



SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

**MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK**

2022-2023

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INTRODUCTION

Dean of the School of Social Work

Welcome to Saint Louis University's School of Social Work! The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching-service environments, both in the classroom and in the community, that nurture, strengthen, and sustain creative intellectual, emotional, social, spiritual, and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the School and its resources to local, regional, national, and international communities to eliminate ignorance, poverty, injustice, and hunger, to improve community life, and to solve difficult problems. We are thrilled for you to join us, to walk with us, and to work together with us as we seek to advance both the School's and the University's shared mission, and to serve with and for our community and the people to which the School's disciplines – social work, applied behavior analysis, criminology and criminal justice – and the professions associated with these disciplines are dedicated.

Noelle E. Fearn, PhD
Professor and Dean of the School of Social Work

Director of the Master of Social Work

Welcome to the Master of Social Work Program at Saint Louis University. Thank you for choosing our School of Social Work as your partner in graduate education. A hallmark of the Jesuit approach to education is *cura personalis*—care for the whole person. It is my hope that in the MSW Program you will have a well-rounded, personalized experience and be prepared to engage in social work practice in a humane and holistic way. Here in the SLU MSW Program you will learn about being a “person for others” while being empowered and supported to achieve your own professional goals.

The preparation process in the SLU MSW Program will be rigorous and intellectually challenging. Our program offers a unique opportunity for social workers to learn effective, evidence-based interventions that improve physical and mental wellbeing, and health psychosocial functioning for social work clients. This distinctive learning environment is rooted in intensive teaching, mentoring, and experiential learning as well as rich peer-learning opportunities with your fellow classmates, your practicum colleagues, and with the clients we all serve.

This MSW Handbook contains important and detailed information about our program and policies, so please take some time to read and review it. The MSW Handbook is updated frequently to reflect changes made in various university, college and program policies and processes; and you will be notified if **significant changes** occur during the academic year. As always, please feel free to contact me with questions or concerns.

Kristi Richter, MSW, LCSW
Assistant Clinical Professor and Director of the MSW Degree Program

MISSIONS AND GOALS

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

Mission Statement of the School of Social Work

Saint Louis University School of Social Work prepares social work students for professional social work practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The school strives for a dynamic community of learning with excellence in teaching, research, and service.

(Approved by Faculty Assembly, May 2008)

Goals of the School of Social Work

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work practice.
3. To contribute to the advancement of knowledge of the profession.
4. To use skills, talents, and time in pursuit of social justice in the community.

(Approved by Faculty Assembly, May 2008)

Accreditation

The MSW Program has been continuously accredited since 1936. It was first accredited by the American Association of Schools of Social Work. Then in 1952, the Council on Social Work Education was created. It was most recently re-accredited by the Council on Social Work Education (CSWE) in 2018. The Council's accreditation standards can be found at <http://www.cswe.org/>. Graduating from an accredited program is important and required in pursuing state social work licensure.

Disclaimer

This MSW Handbook is effective for the academic year 2022-2023. As policies are changed in this academic year, electronic announcements will be delivered to SLU emails and/or posted on the [School's Google site](#) to notify students. This document should not be construed as creating a contract between the University and any person. The University specifically reserves the right to make any changes deemed necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules or calendars. This includes, but is not limited to, the modification, cancellation, rescheduling, or elimination of programs, departments, courses, and institutes. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by schools or departments of the University.

Overall SLU university policies can be found either in the [SLU Catalog online](#) or the [Provost's Policy site](#).

Nondiscrimination Policy and Human Diversity

Saint Louis University and the School of Social Work have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." The University's Harassment Policy and Procedures is a part of this handbook.

SOCIAL WORK COMPETENCIES

Social work competencies are measurable behaviors (knowledge, values, skills and cognitive and affective processes) that are expected of practicing social workers. All social workers are expected to achieve the nine core competencies in the generalist curriculum, while specializing in an area of advanced practice (through choosing an MSW concentration) allows social workers to gain additional, advanced competencies.

Generalist/Foundation Core Competencies and Behaviors

- SWRK 1: Demonstrate Ethical and Professional Behavior
 - SWRK 1.1: 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;
 - SWRK 1.2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - SWRK 1.3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - SWRK 1.4: use technology ethically and appropriately to facilitate practice outcomes; and
 - SWRK 1.5: use supervision and consultation to guide professional judgment and behavior.
- SWRK 2: Engage Diversity and Difference in Practice
 - SWRK 2.1: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
 - SWRK 2.2: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - SWRK 2.3: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- SWRK 3: Advance Human Rights and Social, Economic, and Environmental Justice
 - SWRK 3.1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - SWRK 3.2: engage in practices that advance social, economic, and environmental justice.
- SWRK 4: Engage in Practice-informed Research and Research-informed Practice
 - SWRK 4.1: use practice experience to inform scientific inquiry and research;
 - SWRK 4.2: engage in critical analysis of quantitative and qualitative research methods and research findings; and

- SWRK 4.3: use and translate research findings to inform and improve practice, policy, and service delivery.
- SWRK 5: Engage in Policy Practice
- SWRK 5.1: assess how social welfare and economic policies impact the delivery of and access to social services;
- SWRK 5.2: critically analyze and promote policies that advance human rights and social, economic, and environmental justice.
- SWRK 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- SWRK 6.1: apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies; and
- SWRK 6.2: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- SWRK 7: Assess Individuals, Families, Groups, Organizations, and Communities
- SWRK 7.1: collect, organize, and critically analyze and interpret information from clients and constituencies;
- SWRK 7.2: 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;
- SWRK 7.3: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems; and
- SWRK 7.4: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- SWRK 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- SWRK 8.1: implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- SWRK 8.2: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- SWRK 8.3: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- SWRK 8.4: negotiate, mediate, and advocate with and on behalf of clients and constituencies; and
- SWRK 8.5: facilitate effective transitions and endings that advance mutually agreed-on goals.
- SWRK 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- SWRK 9.1: select and use appropriate methods for evaluation of outcomes;
- SWRK 9.2: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- SWRK 9.3: apply evaluation findings to improve practice effectiveness at the micro and macro levels.

(adopted from CSWE EPAS 2015)

Advance Practice Competencies and Behaviors that build on the Core (as delivered through the MSW concentrations)

ABA Concentration

- ABA 1: Demonstrate professional behavior in accordance with the Professional and Ethical compliance in behavioral practice
 - ABA 1.1: Demonstrate knowledge and skills specific to a population in providing behavioral practice.
 - ABA 1.2: Identify and apply relevant ethical principles in behavioral practice.
 - ABA 1.3 Develop competence in ethical decision making in behavioral practice.
- ABA 2: Demonstrate competence in working with diverse populations and performing behavior assessments
 - ABA 2.1: Apply knowledge and demonstrate cultural competence with diverse populations to enhance client well-being.
 - ABA 2.2: Develop competence in working with diverse populations and performing behavioral assessments and corresponding behavioral service delivery to enhance client well-being.
- ABA 3: Integrate human rights and social, economic, and environmental justice into behavioral practice
 - ABA 3.1: Apply behavioral skills to advance human rights and social and economic justice.
 - ABA 3.2: Address disparities in clinical, organizational, and community practice levels using behavioral approaches.
- ABA 4: Use behavior analytic interventions based on behavior assessment results and the best available scientific evidence.
 - ABA 4.1 Use behavioral practice experiences and behavioral theory to inform scientific inquiry and research.
 - ABA 4.2 Critically evaluate and translate behavioral research evidence to inform and improve behavioral practice and service delivery.
- ABA 5: Use behavior analytic approaches to advocate for policies that enhance client quality of life through behavioral service delivery.
 - ABA 5.1: Use behavior analytic practice approaches to advocate for social policies that enhance client quality of life through behavioral service delivery.
 - ABA 5.2: Use behavior analytic practice approaches to advocate for social policies that enhance client quality of life through behavioral service delivery.
- ABA 6: Demonstrate effective client engagement skills in behavioral practice.
 - ABA 6.1: Integrate knowledge of behavioral theory and applications of behavioral practices to engage with clients and constituencies.
 - ABA 6.2: Use advanced behavioral treatment strategies to engage diverse clients and constituencies.

- ABA 7: Demonstrate effective client behavior assessment skills in behavioral practice.
 - 7.1: Synthesizing knowledge obtained from clients and constituencies to conduct behavioral assessment.
 - 7.2: Integrate shared decision-making process with clients and constituencies to inform behavioral treatment planning.
- ABA 8: Demonstrate effective client behavior intervention skills in behavioral practice.
 - 8.1: Utilize single-subject design process to implement and incorporate data-driven behavioral interventions with clients and constituencies.
 - 8.2: Use behavioral skills in coordinating and collaborating services and behavioral treatments for clients, constituencies, and multiple service systems.
- ABA 9: Use behavioral research and behavioral perspectives to evaluate client, practice, and program outcomes.
 - 9.1: Critically analyze, monitor, and evaluate behavioral intervention and behavioral services to improve client outcomes.

(Approved by the concentrations' and MSW Program Committee Fall 2019)

Community and Organization Concentration

- CMTY 1: Use codes of ethics and human rights principles to guide practice with communities and organizations.
 - CMTY 1.1: Relate social work values and ethics (e.g. social justice, self-determination, democratic participation) in community and organization work.
 - CMTY 1.2: Engage in advocacy or community awareness activities that focus on eliminating the stigma, discrimination, and oppression faced by vulnerable populations.
- CMTY 2: Demonstrate culturally competent practice with communities and organizations.
 - CMTY 2.1: Demonstrate cultural competence and knowledge of populations served in community practice, organizational practice, or policy practice.
- CMTY 3: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks.
 - CMTY 3.1: Participate in social planning activities such as strategic planning, advocacy campaigns, and/or community efforts.
 - CMTY 3.2: Participate in task groups, coalitions, task forces, committees, or neighborhood groups in order to enhance communities or organizations.
- CMTY 4: Use research and professional expertise to improve practice with communities and organizations.
 - CMTY 4.1: Identify and use research products (e.g. articles, books and clearinghouses) and professional expertise to improve practice with communities and organizations.

- CMTY 5: Provide leadership in a variety of roles in community and organizational practice.
 - CMTY 5.1: Demonstrate professional expertise through public speaking to a community group, board, or policy decision making body.
 - CMTY 5.2: Provide leadership in community, organizational, or policy practice for a project.
- CMTY 6: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.
 - CMTY 6.1: Identify and apply theoretical frameworks that guide community and organizational practice.
 - CMTY 6.2: Understand and engage in community or organizational practice models that are evidence-based.
- CMTY 7: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.
 - CMTY 7.1: Participate in community or organizational needs and/or strengths assessment in order to enhance community or organization service delivery.
- CMTY 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.
 - CMTY 8.1: Participate in community organizing or development.
 - CMTY 8.2: Participate in policy analysis, development, and practice within legislative or organizational bodies.
 - CMTY 8.3: Participate in resource development activities (e.g. fundraising or grant writing) and understand budgeting and financial management processes.
- CMTY 9 Use research and professional expertise to evaluate practice with communities and organizations.
 - CMTY 9.1: Generate and/or use empirical research, secondary data, databases, geographic information system (GIS), professional expertise, and/or other forms of evidence in evaluation, and program development in communities or organizations.

(Approved by the Community and Organization Concentration and MSW Program Committee Fall 2016)

Clinical Concentration

- CLIN 1: Demonstrate professional behavior consistent with social work values and ethics in clinical practice.
 - CLIN 1.1: Demonstrate knowledge and skills specific to the population in providing clinical social work.
 - CLIN 1.2: Identify and apply relevant ethical principles in clinical practice.
 - CLIN 1.3: Develop competence in ethical decision making in clinical practice.
- CLIN 2: Demonstrate competence in working with diverse populations from a bio-psycho-social-spiritual perspective.

- CLIN 2.1: Apply knowledge and demonstrate cultural competence with diverse populations to enhance client well-being.
- CLIN 2.2: Use a strengths-based approach in performing bio-psycho-social-spiritual assessments.
- CLIN 3: Integrate Human Rights and Social, Economic, and Environmental Justice into Clinical Practice
- CLIN 3.1 Apply clinical skills to advance human rights and social and economic justice.
- CLIN 3.2 Address disparities in clinical, organizational, and community practice levels as they impact individual client systems.
- CLIN 4: Use an evidence informed practice process in clinical work with individuals, families, groups and larger systems.
- CLIN 4.1: Use practice experiences and theory to inform scientific inquiry and research.
- CLIN 4.2: Critically evaluate and translate research evidence to inform and improve practice, policy and service delivery.
- CLIN 5: Apply policy practice skills to advance human rights and social and economic justice.
- CLIN 5.1: Use policy practice approaches to advocate for social policies that enhance clients and clinical service delivery.
- CLIN 5.2: Acquire strong knowledge of relevant governmental (e.g., Medicaid, Social Security Disability, Individuals with Disabilities Education Act, mandated reporting) and agency policies in order to advocate for clients in securing resources or understanding the relevant policy system.
- CLIN 6: Demonstrate advanced client engagement skills in clinical practice.
- CLIN 6.1: Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- CLIN 6.2: Use advanced clinical skills to engage diverse clients and constituencies into a working therapeutic alliance.
- CLIN 7: Demonstrate advanced client assessment skills in clinical practice.
- CLIN 7.1: Synthesizing knowledge obtained from clients and constituencies with practice wisdom and data driven decision-making to inform a client centered bio-psycho-social-spiritual assessment.
- CLIN 7.2: Integrate shared decision-making process with clients and constituencies to inform treatment planning.
- CLIN 8: Demonstrate advanced client intervention skills in clinical practice.
- CLIN 8.1: Utilize the evidence-based practice process to implement effective interventions with clients and constituencies.
- CLIN 8.2: Use advanced clinical skills in coordinating and collaborating services, resources, and treatment for clients, constituencies, and multiple service systems.
- CLIN 9: Use research and clinical expertise to evaluate client, practice, and program outcomes.

- CLIN 9.1: Critically analyze, monitor and evaluate intervention and program processes and outcomes to improve practice effectiveness.

(Approved by the concentrations' and MSW Program Committee Fall 2016)

THE MSW CURRICULUM

The essential purpose of the Master of Social Work (MSW) Program is to prepare graduate students for advanced and specialist practice in social work. The curriculum is designed to prepare students to develop competence and leadership as professionals in work with varied vulnerable populations and practice settings. The curriculum is designed with core course sequences including practice with individuals, families, groups, communities, and organizations; human behavior; and social policy. Significant content on diversity, populations-at-risk, social and economic justice, social work research methods, and values and ethics is integrated throughout the curriculum. The signature pedagogy and central part of professional social work education is the “practicum” which is Latin for “practical training” which occurs in field education.

The MSW Program consists of 48 credit hours of classroom and practicum courses as listed below. All courses are 3 credit hours unless otherwise indicated.

Generalist/Foundation Courses: 15 credit hours

Note: Students must receive a B or better in all generalist courses to pass the course and matriculate.

SWRK 5702 Social Policy

SWRK 5725 Human Behavior and the Social Environment

SWRK 5750 Social Work Practice with Individuals, Families, and Groups

SWRK 5751 Social Work Practice with Communities and Organization

SWRK 5819 Generalist Integrative Practice Seminar (1 credit hour)

SWRK 5841 Generalist Practicum (2 credit hours) (SWRK 5821 for ABA students)

CONCENTRATIONS:

Students will select one of the three concentrations (Applied Behavior Analysis (ABA), Clinical, or Community and Organization) to continue required coursework in an area of advanced practice.

Applied Behavior Analysis (ABA) Concentration

Note: Students must receive a B or better in all ABA courses to pass the course and matriculate.

Description

The purpose of the Applied Behavior Analysis (ABA) concentration is to prepare graduate students for professional practice in applied behavior analysis. The curriculum is designed to prepare students to develop competence and leadership as professionals in work with varied vulnerable populations primarily including persons with disability and in a variety of settings. The curriculum is designed according to the required Behavior Analyst Certification Board's specifications as to content in the six core courses and in practicum.

Required Courses

The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester.

Core Courses (12 credit hours)

SWRK 5746 Principles and Concepts in Behavior Analysis
SWRK 5747 Behavioral Assessment
SWRK 5748 Behavior Change and Processes
SWRK 5749 Behavior Change and Ethics (sub. for SWRK 5700 Values and Ethics)

Other Required Courses 12 (credit hours)

SWRK 5001 Supervision and Organizational Behavior Management
SWRK 5002 Philosophy of Behavioral Science
SWRK 5707 Policy Practice for Social Justice
SWRK 5762 Diagnosis and Assessment in Clinical Practice

Research Courses (6 credit hours)

SWRK 5787 Research for Evidence-Informed Social Work Practice
SWRK 5774 Measurement and Experimental Design (sub. for SWRK 5784 Evaluation for Social Work Practice)

Practica Courses (12 credit hours)

SWRK 5820 ABA Concentration Integrative Practice Seminar I (1 credit hour)
SWRK 5822 ABA Concentration Practicum I (2 credit hours)
SWRK 5823 ABA Concentration Practicum II (2 credit hours)
SWRK 5824 ABA Concentration Practicum III (2 credit hours)
SWRK 5830 ABA Concentration Integrative Practice Seminar II (1 credit hours)
SWRK 5840 ABA Concentration Integrative Practice Seminar III (1 credit hours)
ABA 5115 ABA Advanced Clinical Research and Practice Seminar (1 credit hour)
ABA 5116 ABA Concentration Practicum IV (2 credit hours)

Concentration Electives

ABA students have no elective options.

Students seeking BACB certification must complete 1,500 clock hours of applied behavior analysis field practicum under the supervision of a Behavior Analyst Certification Board (BACB), Board Certified Behavior Analyst (BCBA) For more information on the ABA concentration, contact the ABA Program Director.

Community and Organization Concentration

Description

The purpose of the Community and Organization Concentration is to prepare students for advanced practice in the range of settings that focus on social problems and social change at the community, organizational, and societal levels.

The conceptual framework of the concentration is built upon the community as a field of practice in which individuals are engaged as citizens, residents, members, constituents, indigenous leaders, representatives, and heads/officers of community groups, organizations, and other action or change agent systems. This framework conceptualizes community practice at macro, mezzo, and micro levels and concentrates on groups, communities, and organizations (the practice units of attention) as actors and targets of change.

The Community and Organization Concentration is anchored in the social justice orientation of the School, the University, and the social work profession. Within the concentration, this orientation shapes a particular commitment to communities and populations that are powerless, oppressed, at-risk, and/or targets of discrimination. The concentration is committed to the improvement of the quality of life of community members, to the humane and effective functioning of human service organizations, and to the development and modification of social policies for a more peaceful and just society. It is also committed to a vision of community in which people relate to each other as equal moral agents, the development of democratic institutions, and the use of participatory practice strategies.

Required Courses

Core Courses (6 credit hours)*

SWRK 5721 Community Theory and Practice

SWRK 5785 Organizational and Program Planning

Hallmark Courses (6 credit hours)

SWRK 5700 Values and Ethics in Social Work Practice

SWRK 5707 Policy Practice for Social Justice

Research Courses (6 credit hours)

SWRK 5787 Research for Evidence-Informed Social Work Practice

SWRK 5784 Evaluation of Social Work Practice

Practica Courses (6 credit hours)

SWRK 5820 Community Concentration Integrative Practice Seminar
SWRK 5832 Community and Organization Concentration Practicum I
SWRK 5833 Community and Organization Concentration Practicum II

Concentration Electives (9 credit hours)

Students may choose 3 elective courses.

*These required Community and Organization Concentration Core Courses are generally offered only once a year. Therefore, it is strongly recommended that a student take these courses the first time they appear on the class schedule after she/he has completed Generalist courses.

Clinical Concentration

Description

The Clinical concentration focuses on assessment, intervention, and outcomes in clinical work with individuals, families, groups, or larger systems. The concentration curriculum focuses on a strengths-based, culturally competent and holistic, bio-psycho-social-spiritual approach in work with clients. Courses will focus on working with diverse families and family systems across a developmental life span. The core clinical approaches to engagement, assessment, intervention, and evaluation of outcomes will be addressed with the student's ability to use in a variety of clinical practice settings such as hospitals, community mental health centers, children and family agencies, schools, therapy practice, justice system and many more. Students will be able to explore clinical approaches in work with a variety of target populations or social challenges such as Veterans, children in foster care, persons experiencing homelessness and schizophrenia, and couples or families with relationship challenges. These are a few examples, but the application of clinical skills provides a strong base for direct social work practice.

Required Courses

Core Courses (9 credit hours)

SWRK 5733 Advanced Clinical Social Work Practice
SWRK 5734 Human Behavior and the Social Environment Part II
SWRK 5762 Diagnosis and Assessment in Clinical Practice

Hallmark Courses (6 credit hours)

SWRK 5700 Values and Ethics in Social Work Practice
SWRK 5707 Policy Practice for Social Justice

Research Courses (6 credit hours)

SWRK 5787 Research for Evidence-Informed Social Work Practice
SWRK 5784 Evaluation of Social Work Practice

Practica Courses (6 credit hours)

SWRK 5820 Clinical Concentration Integrative Practice Seminar

SWRK 5842 Clinical Practicum I

SWRK 5843 Clinical Practicum II

Concentration Electives (6 credit hours)

Students can choose 2 electives

Please click on the link to access part-time and full-time course roadmaps for each concentration: <https://catalog.slu.edu/colleges-schools/social-work/social-work-msw/#roadmaptext>

Online Gerontology Certificate

The graduate certificate is aimed at students from all disciplines and is a 12 credit-hour program for any post-baccalaureate student, graduate student or community member currently working in health care-related fields such as nutrition and dietetics, occupational therapy, physical therapy, speech-language pathology, nursing, and social among other areas.

The program will include courses related to working as part of an interdisciplinary or care coordination team and are all online. Those undertaking the certificate will attend SLU's Geriatric Education Summer Institute, which will include workshops on the current practice of geriatric care in community settings and plenary sessions on current research in assessment and intervention strategies. The course will also include a discipline-specific practicum in working with older adults.

Those undertaking the course do not have to be degree-seeking. Courses taken in the program may count toward SLU electives as well as toward the certificate itself. Completion of the certificate will be noted on transcripts.

For questions or more information, contact Dr. Cara Wallace, the gerontology certificate coordinator at cara.wallace@slu.edu or [click here](#).

Course Sequencing in the MSW Curriculum

Students are expected to complete Generalist/Foundation course requirements before beginning the Concentration Core courses required by their MSW Concentration. Elective courses may be taken concurrently with Concentration Core courses as long as any prerequisites for the elective courses are met. MSW students with Advanced Standing have Generalist/ Foundation course requirements waived and begin their MSW studies with Concentration Core and SLU Hallmark courses.

SLU Hallmark courses are distinctive to Saint Louis University and may have prerequisites in Generalist courses or only be offered in certain semesters. Students are to take the SWRK 5700 Values and Ethics course following completion of SWRK 5841 Generalist/Foundation Practicum I. SWRK 5707 Policy Practice for Social Justice has as a prerequisite: SWRK 5702 Social Policy.

Students must be in good academic standing to register for or take a practicum. Good academic standing means no academic probation (i.e., 3.0 cumulative GPA or higher) or professional probation status.

Students with Applied Behavioral Analysis (ABA) concentration must work closely with their ABA Faculty Advisor/Mentor regarding course sequencing. ABA Concentration students complete four rather than three practica and use their own practica numbering (SWRK 5821, 5822, 5823, and 5824). ABA Concentration students also may take Generalist/Foundation and Concentration Core courses in the same semester at the direction of their ABA Faculty Advisor/Mentor. **Note: Students must receive a B or better in all ABA courses to pass the course and matriculate.**

MSW students in the other concentrations are encouraged to complete SWRK 5841 Practicum following completion of the other four Generalist/Foundation courses. All students are required to complete SWRK 5841 Generalist/Foundation Practicum and SWRK 5819 Generalist/Foundation Integrative Practice Seminar within their first 18 credit hours of enrollment in the Program. **Note: Students must receive a B or better in all generalist courses to pass the course and matriculate.** All MSW students (including part-time MSW students) will find it very helpful to complete SWRK 5841 Generalist/Foundation Practicum and SWRK 5819 Generalist/Foundation Integrative Practice Seminar by the end of their first academic year in the program so that they can begin their second academic year focused on their MSW Concentration.

Students are able to plan and register for SWRK 5832 Community and Organization Concentration Practicum or SWRK 5842 Clinical Concentration Practicum I once they have successfully completed SWRK 5841 Generalist/Foundation Practicum and have completed or are concurrently enrolled in their two Concentration Core Courses. Students registering for their first concentration practicum, SWRK 5832 (Community and Organization) or SWRK 5842 (Clinical) must concurrently register for SWRK 5820 Concentration Integrative Practice Seminar.

Students who have a B or better in an undergraduate research course or courses are eligible to take a test to be exempted from taking SWRK 5787 Research for Evidence-Informed Social Work Practice. If the test is passed, students must take an extra elective to earn enough credits to complete the program (48), unless they hold a CSWE-accredited BSW degree, in which case they will be awarded additional Advanced Standing that waives SWRK 5787 Research for Evidence-Informed Social Work Practice.

Students who take at least 6 credit hours in a semester are considered full-time for purposes of financial aid. However, taking only 6 credit hours in Fall and Spring semesters is typically considered “part-time” in that students are required to take at least 6 credits in Fall and Spring semesters to remain on time to graduate within the maximum time allowed. In all cases, the student must have the specified prerequisite or co-requisite course(s) in order to take a course. (See the prerequisites/co-requisites listed for each course in the MSW Course Descriptions section below.) Questions about MSW course sequencing should be directed to Faculty Advisor/Mentors or the MSW Program Director.

A student may take up to two courses-6 credit hours graduate-level courses as electives outside of the School of Social Work. These courses may be taken in other departments of Saint Louis University or from another university with prior approval of the student’s Faculty Advisor and the Director of the MSW Program. The selection of such electives is to be based upon a plan of study that has been discussed and mutually agreed upon by the student, Faculty Advisor/Mentor, and the Director of the MSW Program. In this way, students are able to select coursework to meet their individual educational objectives within the concentration.

Advanced Standing

Students with a bachelor's degree in social work may be granted up to 18 credit hours of waived courses in the MSW Program provided that:

1. The bachelor’s degree is from a CSWE-accredited program,
2. The content of the student’s undergraduate program is similar to that of the current professional generalist content in the MSW Program, and
3. The student received a grade of "B" or better in each of the courses for which advanced standing is requested. (B- is not sufficient for Advanced Standing).

Transfer Credits

Upon review and approval of the Director of the MSW Program, students may transfer in a maximum of 18 generalist/foundation credit hours and a maximum of 3 advanced credit hours (total not to exceed 21 credit hours) earned in a CSWE-accredited MSW Program. Students must also have received a grade of “B” or better in each course to be transferred. This coursework must also demonstrate a comparable content to the SLU MSW Program required generalist/foundation, concentration, or elective courses.

Through review and approval of the Director of the MSW Program, students may transfer in a maximum of 6 credit hours of electives earned in a related graduate field of study, subject to the time, maximum credit hour and grade limitations cited in the section immediately above.

Students who are currently enrolled in the MSW Program must obtain prior approval from their Faculty Advisor/Mentor and the Director of the MSW Program for proposed courses to be taken outside of the School of Social Work. In addition, the following form must be filled out and returned to the Office of the University Registrar (registrar@slu.edu): https://www.slu.edu/registrar/pdfs/grad_off_campus_enrollment.pdf

Upon completion of courses outside of the School, students are required to request a transcript with the course grade to be sent directly to the Director of the MSW Program.

Recognition of Comparable Coursework

Students who believe they have completed comparable undergraduate coursework (in a social work minor or an unaccredited baccalaureate social work program) in the areas of Human Behavior and the Social Environment or Social Policy but do not have a Bachelor of Social Work Degree from a CSWE-accredited program may request that the MSW Program Director review the comparability of the course or courses. To be eligible, the student must have received a grade of “B” or better in the course(s), and have completed the course(s) within five years, or seven years for those students who have been employed full-time for two years or more in a social services position. For the course(s) that the MSW Program Director certifies as comparable, the student will not have to take the corresponding MSW Program Generalist/Foundation course (SWRK 5725 Human Behavior and the Social Environment and/or SWRK 5702 Social Policy). However, no transfer course credit is awarded, so the student will instead take an additional elective or electives to complete the required 48 credit hours for graduation. Students without a CSWE-approved BSW degree can also elect to test out of SWRK 5787 Research for Evidence-Informed Social Work Practice. If they pass the test, then they can receive a comparable coursework exemption. This means that they do not take SWRK 5787 Research for Evidence-Informed Social Work Practice, but will still have 3 additional credit hours of electives instead.

In all situations where students desire to receive consideration of courses completed at another institution and applied in some way toward the MSW degree, they have the responsibility of providing the necessary documentation to demonstrate the comparability between such courses and those of the MSW Program. This will include transcripts, course syllabi, table of contents of the textbook(s), and papers or other assignments completed in these courses. The Director of the MSW Program will review to make a determination for a comparable course exemption. Once the decision is made by the Director of the MSW Program, it is final.

Previous Work, Volunteer, or Life Experience

While the School of Social Work recognizes the value of prior experience in the field of human and social services, the School does not grant academic course credit based on prior work, volunteer, or life experience. This degree requires new learning from the discipline of social work and the integration of course work with the practicum courses.

Course Enrollment Prerequisites

Prerequisite course(s) must be completed prior to the beginning of the desired course unless designated with an asterisk (*) that the course can be taken concurrently. All courses carry 3 credit hours unless otherwise noted.

Students who do not have the stated prerequisites for a course, but who believe they have the prerequisite knowledge or want to pursue an exception, may seek the permission of the instructor to enroll in the course.

Changing Programs: MSABA Program to/from MSWABA Concentration

Students desiring to change their degree path from MSABA to MSWABA or vice versa may do so under the following guidelines:

Any student changing from either program to the other must submit two items together to the Program Director of the program in which the student wishes to enroll:

- a. Petition to Amend Degree form
- b. A written professional justification that outlines the rationale for the request for a program change.

The Director of the program to which the student wishes to transfer will use professional discretion and academic standards to guide decisions concerning the transfer of any previously earned eligible academic credits to the new program.

For MS ABA students changing to MSW ABA:

1. The change must take place before the 1st half of the ABA 5748 course (Behavior Change and Processes) and/or before completion of the second ABA practicum or before the completion of no more than six credit hours of ABA coursework.
2. If a student wishes to change programs after the completion of six credit hours of the ABA program, he/she will have to complete a full application and all the necessary application steps for the enrolling program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, and submission of transcripts from other institutions.

MSW Course Descriptions

To see a listing of current courses offered in the School of Social Work with course descriptions please go to the [SLU Academic Catalog](#). At times a course may not be offered due to lack of faculty resources, low enrollment, scheduling conflicts, or other factors.

Dual Degree Programs

NOTE: Students must begin a dual degree program before they are half-way (30 credits) through either degree plan. Students who have credit hours over half or who have graduated are not eligible for the dual degree plan.

MSW/MAPS Dual Degree Program

The School of Social Work and the Aquinas Institute of Theology at Saint Louis University offer a dual Master of Social Work (MSW) and Master of Arts in Pastoral Studies (MAPS) program. Through a dual track of coursework and fieldwork, this program is designed to:

1. Prepare students for professional social work practice while providing a solid foundation in theology, ministry, and biblical studies.
2. Enable students to integrate the psychosocial, economic, political, and spiritual dimensions of societal and health care problems.
3. Inspire students to serve individuals, families, and communities through social action for the common good.

The program provides the framework, skills, and resources for a spiritually sensitive social work practice while deepening professional commitment to social justice based upon the Gospels. The program also creates an opportunity for church ministers to obtain clinical professional licensure and develop micro and macro skills for community service. The combination of the MSW degree and the MAPS degree requires a total of 78 credit hours.

MSW/MPH Dual Degree Program

The Master of Social Work (MSW) and Master of Public Health (MPH) dual degree program is offered in cooperation with the Saint Louis University College for Public Health and Social Justice. This program was initiated in 1984. The MSW/MPH Program allows the student to specialize in the social service aspects of public health and prepares the student for a variety of positions in health care settings.

A student entering the combined program must meet the admissions requirements of both programs and must select the Clinical concentration in the MSW Program. Integration of learning in the two professions is facilitated by a second-year practicum that meets the practicum requirements of both programs. In addition, a number of courses meet the academic requirements of both programs. The combination of the MSW degree and the MPH degree requires a total of 78 credit hours.

MSW/JD

The Master of Social Work and the Juris Doctorate in the Saint Louis University School of Law remain separate degrees. For students who want to seek both degrees, 9 credit hours of each degree plan are accepted by each program as electives. In pursuit of these degrees, students are required to be admitted by both programs and they begin their first year as full-time law students.

MSW/Master of Divinity or Spiritual Care with Deaconess Certification, MA

The Master of Social Work and Master of Divinity and Spiritual Care with Deaconess Certification, MA are dual degree programs with Concordia Lutheran Seminary. With either of these dual degrees, students are able to prepare to provide social work in Lutheran missions and social service agencies. Students gain knowledge and skills in blending Lutheran faith beliefs, spirituality, and religious service with the professional practice of social work.

MSW PROGRAM POLICIES AND PROCEDURES

Conditional Admission

Students may be admitted on conditional admission status if they do not meet or exceed admission criteria considered by the MSW Admissions Committee. These criteria include:

- Minimal cumulative GPA of 3.0
- Strength of undergraduate/previous graduate preparation
- Two strong academic and/or professional references
- A thoughtful and well written professional statement
- Employment/volunteer/practicum experiences in human and or health services
- Motivation, leadership, and service potential
- Personal and professional maturity

When an applicant does not meet admissions criteria, the Director of Graduate Recruitment and Admissions will make a referral to the Student Affairs Committee (SAC) for further review. Upon review of the file, the committee may admit the applicant on Conditional Admissions (i.e. probation) for the duration of one semester. Students are informed of the admission decision through a letter from the Director of Graduate Recruitment and Admissions. Included in the letter is a contract outlining the requirements

that the student must successfully complete. Conditionally admitted students may not register for more than six credit hours during their first semester and must maintain a 3.0 cumulative GPA. Failure to meet a 3.0 GPA, and any other requirement of conditional admissions may result in dismissal from the program. If relevant to the pursued degree, conditional students are not eligible to plan for practicum until successful completion of their conditional status. The determination is made by the Student Affairs committee after a review of the student's academic performance and consultation with their advisor or instructors at the end of each semester. The student will receive a letter of removal from conditional admission, or other action, from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days by submitting a written appeal to the Dean of the School of Social Work.

Registration

All students will have an advising meeting with their Faculty Advisor prior to registering. Students are required to register online in the SLU Banner Self-Service system after checking their Degree Evaluation for their remaining course requirements. Registration for the spring semester generally takes place in November. Registration for both the Summer and Fall semesters usually takes place in April. For each registration period, students receive registration information on the MSW Google Site or on Banner Self-Service. Students are urged to register early in order to secure the classes they need; decisions about canceling courses will be made two weeks prior to courses starting.

Per University policy, continuous enrollment in the Fall and Spring semesters is required. Students who will not be enrolled in a Fall or Spring semester should contact the MSW Program Director about taking a Leave of Absence.

The MSW Program course schedule and semester time frames do not always follow Saint Louis University's graduate school calendar as the program offers 1-week intersession courses, 5-day Saturday courses that run from 9:00-4:00 for 5 weeks, a 10-week summer session and some hybrid and online courses.

Advising

Following acceptance to the MSW Program, every new student receives registration and advising information via email, where the MSW Program Coordinator and the MSW Program Director provide general information to students about the University so they can register for their first semester. Shortly after the beginning of the student's first semester, he/she will be assigned to a faculty advisor who is teaching in the student's choice of concentration and/or area of interest. Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and with other academic and career concerns. The School embraces an adult learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with her/his advisor prior to the time of each

registration (typically every October and every March). The Director of the MSW Program notifies students and faculty advisors of the dates during which registration is to occur. Students then contact their advisors to arrange mutually convenient times to meet. Any later changes in registration (e.g., adding, dropping, or changing courses) must also begin by consulting with one's advisor. At any time during the progression through the program, students may request a change of advisor. Requests are submitted in writing to the Director of the MSW Program.

Grading Policy

There is no uniform grading scale related to letter grades in the School of Social Work. Faculty members have academic freedom to determine grading scales for each class.

1. The grading system in the MSW Program for academic courses consists of the following letter grade system: A, A-, B+, B, B-, C+, C, C-, and F.
2. The grading system for practicum courses consist of the grades of S (Satisfactory) and U (Unsatisfactory).
3. The grades of S and U carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).
4. A grade of I (Incomplete) is given only in unusual circumstances and at the discretion of the instructor. The student must complete and sign a Petition for Course Extension which states the reason for the incomplete work and specifies the date by which the incomplete coursework will be completed. A grade of I must be replaced by the date specified by the instructor, but no later than the end of the following semester, or an F or U grade will be recorded for the course.
5. A student with three or more outstanding incompletes may not register for additional academic or practicum courses.
6. A student with a grade of "IP" for longer than a year will receive an "F" for the course.
7. A student may withdraw from an academic course with a grade of W before or on the date of the "Last day to withdraw" as specified in the Saint Louis University Schedule of Classes by completing and submitting a Change of Registration form. The deadline for withdrawing from an academic course during the semester is usually the Friday of the sixth week of classes; consult the SLU Academic Calendar online in the semester a withdrawal is being sought to find the exact deadline.
8. Withdrawal from a practicum course any time after the beginning of the semester requires the prior approval of the Director of Field Education. The Director of Field Education shall consult with the student's Field Instructor before deciding whether or not to approve a request to withdraw. Such approval will be given only in cases where there are serious extenuating circumstances.
9. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, a grade of U will be assigned for that practicum course subject to the review and approval of the Director of Field Education.

10. A student who withdraws may be entitled to a partial refund according to the University's established refund policies. Students should consult the Tuition and Refund Schedule published online by the University for each semester.
11. Cancellation of registration that entitles the student to a tuition refund will be approved by the Director of the MSW Program only in rare and extraordinary circumstances such as a serious illness or death in the family.
12. Students enrolled in generalist/foundation courses and ABA courses must achieve a grade of B or higher or be retaken. These courses include SWRK 5702 Social Policy, SWRK 5725 Human Behavior and the Social Environment, SWRK 5750 Social Work Practice with Individuals, Families, and Groups, and SWRK 5751 Social Work Practice with Communities and Organizations and all ABA courses.
13. A student who receives a grade of a B- or below in a generalist or an ABA course will be required to meet with the MSW and (ABA when relevant) program director.
14. A student receiving two B-'s or below for the same generalist/foundation or ABA course will be unable to proceed with other courses in the MSW program until they pass the course with a B or better.
15. If a student has not completed his/her practicum within the required practicum time limit for a semester and is actively working on completing it, an IP (in progress) will be entered until the practicum is complete.
16. A student receiving a grade of U or C- and lower in any required course or practicum must retake the course or practicum.
17. A student who earns a combination of U or C- or lower in any two courses over their time in the program will be dismissed from the program.
18. A student can only re-take a course once.
19. A student receiving a grade of C- or below in an elective course will consult with his/her advisor to select a replacement course. This may be either the same course or an appropriate substitute.
20. A student must earn a satisfactory grade (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum), for any course that needed to be retaken, the next semester it is offered or within 12 credit hours of receiving the grade.
21. A student must maintain a cumulative GPA of 3.0 and do minimally acceptable work (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum) to be in good academic standing in the MSW Program of the School of Social Work.
22. A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Dean of the School. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to complete the program successfully. The appeal must be filed within 10 calendar days of the issuance of the letter of dismissal. The decision of the Dean will be final.
23. A student must have at least a 3.0 cumulative GPA in order to graduate.

Academic Probation

If a student's cumulative GPA falls below a 3.0 or a student receives a grade of C-, D or F in an academic course or a grade of U in a practicum course, he/she will automatically be placed on academic probation and the MSW Program Director shall send a letter of academic probation status to the student. Within the next 15 credit hours of coursework, the student needs to show an improvement in grades and raise the GPA to 3.0. Students on Academic Probation are not eligible to plan for, or enroll in, practicum until they are removed from Academic Probation.

Academic Dismissal

Students will have an automatic dismissal from the MSW program for any of the following reasons:

1. If the student receives any combination of two grades of C- or below or U during their time in the program.
2. If the student fails to move off of academic probation within 15 credit hours.
3. If, by the end of the 4-year limit for completion of degree requirements, the student does not have a 3.0 GPA.
4. If, by the end of the 4-year limit for completion of degree requirements, the student has not completed all required courses.

Dismissal decisions and notification are handled by the MSW Program Director. A student may appeal the decision within 10 calendar days by submitting a written letter to the Dean of the School of Social Work.

Withdrawal from Course

After the semester's final drop period ends (usually in the 4th week of the semester), students have 3-4 additional weeks to withdraw from a course with a grade of W for Withdrawal on the transcript. If a student withdraws from a required course, they still need to take it, and the course will be listed twice on the student transcript, once with a grade of W and again with whatever grade the student earned in the course. Consult the SLU academic calendar for the exact Withdrawal from Course deadline in a specific semester and year: <http://www.slu.edu/registrar/pdfs/drop.pdf>

Leave of Absence

A leave of absence means the student is remaining in the degree program and intends to finish the MSW at SLU, but seeks a semester away from coursework to take care of other issues in his or her life. Students are urged to be extremely cautious in requesting a leave

of absence. During the leave period, students do not have enrollment status for purposes of health insurance, loan deferment or access to campus libraries and computer services. The time taken during an approved leave of absence will, for graduate and professional students like MSW students, not be included as part of the time students have to complete their degree (4 years total for MSW students). However, if students have received loans that are being deferred, they will lose their deferment status while on leave. There is no guarantee that a Leave of Absence request will be granted. If students want to be considered for tuition scholarships upon their return from Leave of Absence, it is their responsibility to apply for financial aid by the appropriate deadline. Complete the Leave of Absence Form at the link below and give the signed form to the Director of the MSW Program: http://www.slu.edu/registrar/pdfs/leave_of_absence.pdf

Withdrawal from Degree Program

A withdrawal from the degree program means the student is not remaining in their degree program and does not intend to finish the MSW at SLU. Complete the Intent to Withdraw Form at the link below and give the signed form to the Director of the MSW Program: <http://www.slu.edu/registrar/pdfs/withdrawal.pdf>

Four Year Completion of Program Requirement

All students have four years from their date of entry into the program to complete the 48 - credit hours requirement of the MSW Program. This means that students must take at least 6 credits every fall, spring and summer. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may request an extension. The written request for extension should be approved by the faculty advisor and sent to the Director of the MSW Program for consideration. The request should explain reasons for an exception to this policy as well as include a detailed timetable for completion of course requirements. The student will be notified in writing by the Director of the MSW Program of the acceptance or rejection of this request.

Graduation

Students planning to graduate must apply online through Banner Self Service to graduate. This is to be done the semester before or early in the semester in which they plan to graduate. Students will have the option to request a letter of good standing from the MSW Program no more than 60 days before the degree conferral date. Notices regarding the availability of applications and their due dates will be announced on the School of Social Work's Google Site and in emails to students. This application is required and provides your address for where the diploma should be sent.

Pre-Commencement and Commencement Ceremonies

There are pre-commencement and commencement ceremonies held every year in December and in May. Students completing the degree in May or August are invited to the pre-commencement and commencement ceremonies in May. Students completing the degree in August and December will also be invited to the December and following May graduation ceremonies. Students completing the degree in December are also invited to participate in the pre-commencement ceremonies the following May. All graduating MSW students who participate in pre-commencement and/or commencement ceremonies are required to buy a cap, gown, and hood. At the pre-commencement ceremonies, student's names will be individually read and they will be "hooded" as is the custom for master's graduates. Graduation regalia can be obtained at the annual Graduation Fair at the SLU Barnes and Noble Bookstore in advance.

Financial Aid

The School of Social Work assists students in obtaining financial assistance to help pay for the cost of graduate education. The two most immediate resources to learn about financial aid are through the SSW Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in DuBourg Hall (314-977-2350).

The School's funds for financial aid are primarily in the form of merit-based scholarships. The School attempts to provide support to as many students as possible. This means that the awards are small but a greater number of students are helped than would be the case if large awards were made to a few. Partial scholarships are awarded, as funds allow, to students who can demonstrate academic and or community service merit. In addition, the School has Full and Partial Graduate and Research Assistantships which provide opportunities to work closely with faculty and receive tuition remission. The Full Graduate Assistantships also provide a stipend and student health insurance. Faculty often receive other funding for evaluation projects where students are notified of additional financial support opportunities. Students interested in further information regarding financial aid administered by the School of Social Work are encouraged to consult with the Director of Graduate Recruitment and Admissions, Room 212, Tegeler Hall, Phone: 314-977-2752.

In addition, there are a few programs for loan forgiveness for social workers. Loan forgiveness requires working in underserved areas or agencies or in the case of the Public Service Loan program, releasing all further debt after 10 years of working in the field and paying on your loans.

National Health Service Corp Loan Forgiveness: <http://nhsc.hrsa.gov/loanrepayment/>

Public Service Income Based Loan Forgiveness:
<http://www.finaid.org/loans/publicservice.phtml>

Also, check with your state's child welfare division as some states are offering loan forgiveness for work in public child welfare.

Grievances

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Dean of the School of Social Work. The Dean will forward the grievance for review to the MSW Program Director. A "grievance" is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure or a situation where the student feels that they were treated unfairly or unprofessionally by a faculty or staff member. Students are first encouraged to resolve any conflicts with the specific faculty or staff member and any overall program policies with the Director of the MSW program. For graduate students, any concerns related to grades, harassment, discrimination may be considered for a written grievance but should also be reported as soon as possible to the MSW Program Director.

The MSW Program Director will meet with the student to discuss possible ways to address the situation and/or to inform on the need for a written grievance. Once the MSW Program Director receives and reviews the written grievance, a meeting will be convened within 10 working days with the student and the MSW Program Director. Advocates will not be allowed for graduate grievance meetings. Following consideration and review, the MSW Program Director shall forward a written recommendation on action to the Dean of the School of Social Work. Within an additional five working days, the student shall have a response to their grievance.

When a graduate student has reason to question the decision of the MSW Program Director in an academic matter, the following steps are available to the student. The student should convey the complaint to the Dean of the School of Social Work either in writing or by personal visit. If a satisfactory solution is not reached, then the student may convey the complaint to the Vice President for Graduate Education in writing or in person. The matter will be reviewed for adherence to process(es), and the student will be informed of the findings.

SLU Harassment Policy

Please click the link for information on the SLU Harassment Policy:
<https://www.slu.edu/human-resources/policies.php>

Professional Competence

“Professional competence” refers to expected behaviors that are required of Saint Louis University School of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and persons in practicum agencies. Students are expected to positively contribute to the academic learning environment within the classroom, school, and in practicum placements. This includes respecting diversity and not participating in any form of discriminatory actions. As a student in a professional school, emotional stability is necessary for practice.

Additionally, students enrolled in the School of Social Work are asked to abide by the NASW *Code of Ethics* in their field practica as well as in classes or small group work. In section 4.05 (a) of the *Code*, it states, “Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional relationship. (b) Social workers whose personal problems, psychosocial distress, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others” (NASW, 1999, p. 23).

Conducting oneself with integrity and resolving conflict in a respectful manner are also demonstrations of professional competence.

In addition, a policy on Professional Expectations is included on every School of Social Work course syllabus. The policy is as follows:

Professional Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes but is not limited to:

1. Preparing thoroughly for each session in accordance with the instructor’s request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
5. Adhering to deadlines and timetables established by the instructor.

6. Submitting original papers written specifically for each course. The same paper is not to be submitted in more than one course. When writing a paper, students are allowed to use previously cited literature.
7. Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

In the event that a student is not demonstrating behaviors reflecting professional competence, then a faculty member, student, staff person, or practicum instructor can request a professional review with the Chair of the Student Affairs Committee (SAC). The Chair of the SAC will then convene the faculty members of the SAC, which may include other faculty depending on the circumstance and faculty availability. The SAC will review the referral, obtain additional information if needed, and meet with the student. The student is able to bring one person as an “advocate” to the meeting if they desire. The outcome of the meeting would include any of the following: 1) A warning: a discussion with documentation for the student’s file only. No further action will be taken, but future violations of standards or policies may result in probation or dismissal; 2) Suspended Imposition of Probation: The student must complete clearly defined tasks by set deadlines to remain in good standing. If the student does not complete tasks by deadlines, student will be placed on probation; 3) Non-Academic Probation: The student must complete clearly defined tasks by set deadlines to remain in and graduate from the program and have no further violations while in the program. Students pursuing degrees requiring practicum who are placed on probation for professional competence violations may not plan or complete a practicum until they are no longer on probation; or 4) Dismissal: The student is dismissed from the program and must appeal to remain in the program. The overall focus for the first three outcomes will be strengths and educationally based in order to assist the student in continuing with and achieving success in the program. The SAC will then submit a report with recommendations to the Director of the program in which the student is enrolled. The Program Director will then make a final determination and will meet with the student to discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, the student must present a written appeal to the Dean of the School of Social Work within 10 business days of the notice of the outcome of the review meeting.

Academic Expectations

Academic expectations include successful completion of all assignments in the courses as well as meeting all requirements for the degree plan. Successful completion is defined as maintaining the necessary grades and GPAs for the degree as well as not having any violations of academic integrity. On every syllabus in the School of Social Work, the academic integrity and honesty policy appears. Please click on this link to review the University Academic Integrity Policy: <https://www.slu.edu/provost/policies/index.php>

Additionally, academic dishonesty is an ethical violation of the NASW Code of Ethics. As a part of ethical responsibilities as professionals, the Code outlines, “4.08 (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.” (NASW, 2009)

Examples of academic dishonesty would include copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

In the event of an academic dishonesty situation, individual professors can decide either to handle the disciplinary situation themselves or to refer the situation for an academic review to the Chair of the Student Affairs Committee (SAC). Any faculty on the SAC that is involved in the situation put forward should recuse themselves from the situation. Following the referral, the Chair would convene the faculty of the committee and meet with the student. The meeting will focus as both a learning experience as well as gaining information to assess the situation. It is desired that a plan can be developed to assist the student in future academic success. The student can invite one person as an “advocate” to the academic review meeting. Possible outcomes of the meeting could include an “F” on the assignment, additional work requirements targeting learning around the work and academic dishonesty related to the course/assignment, an “F” in the course, academic probation, or dismissal from the program. The Student Affairs committee will forward a report with recommendations to the MSW Program Director. The Program Director will make the final decision and meet with the student and provide a letter or contract. Documentation will be placed in the student’s academic record. It is shredded upon graduation. The student is able to appeal the decision within 10 days through a written letter to the Dean of the School of Social Work.

Student Associations

MSW Student Association (MSWSA)

As a student in the MSW program, you are automatically a part of the MSW Student Association (MSWSA). The MSWSA elects a leadership group annually. The leadership group then engages fellow students in various activities that often include social events, service activities, community advocacy events, and other collaborations. The MSWSA additionally has been offering book scholarships through drawings at events and professional funding for students to attend conferences or workshops. This money is from student fees that flow back to the association. Additionally, the MSWSA offers leadership opportunities within the association and on School of Social Work governance committees. For more information, contact the assigned Faculty (Professor Beth Barrett) who serves as the advisor.

MSW STUDENT RESOURCES **School of Social Work Resources**

Social Work Librarian
Rebecca Hyde
314-977-3106
Rebecca.hyde@slu.edu

Scholarship/Financial Aid Questions
SSW Admissions
314-977-2752
socialservice@slu.edu

Career Services
Eliza Angarano
314-977-2168
eliza.angarano@slu.edu

University Resources

IT Support Services
314-977-4000
helpdesk@slu.edu

Student Financial Services
314-977-2350
sfs@slu.edu

University Writing Services
314-977-5595
writing@slu.edu

Center for Counseling &
Family Therapy
314-977-2505

Student Health Center
314-977-2323

University Counseling Center
314-977-8255

Department of Public Safety and
Emergency Preparedness
Emergencies: (314) 977-3000
General Info: (314) 977-2376

Housing and Residence Life
(314) 977-2811
reslife@slu.edu

Office of Institutional Equity
and Diversity
(314) 977-3838
Director and Title IX Coordinator

Office of Student Responsibility
and Community Standards
(314) 977-7326

Saint Louis University HOT-LINE
(877) 525-5669 or (877) 525-KNOW

Professional Resources

NASW = National Association of
Social Workers (professional organization)

NASW-Illinois
<http://www.naswil.org/>

NASW National
<http://www.socialworkers.org/>

NASW-Missouri
<https://naswmo.socialworkers.org/>

NABSW
National Association of Black
Social Workers
<http://www.nabsw.org/mserver/>

SWAA
Social Welfare Action Alliance
<http://socialwelfareactionalliance.org>

Illinois Licensure
<https://www.idfpr.com/profs/SocialWorker.asp>

Missouri Licensure
<http://pr.mo.gov/socialworkers.asp>

Other Resources

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of
Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
800-872-5327

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Office of the Assistant Attorney General,
Main
Washington, D.C. 20530

(202) 514-2000

U.S. Equal Employment Opportunity
Commission
1222 Spruce St. Rm 8.100
St. Louis, MO 63103
314-539-7800