Gross violations of the University academic integrity policy (as outlined in the University student handbook).
9. Other serious concerns about a student's academic performance or compliance with BSW Program or social work professional standards

Faculty processes to monitor student performance will determine the need for an academic review. To initiate an Academic Review process, the BSW Director will notify the student in writing at least 5 days prior to the scheduled Review. The letter of notification will state (1) specific issues of concern and attempts to remedy them; (2) the student's right to present extenuating circumstances to the faculty orally or in writing; (3) the date, place, and time of the meeting. A copy of this policy will accompany the notification.

The Academic Review Panel may consist of at least 3 full time faculty members (excluding the SSW Director). The BSW Director will serve as Review Panel Chair who will develop an agenda for the meeting. This Panel Chair will access input from individual faculty members, field instructors, the student and/or others, and seek any relevant information that may be useful in reaching a decision. Students under review may choose persons who they believe may be helpful in the process to accompany them to the review meeting. If bringing someone to the Review, it is the student's responsibility to alert the Chair and describe what information this person will be offering and what role this person will play in the review process. Students will receive copies of all information gathered for consideration by Panel members prior to the Review.

After the Review Meeting, Panel Members will in closed session decide on a course of action. The Chair of the Review Panel will send a written report of the Panel's decision to the student within 5 days. [See Resolutions and Sanctions for possible courses of action.] Within 5 working days of the postmark of the letter, the student may submit a written request for an appeal of the decision. If the student does not appeal the decision, the Director will formally accept the Panel's decision and convey this to the student.

If the student appeals the decision of the Academic Review Panel, the SSW Director will hear the appeal within 5 working days of receiving the request. The Director may either uphold the decision or, after additional consultation with the faculty, arrive at an alternative decision. The Director's decision regarding the student's appeal will be conveyed to the student within 5 working days of the appeal hearing and will be immediately implemented. Any further appeal by the student must be made beyond the BSW Program within the University hierarchy, according to University policies.

Students may appeal to the Dean of the College of Health and Human Services within 5 days of the decision of the Director. After the Dean's review and decision, students may appeal to the University Vice President of Academic and Student Affairs within 5 days after the Dean's decision. The decision of the Vice President represents the final University decision. Further student appeal must be made beyond the University setting.

Resolutions and Sanctions

In a Review process, the faculty can determine any reasonable course of action that fits the unique circumstances of the situation at hand.

This course of action may include, but is not limited to, the following resolutions and sanctions:

1. Withdrawal from one or more courses and/or access to remedial services.
2. Immediate removal from the field experience and co-requisite courses.
3. Academic probation for a semester during which the student's performance will be closely monitored followed by an Academic Review at the end of the semester.
4. Completion of current courses without the option of continuing in the program the following semester.
5. Required withdrawal from all courses in the current semester with re-evaluation for admission in a subsequent semester.
6. Immediate dismissal from the program.
7. Any combination of the options above with a requirement that the student be reevaluated for reinstatement or re-admission at a later date. In this circumstance, the Panel may require the student to provide evidence and specific documentation that he/she has resolved critical concerns or that the precipitating circumstances have changed materially.
8. Modification of a student's Plan of Study to ensure student achievement of BSW identity and educational outcomes.

Termination from Field Experience

Placements in the BSW Program are made for the entire academic year. Students accepting an agency field assignment are expected to fulfill the agreement made with the organization. Agency Field Instructors likewise agree to provide a learning environment for the student over

two semesters. The following procedures outline the processes to be followed in cases where the student and/or the Agency Field Instructor seek removal from the field placement setting.

Student Initiated Termination

Student initiated termination from a field placement is uncommon and has serious implications including the fact that it may be difficult to find an alternative placement site.

If a student becomes dissatisfied with the placement, he or she is required to follow this process:

1. The student is to discuss his or her concerns with the Agency Field Instructor.
2. If the issues are not resolved, the student and/or Agency Field Instructor contact the Faculty Field Liaison who will consider the matter and attempt to develop a plan with all parties to continue the placement. The Faculty Field Liaison will articulate that plan in a memorandum to all parties with a copy to the Director of Field Education.
3. Should the issue(s) not be resolved, the student may make a request in writing to the Director of Field Education to terminate the practicum placement.
4. The Director of Field Education will review this request with the student, Faculty Field Liaison, Agency Field Instructor, and other agency personnel.
5. The Director of Field Education will render a decision based on the concerns of the student, the ability of the student and agency to work together for the remainder of the placement, and the likelihood that the placement can have a successful outcome.

Finally, students are not guaranteed that an appropriate alternative placement may be secured after the practicum year has begun. In cases where an appropriate re-placement cannot be made, as determined by the Director of Field Education, the student may be required to drop Field Education and co-requisite courses.

Agency Initiated Termination

In rare circumstances agencies may decide to terminate a student's placement. Factors precipitating the termination determine the procedures implemented in response.

Agency Related Factors

Agencies may request a practicum student be terminated for agency-related issues unrelated to student performance. In these situations, the agency coordinator or Agency Field Instructor is expected to notify the Faculty Field Liaison or Director of Field Education as early as possible in order to determine an appropriate course of action.

Student Performance

Field experience is an academic course requirement. Failure to perform field experience activities and tasks in a professional and ethical manner results in an unsatisfactory grade. The Agency Field Instructor should inform the Faculty Field Liaison of any performance issues on the part of the student that cause the Agency Field Instructor to question the student's appropriate professional development. If issues about the student's ethics, behavior, or performance in the field experience arise, the Agency Field Instructor consults

with the Faculty Field Liaison regarding the noted problems so that possible solutions may be negotiated.

If agreeable solutions are not found or the problem is not remedied after a trial period, the Faculty Field Liaison will notify the Director of Field Education that continuation of the field placement is in jeopardy and seek input.

To initiate termination procedures, the Agency Field Instructor and the Faculty Field Liaison each prepare a written summary of the events leading to the termination and provide copies to the student and the Director of Field Education. The Director of Field Education will advise the BSW Program Director who will convene the faculty to conduct an Academic Review to determine the student's standing in the BSW program. (See the *Academic Review* section of this manual).

Termination Criteria

A student's field instruction placement may be terminated for the following reasons:

1. The level of performance in the practicum is determined to be far below the standards expected of a BSW student and the student is unable to remedy deficiencies. This includes, for example, lacking knowledge and skills for effective social work practice, poor interpersonal communication and relationship skills, inappropriate presentation of self, and showing a lack of commitment to investing in the field placement learning opportunities.
2. Serious or repeated violations of the agency's policies and procedures.
3. Failure to disclose critical background information in applications forms, pre-placement forms, or during the interview process.
4. Exhibiting behaviors and attitudes that are inconsistent or at odds with the values of the social work profession.
5. Violation of social work professional standards for ethical practice.
6. Unexcused and prolonged absences from the field experience.
7. Attempts to harm oneself or others.
8. Any sexual relationship with an agency client.
9. Reporting to the practicum site under the influence of alcohol or illegal drugs.

Field Education Exit Requirements

Students withdrawing from Field Education under any circumstances must meet with their Faculty Field Liaison and the Director of Field Education to insure the termination from the agency is conducted in a professional manner. All agency material, keys, or other equipment provided to the student must be returned to the agency.

Partial credit for the time spent in practicum will not be granted.

All other policies related to field education can be found in the St. Ambrose University BSW Program Field Manual, located at www.sau.edu/social-work.

ETHICAL CONDUCT IN THE UNIVERSITY ENVIRONMENT

Within its Student Handbook, St. Ambrose University offers a code of conduct as a framework “for an academic society in which students, faculty and staff can realize their potential. It protects the rights of the St. Ambrose community to learn, teach and do research. It preserves the right of free expression, peaceful assembly and orderly protest, yet it also recognizes the need for normal university activities to continue undisturbed.” Any student who violates this code or any specific regulation adopted by the university is liable to disciplinary action according to university procedures outlined in the St. Ambrose University Student Handbook. Students are expected to familiarize themselves with this code of conduct and all university regulations, policies, and procedures regarding behavior within the university community.

Human Rights Policy

The BSW Program is committed to the highest standard of conduct in human interaction. Founded on the fundamental belief that all individuals should be treated with dignity and respect in all situations and interactions, the BSW Program recognizes the right of just treatment for all persons regardless of race, gender, ethnicity, sexual orientation, age, religious beliefs, physical or cognitive abilities, and social or economic class.

Professional behavior by social workers is defined by the NASW Code of Ethics. Students, faculty, and staff within the social work program are expected to act in ways consistent with this code throughout their association with the program both in and out of the classroom context. Behavior in keeping with this code goes beyond simple compliance but extends to a duty to speak out against discrimination, oppression, and injustice in its many forms.

St. Ambrose University creates a policy context for the respectful interaction within the BSW Program. Included in its policy statements contained within its Student Handbook, the university describes its *AIDS and HIV Policy*, *Human Rights Policy*, *Non-Discrimination Policy*, *Sexual Abuse Policy*, *Sexual Harassment Policy*, and *Tobacco Free Policy*. Students are expected to review these policies carefully to ensure that their behavior is in compliance with university requirements for respectful and ethical behavior.

Harassment and Discrimination

The St. Ambrose University Student Handbook explicitly states that “its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the academic community.” The BSW Program reaffirms this principle and expects all program constituents to treat one another with dignity and respect. The Student Handbook offers specific definitions of behavior defined as sexual harassment and offers a process for students to complain if they feel they are victims of sexual harassment.

Student-Faculty Relationships

The student-faculty relationship is at the core of social work education. Faculty members have important roles in teaching, mentoring, and advising students in preparation for professional practice. Students have important roles in learning and asserting their professional development needs. Both faculty members and students are expected to be aware that faculty positions in respect to students carry considerable power and authority. In respect to this faculty-student power differential, the issue of how faculty members and students relate both inside and outside of the academic context requires careful consideration, reflection, and professional integrity.

Consistent with the NASW Code of Ethics, social work faculty and students should not engage in dual relationships that have the potential to exploit or do potential harm to students. Specifically, faculty members should not see students as clients and students should not seek to be clients of faculty members. Faculty members and students should not have financial transactions with one another. And, faculty members and students should also not have sexual relationships. In all student-faculty relationships, both parties should recognize the power differential and avoid redefining the relationship away from its primary educational purpose.

The University policy on sexual harassment also applies to faculty/student relationships in the BSW Program. In fact, as stated in this policy, sexual harassment of a student by a faculty member is seen as especially serious given the fundamentally asymmetric nature of the relationship. Students who experience sexual harassment by a faculty member may obtain redress through established university procedures.

Confidentiality

Faculty and staff within the BSW Program work to maintain student confidentiality to the extent possible. To meet the educational needs of students, the BSW Program will exchange relevant information within its collegial system including classroom instructors, field instructors, field liaisons, program administrators, and program staff and others within the university community in keeping with university policy and procedures. Students do have the right to request that a faculty member or other program personnel maintain confidentiality about specific information to the extent that the person can do so in compliance with state and federal laws and university policy.

However, even confidential information will be shared among program personnel for compelling educational reasons.

The integration of classroom learning and professional practice requires a free and open exchange of information about field and work experiences in the classroom setting. Students should work to protect the confidentiality of the client and agency situations about which they are talking. Students should also maintain the boundary of the classroom by refraining from divulging confidential classroom-generated information outside of the classroom setting. As an exception, faculty members maintain their “mandatory reporting” and “duty to warn” responsibilities

Environmental Consciousness

An elevated consciousness about the impact of social and physical environments on human development and behavior is a defining characteristic of the social work profession. As such students, faculty, and staff within the program are expected to demonstrate behaviors consistent with a heightened environmental awareness.

Behaviors that demonstrate environmental responsibility include the judicious use of program resources and respectful treatment of university property and equipment. The university provides easy access to containers for the recycling of paper and cardboard in clearly marked bins and for the recycling of plastic and glass beverage containers near vending machines. Students should survey the classroom and office areas to locate recycling bins and use them to dispose of recyclables. Students should also be aware of their impact on air quality within classroom buildings and limit their smoking to designated areas as well as monitor their use of fragrances and other products toward which other program constituents may have sensitivities.

Alcohol Policy

Student consumption of alcohol is subject to state law and university regulations. Fundamentally, no individual under the age of 21 may purchase or consume alcoholic beverages. Any student-sponsored event on campus at which alcohol will be served requires prior approval, participation by program sponsors in a university run alcohol training program, and on-site supervision. The university handbook offers specific guidelines and procedures for students regarding the distribution and consumption of alcohol in relationship to the university and its activities.

St. Ambrose University Student Handbook

<http://www.sau.edu/DeanofStudents>

STUDENTS' RIGHTS IN THE SCHOOL OF SOCIAL WORK

School of Social Work Statement of Student Rights

The St. Ambrose University School of Social Work has developed and approved the following statement of student rights:

1. The right to have representation and participation on standing committees of the School.
2. The right to petition through proper channels for changes in curriculum, field experience, and grades; and to petition through established channels in the case of grievance.
3. The right of students who are participating in research or writing for publication under faculty direction as a part of their formal academic program to receive appropriate recognition for their contribution to the process.
4. The right of students to organize within their own interests.
5. The right of students to recognize student organizations to invite and hear speakers of their choice on subjects of their choice.
6. The right of students, individually or collectively, to engage at will in off campus activities, thus exercising their rights as a citizen of the community, state and nation. Students shall not claim formally represent the School of Social Work or St. Ambrose University unless authorization has been attained.
7. The right to ethical relationships and interactions with all School of Social Work constituents in a manner consistent with the Code of Ethics of the National Association of Social Workers.
8. The right of equal access to social work resources without regard to race, color, sexual orientation, national origin, religious creed, or political beliefs.

Discrimination Policy (Retrieved from <http://www.sau.edu/policies/discrimination-policy>)

St. Ambrose University is a multi-cultural community sharing the Christian affirmation of the absolute God-given worth and dignity of each individual. The affirmation is expressed in the policy of the University to forbid harassment or discrimination based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status or any other unlawful basis on University property, within its programs of study, or in its places of employment.

The University affirms that all forms of discrimination and harassment diminish the dignity or impede the academic freedom of members of the University community. The University is committed to providing and maintaining a positive learning and working environment for all students, staff, faculty, and other members of the University community, free of discrimination and harassment. The University will not tolerate any discrimination or harassment that is based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status or any other unlawful basis.

In sum, the University is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. Each individual has the right to work and study in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment. Therefore, St. Ambrose University expects that all relationships among students, staff, faculty, and other members of the University community will be free of discrimination and harassment.

Governance

The School of Social Work has implemented a governance structure for collaboration among the Program Directors, faculty, students, and other program constituents in setting program goals, implementing program objectives, evaluation program impact and recommending program changes. Committee recommendations regarding policies and procedures are forwarded to the program faculty as a whole for discussion and approval. The BSW Program will strive to include student input into the decision making processes currently in existence within the School of Social Work.

Student Evaluation of BSW Program

Student experience and feedback is a critical component in the continuing development of the program and curriculum. Students in all courses offered by the School of Social Work complete course evaluations on completion of the course competencies. These course competencies evaluate the extent to which the course met the program goals for practice behavior skill development. On an annual basis, students also evaluate all aspects of Field Education. Social work faculty value student feedback and will make modifications as indicated. Students' comments on written mid-semester and end of semester evaluations are reviewed each semester. Particular attention is paid to students' reactions to texts, teaching methods, and assignments. Based on faculty review of these evaluations, recommendations may be made relative to mission, goals, objectives and curriculum design. Program outcomes are regularly reviewed as well. In addition, the BSW Program director holds one meeting per semester to solicit face to face feedback from students.

Complaint Procedures

St. Ambrose University has grievance procedures which may be used by social work students. Sexual harassment grievances follow the standard procedures of St. Ambrose University. These procedures can be found in the St. Ambrose Student Handbook.

<http://www.sau.edu/DeanofStudents>

General grievance procedures follow a similar process and are facilitated by the Director of Human Resources for St. Ambrose University.

Students are encouraged to work with faculty about complaints on grading, faculty or other student conduct, or student development. Any issue which cannot be resolved can be referred to the Director by either the faculty or student. If the student is dissatisfied with the committee's decision, they may appeal to the Director or the Dean of the College of Health and Human Services.

Study Time and Books

Courses within the BSW Program require study time and individual preparation outside of class. Students should assume that for each hour of class time two or three hours of outside of class will be spent reading, studying, and preparing for assignments. Thus, for full time students enrolled in 12 credit hours of classroom courses, a minimum of 30-40 hours of time must be available on average each week for class and class preparation plus 16 hours for field instruction.

Most required reading for courses is on the Blackboard site for the course. Required and recommended texts may also be purchased at the University Bookstore. As textbook prices have increased significantly in recent years, students should plan on spending at least \$100 per course for texts.

Personal Safety and Security

The Department of Security serves members of the university community by providing protection, service and education. Information about personal security education programs, campus law enforcement, and incident reporting is in the *St. Ambrose University Student Handbook*.

The BSW Program attempts to make students aware of safety issues and to be prepared to handle potentially dangerous situations. The BSW Field education manual includes general information on risk assessments and reduction, agency safety guidelines, and information on student health care safety preparation. In the agency setting, practicum students are encouraged to be familiar with agency policies and practices regarding risk assessment and reduction and agency guidelines for safety.

Weapons Policy. Consistent with St. Ambrose University policy, weapons are prohibited on campus.

Insurance Coverage

Malpractice and Liability Insurance. The St. Ambrose University retains group professional liability insurance for students in field education. Students may also wish to consider purchasing individual liability coverage against claims arising out of professional training to cover activities while in the field placement. Students may obtain coverage with the National Association of Social Workers Insurance Trust, a program of the American Professional Agency. Information and applications are available on the NASW Assurance services website (<http://www.naswassurance.org>). In order to qualify for this insurance, membership to the National Association of Social Workers is required.

Automobile Insurance. Students in field practicum may be asked to use their own cars for agency business (e.g. making home visits, transporting clients, and attending case conferences or organizational meetings). Students are advised to check with the agency to determine if the agency insures the student in these activities. The student is also advised to check with his or her own carrier to determine coverage for these activities. If a student is required to use his or her own car for agency business, it may be advisable to increase insurance coverage. In no case should a student undertake agency business in his or her personal vehicle without adequate coverage.

Health Insurance. At St. Ambrose University, it is the desire that all students have health insurance, but does not REQUIRE coverage. However, a field agency may require coverage based on the nature of the social work services provided. If a student does not have health insurance, there is information on the University Health Services webpage:

<http://www.sau.edu/HealthServices>

St. Ambrose University Policies Affecting Students

Students in the BSW Program are expected to become familiar with University policies affecting students and to abide by the rules and regulations explicated in these policies. Information regarding Students' Academic Rights and Responsibilities, rights regarding Students Records, the Students Code of Conduct, University Policy Statements, Campus Services, and Student Activities may be found in the *St. Ambrose University Catalog* and the *St. Ambrose University Student Handbook*. The *Student Handbook* is available on the St. Ambrose University web pages at the following address: www.sau.edu/DeanofStudents

Registration

While University faculty and staff members provide students with academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The students must know and abide by the academic and disciplinary policies of the BSW Program, School of Social Work and St. Ambrose University. The students must know how and meet requirements of his or her own program of study, enroll in courses appropriate to the program, meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress. Students must seek advice about degree requirements and other University policies when necessary.

Registration may be completed online through the St. Ambrose University website (<http://www.sau.edu>) using Beeline after coordination with the student's academic advisor. Students should meet with their academic advisor to assist in course selection, career direction, and plan of study.

Students are responsible to provide SAU with current local and permanent address and telephone numbers. Official correspondence is sent to the address last given to the SAU; if the student has moved and fails to correct this address, he or she will not be relieved of responsibility on the grounds that correspondence was not delivered.

Beeline

The St. Ambrose University Beeline is a secure website allowing student access to online registration, class schedules, grades, unofficial transcripts, Business Office account summary and Financial Aid status. To access the Beeline, go to <https://mysau.sau.edu>.

Student Records

Student rights regarding educational records are articulated in the *St. Ambrose University Student Handbook* and these policies are consistent with the Family Educational Right and Privacy Act of 1974 (FERPA). Categories of student information that are public and may be disclosed are identified and students' right to privacy is discussed. Students may review their academic records by requesting them from Records and Registration Office. Students who believe their educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, are provided with procedures to challenge the information in their record in the *St. Ambrose University Student Handbook*.

The BSW Program also maintains student records and the policies of the BSW Program and School

of Social Work conform to FERPA and University policy. The School of Social Work maintains student and alumni records primarily to benefit students and graduates in educational and professional endeavors. Students are responsible to advise the School of Social Work regarding changes in name, address, telephone, and email. Alumni are encouraged to advise the School of Social Work regarding changes in their personal and professional status. If requested, these updates in information will be electronically distributed to alumni.

The following are guidelines for the management of these records:

1. Student records in the BSW Program Office within the School of Social Work include admissions material, copies of grade reports, correspondence regarding the student from University offices, correspondence from the School of Social Work to the student or concerning the student and field experience information.
2. Student shall have access to their records insofar as access does not violate the rights of others, in keeping with the University's policy concerning student records. Request for review of School of Social Work records is made in writing to the BSW Program Director. Copies are available to students for the cost of duplication.
3. Data maintained solely for research purposes shall not be personally identifiable.
4. Alumni news is shared electronically and/or in print when graduates of the School of Social Work notify the School regarding a professional or personal life change. Students who do not wish to have this information shared with faculty and alumni are asked to notify the Admissions Coordinator in writing.

Cancellation of Classes Due to Hazardous Weather

The established schedule of class meeting times will be followed unless students are notified otherwise. Please consult the student's SAU email, Blackboard, the St. Ambrose website, local media, School of Social Work Facebook page, or call the School of Social Work at **563-333-3910** to see if St. Ambrose University has cancelled classes.

Emergency changes will be posted on classroom doors and the bulletin board if the campus is open at the time of the cancellation. In case of class cancellations, attempts will be made to contact students directly.

In addition, students should sign up for the Emergency Notification System. The online registration form can be accessed through the SAU Security Office website. By doing this, students can receive alerts regarding class/event cancellations or postponements via email or text message. Students should always use good judgment in deciding on attendance during hazardous weather conditions.

<http://www.sau.edu/alerts>

STUDENT GOVERNMENT ASSOCIATION

Throughout the year, the Student Government Association (SGA) facilitates, coordinates and participates in numerous activities, and initiates policy proposals to benefit the student body. As a representative body, SGA strives to encourage student leadership on campus and works to promote healthy relationships between students and faculty/staff through dialogue with university administrators in order to better serve the undergraduate student body and enrich the Ambrosian experience. As such, it is a vehicle for students to interact with the School, for students to promote effective communication, and is an instrument of student action for social justice.

The SGA is comprised of four officers holding the following elected positions: President, Vice President, Secretary, and Treasurer. The voting members of the organization shall consist of senators of the nine residents' halls, the athletic senator, and representatives of each class.

UNIVERSITY SUPPORT SERVICES

St. Ambrose University offers several support services available to facilitate student success. Many of these services may be found on the main University website at www.sau.edu.

CONSULT THE ST. AMBROSE UNIVERSITY STUDENT HANDBOOK for more information. www.sau.edu/DeanofStudents