

MSW PROGRAM STUDENT HANDBOOK 2018-2019



SAINT LOUIS UNIVERSITY
—
SCHOOL OF SOCIAL WORK

Master of Social Work

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St. Louis, MO 63103

314-977-2722

<http://www.slu.edu/school-of-social-work>

**MSW PROGRAM STUDENT HANDBOOK 2018-2019
MSW STUDENT RESOURCES**

St. Louis Campus

Social Work Librarian
Rebecca Hyde
314-977-3106
Rebecca.hyde@slu.edu
Pius Library, 320

University Writing Services
314-977-2828
writing@slu.edu
Busch Student Center, Suite 331

Student Health and Counseling Services
314-977-2323
Marchetti Towers East

Center for Counseling &
Family Therapy
314-977-2505
3700 Lindell Blvd.
Morrissey Hall, Suite 1100

Scholarship/Financial Aid Questions or
Kristi Richter
314-977-2752
kristi.richter@slu.edu

Student Financial Services
DuBourg Hall, Room 121
314-977-2350
sfs@slu.edu

Career Services
Meghan Hunt
314-977-2168
meghan.hunt@slu.edu
Busch Student Center, Room 341

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

Professional Resources

NASW-Missouri
<http://www.nasw-mo.org/>

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

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

NASW = National Association of
Social Workers (professional organization)

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

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

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

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

(State licensure sites may be slow—give them time to load)

INTRODUCTION

Director of the School of Social Work's Welcome

Welcome to the School of Social Work, in the College for Public Health and Social Justice. 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 environments 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, national and international communities to eliminate ignorance, poverty, injustice and hunger, to improve community life and to solve difficult social problems. We invite you to join us as we work together to achieve the University's mission and to improve the lives of people to which the social work profession is dedicated.

Donald Linhorst, Ph.D.
Director

MSW Program Director's Welcome

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.

This preparation process in the SLU MSW Program will be rigorous and intellectually challenging. As one of only a handful of MSW programs in the U.S. partnered with public health programs, SLU offers a unique opportunity for social workers to learn effective, evidence-based interventions that improve health, wellbeing, and psychosocial functioning for social work clients. This distinctive learning environment is rooted in intensive teaching, mentoring, and field experiences as well as in 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, and you will be notified if policies are changed during the academic year. As always, please feel free to contact me with questions or concerns.

Jami Curley, Ph.D.
Director of the MSW Degree Program

Mission of Saint Louis University

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 of the College for Public Health and Social Justice

Based on our commitment of service to others, we improve health and well-being locally, nationally and internationally through unique interdisciplinary approaches that inspire students, generate knowledge and engage individuals and communities.

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)

Social Work Competencies

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

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.
- ✦ MSW 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 that build on the Core (as delivered through the MSW concentrations)

Clinical and ABA 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 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 advance 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 advance clinical skill 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.

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 process.
- ✦ 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 concentrations' and MSW Program Committee Fall 2016)

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 Student Handbook is effective for the academic year 2018-2019. As policies are changed in this academic year, each student will be notified and the policy change will be announced. It should not be construed as creating a contract between the University and any person. The University specifically reserves the right to make any changes it deems necessary at any time without advance notice in the University's policies, practices,

academic programs, courses, schedules or calendars. This includes 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 particular schools or departments of the University.

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.

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 57 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

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 Foundation Integrative Practice Seminar (1 credit hour)
SWRK 5841 Generalist Foundation Practicum (2 credit hours) (SWRK 5821 for ABA students)

Concentration Core Courses: 6-12 credit hours, vary by Concentration

SLU Hallmark Courses: 9 credit hours

PUBH 5010 Mission and Practice of Global Public Health
SWRK 5700 Values and Ethics in Social Work Practice
SWRK 5707 Policy Practice for Social Justice

Elective Courses: 6-15 credit hours (MSW-ABA has 6 credit hours of electives, MSW-Clinical has 12 credit hours of electives, MSW-Community has 15 credit hours of electives)

Research and Concentration Seminar/Practica Courses: 12 credit hours (except for MSW-ABA which has 15 credit hours of research and concentration seminar/practica)

Remaining Courses by Concentration after Completion of Generalist Foundation

Applied Behavior Analysis (42 additional credit hours after Generalist Foundation)

SWRK 5746 Principles and Concepts in Behavior Analysis
SWRK 5747 Assessment and Selecting Interventions
SWRK 5748 Behavior Change and Processes
SWRK 5930 Special Topics in ABA
PUBH 5010 Mission and Practice of Global Public Health
SWRK 5707 Policy Practice for Social Justice
SWRK 5749 Behavior Change and Ethics (sub. for SWRK 5700 Values and Ethics)
----- Two elective courses (6 credit hours)
SWRK 5787 Research Methods for Social Work Practice I
SWRK 5774 Measurement and Experimental Design (sub. for SWRK 5788 Research Methods II)

ABA SEMINAR AND PRACTICA:

SWRK 5820 ABA Concentration Integrative Practice Seminar I (1 credit hour)
SWRK 5822 Concentration Practicum I (2 credit hours)
SWRK 5823 Concentration Practicum II
SWRK 5824 Concentration Practicum III
SWRK 5830 ABA Concentration Integrative Practice Seminar II (0 credit hours)
SWRK 5840 ABA Concentration Integrative Practice Seminar III (0 credit hours)

Clinical Concentration (42 additional credit hours after Generalist Foundation)

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
PUBH 5010 Mission and Practice of Global Public Health
SWRK 5700 Values and Ethics in Social Work Practice
SWRK 5707 Policy Practice for Social Justice
----- Four elective courses (12 credit hours)
SWRK 5784 Evaluation of Social Work Practice (Adv. Standing and Accelerated Students)
SWRK 5787 Research Methods for Social Work Practice I

SWRK 5788 Research Methods for Social Work Practice II

CLINICAL SEMINAR AND PRACTICA:

SWRK 5820 (Clinical) Concentration Integrative Practice Seminar (1 hour)

SWRK 5842 Clinical Concentration Practicum I (2 hours)

SWRK 5843 Clinical Concentration Practicum II

Community/Organization Concentration (42 additional credit hours after Generalist Foundation)

SWRK 5721 Community Theory and Practice

SWRK 5785 Organizational and Program Planning

PUBH 5010 Mission and Practice of Global Public Health

SWRK 5700 Values and Ethics in Social Work Practice

SWRK 5707 Policy Practice for Social Justice

----- Five elective courses (15 credit hours)

SWRK 5784 Evaluation of Social Work Practice (For Adv. Standing and Accelerated Students)

SWRK 5787 Research Methods for Social Work Practice I

SWRK 5788 Research Methods for Social Work Practice II

COMMUNITY SEMINAR AND PRACTICA:

SWRK 5820 (Community/Organization) Concentration Integrative Practice Seminar (1 hour)

SWRK 5832 Community and Organization Concentration Practicum I (2 hours)

SWRK 5833 Community and Organization Concentration Practicum II

Concentration Electives (6-15 hours)

With the approval of his or her Faculty Advisor/Mentor, a student may take any graduate course in the School of Social Work, in other departments of the University, or in the Washington University George Warren Brown School of Social Work as a concentration elective. A total of 6 hours of electives may be taken outside of the School. 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 Degree Program. In this way, students are able to select coursework to meet their individual educational objectives within the concentration.

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 Foundation 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. PUBH 5010 Mission and Practice of Global Public Health is offered online every semester and can be taken at any time in the course of the students' studies.

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 concentrations must work closely with their ABA Faculty Advisor/Mentor regarding course sequencing. MSW-ABA students complete four rather than three practica and use their own practica numbering (SWRK 5821, 5822, 5823, and 5824). MSW-ABA students also may take Generalist Foundation and Concentration Core courses in the same semester at the direction of their ABA Faculty Advisor/Mentor.

MSW students in the other concentrations are encouraged to complete SWRK 5841 Foundation 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. 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 Methods for Social Work Practice I. If the test is passed, students must take an extra elective to earn enough credits to complete the program (57), unless they hold a CSWE-accredited BSSW degree, in which case they will be awarded additional Advanced Standing that waives SWRK 5787 Research Methods I.

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 courses in order 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.

Advanced Standing

Students with a bachelor's degree in social work may be granted up to 18 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 foundation 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).

As part of the admissions process, each student will review the current Generalist Foundation courses and then sign a declaration stating that he/she has assessed that their knowledge base is comparable to current literature and course content.

*Approved by the Student Affairs committee, MSW Program Committee, and School Assembly in Spring 2010. **Approved at Assembly in Spring 2011.

MSW Program Full-Time, Part-Time, Advanced Standing, and Accelerated BSSW/MSW Course Plans

Full-Time, 2-Year, No Summers MSW Course Plan*

<p><u>Fall Semester Year I</u> (12 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5702 Social Policy ✦ SWRK 5725 Human Behavior & the Social Environment ✦ SWRK 5750 Social Work Practice with Individuals, Families, & Groups ✦ SWRK 5751 Social Work Practice with Communities and Organizations 	<p><u>Spring Semester Year I</u> (15 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5707 Policy Practice for Social Justice ✦ Concentration Core Course ✦ Concentration Core Course ✦ Elective ✦ SWRK 5841 Generalist Foundation Practicum ✦ SWRK 5819 Generalist Foundation Integrative Practice Seminar
<p><u>Fall Semester Year II</u> (15 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5700 Values & Ethics in Social Work Practice ✦ Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)*** ✦ SWRK 5787 Research Methods for Social Work Practice I ✦ Elective ✦ SWRK 5832/42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester Year II</u> (12 hours)</p> <ul style="list-style-type: none"> ✦ PUBH 5010 Mission and Practice of Global Public Health ✦ SWRK 5788 Research Methods for Social Work Practice II ✦ Elective ✦ Elective ✦ SWRK 5833/43 Concentration Practicum II

*This plan may differ if students elect to take Summer session courses or Spring or Summer inter-session courses. The inter-session courses are 1-week, intensive courses for 3 credit hours held one week prior to the start of the Spring or Summer semester.

** Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

Full-Time, 2-Year, Including Summer Courses
MSW Course Plan

<p><u>Fall Semester Year I</u> (12 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5725 Human Behavior & the Social Environment ✦ SWRK 5702 Social Policy ✦ SWRK 5750 Social Work Practice with Individuals, Families, & Groups ✦ SWRK 5751 Social Work Practice with Communities & Organizations 	<p><u>Spring Semester Year I</u> (12 hours)*</p> <ul style="list-style-type: none"> ✦ SWRK 5707 Policy Practice for Social Justice ✦ Concentration Core Course ✦ Concentration Core Course ✦ Elective 	<p><u>Summer Year I</u> (6 hours)**</p> <ul style="list-style-type: none"> ✦ Elective ✦ SWRK 5841 Generalist Foundation Practicum ✦ SWRK 5819 Generalist Foundation Integrative Practice Seminar
<p><u>Fall Semester Year II</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5787 Research Methods for Social Work Practice I ✦ Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)*** ✦ SWRK 5832/42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester Year II</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5700 Values & Ethics in Social ✦ SWRK 5788 Research Methods for Social Work Practice II ✦ SWRK 5833/43 Concentration Practicum II 	<p><u>Summer Year II</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ PUBH 5010 Mission and Practice of Global Public Health ✦ Work Practice ✦ Elective ✦ Elective

*Students can begin taking electives when they begin Concentration Core Courses and can add a 3-credit elective to any semester beginning in Spring Semester Year I.

**Students do not have to take Summer courses and can complete the degree in Fall and Spring semesters only.

***Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

**Part-Time, 3-Year, Including Summer Courses and a 9-Credit Semester
MSW Course Plan**

<p><u>Fall Semester Year I</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5725 Human Behavior & the Social Environment ✦ SWRK 5750 Social Work Practice with Individuals, Families, & Groups 	<p><u>Spring Semester Year I</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5702 Social Policy ✦ SWRK 5751 Social Work Practice with Communities & Organizations 	<p><u>Summer Year I</u> (6 hours)*</p> <ul style="list-style-type: none"> ✦ SWRK 5707 Policy Practice for Social Justice ✦ SWRK 5841 Generalist Foundation Practicum ✦ SWRK 5819 Generalist Foundation Integrative Practice Seminar
<p><u>Fall Semester Year II</u> (6 hours)**</p> <ul style="list-style-type: none"> ✦ Concentration Core Course ✦ PUBH 5010 Mission and Practice of Global Public Health 	<p><u>Spring Semester Year II</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ Concentration Core Course ✦ Elective 	<p><u>Summer Year II</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5700 Values & Ethics in Social Work Practice ✦ Elective
<p><u>Fall Semester Year III</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)*** ✦ SWRK 5832 /42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester Year III</u> (9 hours)****</p> <ul style="list-style-type: none"> ✦ SWRK 5787 Research Methods for Social Work Practice I ✦ Elective ✦ SWRK 5833/43 Concentration Practicum II 	<p><u>Summer Year III</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5788 Research Methods for Social Work Practice II ✦ Elective

*Students do not have to take Summer courses and can complete the MSW degree in Fall and Spring semesters only.

**Students can begin taking electives when they begin Concentration Core Courses and can add a 3-credit elective to any semester beginning in Fall Semester Year II.

***Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

****Students can take one 9-hour semester anytime in their 2nd or 3rd year to finish the MSW in 3 years, or take another semester of 3 credit hours to finish the MSW in 4 years.

Part-Time, 4-Year, No Summer Courses
MSW Course Plan

<p><u>Fall Semester Year I</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5725 Human Behavior & the Social Environment ✦ SWRK 5750 Social Work Practice with Individuals, Families, & Groups 	<p><u>Spring Semester Year I</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5702 Social Policy ✦ SWRK 5751 Social Work Practice with Communities & Organizations
<p><u>Fall Semester Year II</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ PUBH 5010 Mission and Practice of Global Public Health ✦ SWRK 5841 Generalist Foundation Practicum ✦ SWRK 5819 Generalist Foundation Integrative Practice Seminar 	<p><u>Spring Semester Year II</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5700 Values & Ethics in Social Work Practice ✦ SWRK 5707 Policy Practice for Social Justice
<p><u>Fall Semester Year III</u> (9 hours)**</p> <ul style="list-style-type: none"> ✦ SWRK 5787 Research Methods for Social Work Practice I ✦ Concentration Core Course ✦ Concentration Core Course 	<p><u>Spring Semester Year III</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5788 Research Methods for Social Work Practice II ✦ Elective ✦ Elective
<p><u>Fall Semester Year IV</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5832/42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester Year IV</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ Elective ✦ Elective ✦ SWRK 5833/43 Concentration Practicum II

*Students do not have to take Summer courses and can then have 4 years to complete the degree, taking 3 Fall or Spring semesters of 9 credits rather than 6 credits. If students take 3 Summer courses total in any Summer sessions, they can maintain 6 credits in every Spring and Fall.

**Students can begin taking electives when they begin Concentration Core Courses and can add a 3-credit elective to any semester beginning in Fall Semester Year III.

***Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

Full-Time, Advanced Standing, Including Summer Courses
(for students with a BSSW)
MSW Course Plan

<u>Fall Semester Year I</u> (12 hours)	<u>Spring Semester Year I**</u> (15 hours)	<u>Summer Year I</u> (12 hours)
<ul style="list-style-type: none">  Concentration Core Course  Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)*  Elective  SWRK 5832/42 Concentration Practicum I  SWRK 5820 Concentration Integrative Practice Seminar 	<ul style="list-style-type: none">  SWRK 5700 Values & Ethics in Social Work Practice  SWRK 5707 Policy Practice for Social Justice  SWRK 5784 Evaluation of Social Work Practice  Concentration Core Course  SWRK 5833/43 Concentration Practicum 	<ul style="list-style-type: none">  PUBH 5010 Mission and Practice of Global Public Health  Elective  Elective  Elective

*Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

**Spring and Summer sessions have an inter-session week prior where students can take a 1-week intensive class for 3 credit hours.

Part-Time, Advanced Standing, Including Summers
(for students with a BSSW)
MSW Course Plan

<p><u>Fall Semester Year I</u> (9 hours)*</p> <ul style="list-style-type: none"> ✦ PUBH 5010 Mission and Practice of Global Public Health ✦ Concentration Core Course ✦ Elective 	<p><u>Spring Semester Year I**</u> (9 hours)*</p> <ul style="list-style-type: none"> ✦ SWRK 5707 Policy Practice for Social Justice ✦ Concentration Core Course ✦ Elective 	<p><u>Summer Year I**</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ SWRK 5700 Values & Ethics in Social Work Practice ✦ Elective
<p><u>Fall Semester Year II</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)*** ✦ SWRK 5832/42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester Year II**</u> (9 hours)*</p> <ul style="list-style-type: none"> ✦ SWRK 5784 Evaluation of Social Work Practice**** ✦ Elective ✦ SWRK 5833/43 Concentration Practicum II 	

*Students can choose which two semesters to have 9 credit hours or can take an additional semester of 6 credit hours in a third year.

**Spring and summer sessions have an inter-session week prior where students can take a 1-week intensive class.

***Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

****Advanced Standing Students take SWRK 5784 Evaluation of Social Work Practice in place of SWRK 5788 Research for Social Work Practice II.

ACCELERATED BSSW to MSW DEGREE PLAN

BSSW SENIOR YEAR*

<p><u>Fall Semester</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ Concentration Core Course ✦ SWRK 5707 Policy Practice for Social Justice 	<p><u>Spring Semester</u> (6 hours)</p> <ul style="list-style-type: none"> ✦ Concentration Core Course ✦ SWRK 5700 Values & Ethics in Social Work Practice
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MSW PROGRAM

<p><u>Summer</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ PUBH 5010 Mission and Practice of Global ✦ Elective ✦ Elective 	<p><u>Fall Semester</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ Elective or SWRK 5733 Advanced Clinical Social Work Practice (for Clinical students)** ✦ Elective ✦ SWRK 5832/42 Concentration Practicum I ✦ SWRK 5820 Concentration Integrative Practice Seminar 	<p><u>Spring Semester</u> (9 hours)</p> <ul style="list-style-type: none"> ✦ Elective ✦ SWRK 5784 Evaluation of Social Work Practice*** ✦ SWRK 5833/43 Concentration Practicum II
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* This plan assumes 2 MSW Concentration Core Courses, SWRK 5707 Policy Practice for Social Justice and SWRK 5700 Values & Ethics in Social Work Practice (12 MSW credits) completed by May of the BSSW senior year and 18 credit hours of BSSW transfer credit for Generalist Foundation courses and Research Methods for Social Work Practice I. Failure to complete these courses by the end of BSSW senior year will delay MSW completion.

**Clinical students are required to take SWRK 5733 Advanced Clinical Social Work Practice (concentration core) either concurrently or after they take their 1st Clinical practicum (SWRK 5842).

***Accelerated students take SWRK 5784 Evaluation of Social Work Practice in place of SWRK 5788 Research for Social Work Practice II because of their advanced standing.

Transfer Credits

Upon review and approval of the Director of the MSW Degree Program, students may transfer in a maximum of 18 generalist foundation credit hours and a maximum of 9 advanced credit hours (total not to exceed 27 credit hours) earned in a CSWE-accredited MSW Program and who have been employed full-time two years or more in a social work position. 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 foundation, concentration, or elective courses.

Through review and approval of the Director of the MSW Degree 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 of 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 unaccredited baccalaureate social work program) in the areas of Human Behavior and the Social Environment or Social Policy but who 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 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 57 credit hours for graduation. Students without a CSWE-approved BSW degree can also elect to test out of SWRK 5787 Research Methods I. If they pass the test, then they can receive a comparable coursework exemption. This means that they do not take SWRK 5787 Research Methods I, but will still have 3 credit hours to take of electives instead. Students will take SWRK 5784 instead of SWRK 5788 if they pass the test.

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 Degree 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 MSABA students changing to MSWABA:

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

The list below represents the current courses offered in the School of Social Work. At times a course may not be offered due to lack of faculty resources, low enrollment, scheduling conflicts, or other factors.

PUBH 5010 Mission and Practice of Global Public Health

Prerequisite: None.

This course introduces students to the context of public health practice, including its legal basis, history, mission, the core functions of public health, and institutional structure of public health practice. Theoretical and practical perspectives are presented to illustrate the workings of public health at local, state, and national levels.

SWRK 5700 Values and Ethics in Social Work Practice

Prerequisites: Generalist Foundation Courses.

This course is a comprehensive review of the values and ethical dimensions of social work practice.

SWRK 5702 Social Policy

Prerequisite: None.

This course focuses on social policy within the context of its historical development and its current functions within contemporary society. It examines the substance of policy choices, the values and beliefs that underlie these choices, the political process through which the choices are made, and the potential roles of social workers in that process.

SWRK 5703 International Social Work

Pre-requisites: Generalist Foundation Courses.

NOTE: These courses are offered in a rotation in the summer session or January inter-session.

The School of Social Work at Saint Louis University offers a two-week international immersion course every year. The destination varies depending on the opportunities available. Talk with your academic advisors for more information.

SWRK 5704 Spirituality in Social Work

Prerequisite: Generalist Foundation Courses.

This course provides a framework for examining religious experience within the context of social work values. The purpose is to develop knowledge and skills for spiritually sensitive clinical and/or healthcare practices. Students have the opportunity to reflect upon their personal beliefs and values and integrate these experiences into their professional practice in ways that are responsible, sensitive and competent. Models of spiritually sensitive practice are developed and critiqued.

SWRK 5705 Practice in Global Issues

Prerequisites: Generalist Foundation Courses.

This course is designed to provide students with a working foundation for social work practice in an international context. This course exposes students to international practice situations and current social issues that affect many developing countries, including poverty, civil conflict and communicable diseases. A variety of conceptual frameworks and theories are applied to current and new strategy options to provide students with the beginning skills to assess the needs of poor communities and the outcome effectiveness of programs using an international perspective. Special attention is paid to cultural diversity and social justice expectations in these environments.

SWRK 5707 Policy Practice for Social Justice

Prerequisite: Generalist Foundation Courses.

In this course, students will gain leadership skills to effectively advocate for social policy and economic justice. Course content will prepare students to use a range of tools and skills to effectively change or enhance societal structures. Social work skills in policy practice with oppressed and vulnerable groups will be explored in the student's area of concentration.

SWRK 5711 Social Work and the Law

Prerequisite: Generalist Foundation Courses.

This course is an overview of the U.S. legal system and how the law impacts social work practice at different levels and in a variety of settings. The course includes content on legal issues related to competency, nonprofit management, criminal justice, and family matters.

SWRK 5715 Practice with Families and Communities Experiencing Poverty

Prerequisite: Generalist Foundation Courses.

This course is designed to examine the needs of families and communities of all sizes that are struggling with poverty. A variety of poverty reduction models are examined to develop an understanding of multilevel assessment and practice interventions focused on

empowering families and communities. Patterns of social and economic injustices that result in the inequitable distribution of resources and opportunities are also examined.

SWRK 5716 Diversity and Anti-Oppression Practice

Prerequisite: Generalist Foundation Courses.

This course focuses on human diversity within and between groups and anti-oppression interventions in social work practice. The content includes perspectives on discrimination and oppression based on race, gender, class, age, sexual orientation, ethnicity, mental and physical disability, and/or spiritual orientation. Course addresses how group membership affects access to resources, services and opportunities and relates to risk factors for specific population groups.

SWRK 5720 School Social Work

Prerequisite: Generalist Foundation Courses.

This course provides the student with the basic knowledge and skills needed by the school social worker. Content includes the historical development of school social work; education and special education laws and mandates; school social work processes including referrals and assessments; and the social work roles of clinician, broker, advocate, educator, consultant and researcher in the school.

SWRK 5721 Community Theory and Practice

Prerequisite: Generalist Foundation Courses.

In this course, students gain advanced knowledge and skills for community practice. Course content focuses on theories of community and social systems as well as practice theories emphasizing social change, empowerment, and promotion of social and economic justice for culturally diverse and at-risk communities. The roles of community organizer, community developer, and social planner are emphasized in this course. This is a Concentration Core Course for the Community and Organization Concentration.

SWRK 5725 Human Behavior and the Social Environment

Prerequisite: None.

This course is an introduction to theories, knowledge, and perspectives which explain the behavior of individuals and social systems. The theories are the basis of social work practice.

SWRK 5729 Social Work Practice in Corrections

Prerequisite: Generalist Foundation Courses.

This course presents the issues and trends within adult and juvenile corrections. This course will assess adult and juvenile correctional systems, including jails and prisons, probation, parole, and alternatives to incarceration. Treatment of substance abuse, health

problems, and mental illness are examined within the context of correctional settings and offender populations.

SWRK 5733 Advanced Clinical Social Work Practice

Prerequisite: Generalist Foundation Courses.

Pre- or Co-Requisite: SWRK 5842 Clinical Practicum I and SWRK 5820 Clinical Integrative Practice Seminar.

Students will learn the practice skills needed to effectively integrate services, care, and support for individuals and families facing health, mental health and substance use problems. Building on students' foundational knowledge of general practice skills this course will emphasize practice and implementation of approaches designed to enhance effective communication, consumer engagement, motivation and empowerment with clients as a member of a collaborative inter-professional team. Through the use of case vignettes, role-plays, and small group activities students will gain experience and skills necessary to be effective in a variety of roles in integrated physical and behavioral health care settings. This is a Concentration Core Course for the Clinical concentration.

SWRK 5734 Human Behavior and the Social Environment Part II

Prerequisite: Generalist Foundation Courses.

This course explores theories of human behavior as it relates to health, illness, disability, diversity, and environmental factors. This is a Concentration Core Course for the Clinical concentration.

SWRK 5735 Complementary Approaches to Healing in Social Work Practice

Prerequisites: Generalist Foundation Courses.

This course introduces the student to alternative and complementary schools of thought in medicine, including allopathic, anthropomorphic, Ayurveda, Chinese, chiropractic, homeopathic, naturopathic, and osteopathic approaches to healing.

SWRK 5742 Evidence-Based Practice in Community Mental Health

Co- or Prerequisite: SWRK 5734 Human Behavior and the Social Environment Part II.

This course focuses on a person-centered, recovery-oriented and evidence-based framework for social work practice with individuals diagnosed with psychiatric disabilities and/or substance use disorders. Students develop skills in the assessment, diagnosis, treatment planning and intervention of major psychiatric and substance use disorders. The nature and diagnosis of psychopathology and the ethical integration of the DSM into clinical social work practice is critically analyzed. Emphasis will be placed on understanding the complex nature of co-occurring medical, mental health and substance use disorders and in the integration of a range of evidence-based interventions in the area of mental health and substance use practice.

SWRK 5744 Substance Abuse Interventions

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

The overall goal of the course is to increase student knowledge about alcohol and drug abuse/dependency and the recovery process. This course surveys the theoretical, practice, policy, and research literature that deal with the etiology, dynamics, treatment, and prevention of substance use disorders in contemporary U.S. society. The view conveyed in this course is that substance use and abuse, its causes, its effects, and its remedies are extremely broad, systemic, multi-level, and multivariate.

SWRK 5745 Health and Mental Health Interventions with Older Adults

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course explores skills and competencies needed to effectively work with older adults and their families. It provides an overview of health and mental health issues with an emphasis on holistic and systemic assessments and social work practice interventions. The environmental, psychosocial, biological and spiritual influences on health and mental health are highlighted. Clinical, programmatic and policy interventions known to promote healthy behaviors are discussed. Attention is paid to social justice, ethics and the law, particularly as it relates to economic deprivation and oppression leading to the inequitable distribution of health services to older adults.

SWRK 5746 Principles and Concepts in Behavior Analysis

Prerequisite: Generalist Foundation Courses.

This course familiarizes students with the fundamental concepts and principles and philosophical assumptions of behavior analysis as well as the basic concepts of operant and respondent conditioning. Students review some of the basic laboratory research that has illuminated the principles of behavior. The material covered contributes to prepare students to work in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK 5747 Assessment and Selecting Interventions

Prerequisites: SWRK 5746 Principles and Concepts in Behavior Analysis and SWRK 5774 Measurement and Experimental Design.

This course develops students' basic knowledge with respect to behavioral assessment methodologies, and the selection and design of interventions in the field of applied behavior analysis. This course reviews some of the basic assumptions and characteristics that define the field. The material covered prepares students to work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK 5748 Behavior Change and Processes

Prerequisites: SWRK 5746 Principles and Concepts in Behavior Analysis and SWRK 5774 Measurement and Experimental Design.

This course expands students' basic knowledge with respect to behavior analysis fundamental concepts and principles and philosophical assumptions including the basic behavioral principles of operant and respondent conditioning. This course develops students working understanding of the use of these principles in behavior change strategies and interventions in the field of applied behavior analysis. Students review some of the fundamental applied literature that demonstrates the efficacy of behavioral strategies and that continue to define the field. The material covered prepares students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK 5749 Behavior Change and Ethics

Prerequisites: SWRK 5747 Assessment and Selecting Interventions and SWRK 5748 Behavior Change and Processes.

This course familiarizes students with the ethical issues confronting those working in a behavior analytic (or related) capacity. Students learn the ethical responsibilities inherent to working in their chosen field. Ethical codes and cases are analyzed. Topics include gaining informed consent, protecting confidentiality, selection of the least intrusive behavior change methods and procedures, and protecting individual rights. The ethical standards prepare students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

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

Pre-requisites: None.

This course prepares students to apply a generalist perspective and systems framework to direct social work practice with individuals, families, and groups. This course emphasizes the basics of communication, interviewing, relationship building, and professional use of self, skills essential to effective social work assessment, intervention and evaluation. Theories and practice skills related to social work with individuals, families, and groups will be the primary focus.

SWRK 5751 Social Work Practice with Communities and Organizations

Prerequisite: None.

This course prepares student to apply a generalist perspective and systems framework to social work practice with communities and organizations as well as task/problem-solving groups within larger systems and settings.

SWRK 5752 Advanced Clinical Skills for Substance Use Disorder Counseling

Prerequisite: SWRK 5744 Substance Abuse Interventions.

Students in this course will achieve competence in the theory and techniques of assessment and stage-appropriate treatment of persons with substance use and co-occurring disorders. Students will apply interventions to assess, diagnose, treat and refer clients with substance use disorders and evaluate interventions in an evidence based practice model. Students will learn how to integrate relevant interventions such as motivational interviewing, harm reduction, medication assisted treatment, cognitive-behavioral approaches, group and family counseling and self-help in order to assist people in achieving and maintaining their therapeutic goals.

SWRK 5755 Social Work Practice in the Health Field

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course provides the framework for social work practice in the health care field. This course will cover the array of social work practice approaches and nature of interdisciplinary practice in various health settings such as clinics, hospice, skilled nursing care, and hospitals.

SWRK 5756 Clinical and Public Health Practice with Veterans and Military Families

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course is designed to assist students, current practitioners, administrators, evaluators, and policy makers to understand the basic orientation, clinical approaches, and public health strategies that are effective in providing health and mental health care to Veterans. This course is to understand how to implement and use the Department of Veterans Affairs (VA) and Department of Defense (DoD) evidence best practices and programs for the assessment and management of Traumatic Brain Injury (TBI), Post Traumatic Stress Disorder (PTSD), Substance Use Disorders (SUD), and for the prevention of suicide. A central focus of the course is on measurement based care, thus we will review the epidemiology, risk factors, and clinical assessment and measurement of mental health and co-occurring conditions in the Veteran populations. Additionally, we will apply this data using the evidence based tools and consensus guidelines developed specifically by and for use in the VA/DoD health care systems with case vignettes on various Veteran populations.

SWRK 5757 Foundations of Family Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course involves a survey of the family practice field in its epistemology, cultural influences, and models of practice. The course strives to integrate theoretical ideas into an understanding of practice applications, including methods and techniques. Students will integrate the general systems approach with family practice models in social work settings. Content will include both historical and present-day family practice models.

SWRK 5758 Clinical Approaches to Chronic Conditions

Prerequisites: Generalist Foundation Courses and must have started Concentration Core.

Students will learn the medical, psychosocial, spiritual and functional aspects of chronic physical illness and disability in order to thoroughly assess the impact on patients, families and larger systems. Evidence-based psychosocial interventions for specific chronic health conditions will be presented. There will be a focus on the principles of patient-centered care and the knowledge and skills needed for interprofessional collaborative practice. A chronic health condition is a persistent condition that can be successfully treated or controlled for varying amounts of time. Management of the condition requires a strong partnership between the patient, the interprofessional health care team and the informal or family caregivers.

SWRK 5760 Behavioral Interventions with Children and Adolescents

Prerequisite: Generalist Foundation Courses.

Using a systems framework, viewing the child in environment, this course teaches students behavioral learning theories for work with children who have a wide range of challenging behaviors. These practice skills are essential for working with children in schools, residential treatment, juvenile justice system, foster care, outpatient psychiatric case management, etc. Students will learn to educate, consult, and collaborate with families and/or caregivers in the use of these methods.

SWRK 5761 Evidence Based Practice with Children and Youth

Prerequisite: Generalist Foundation Courses.

This advanced clinical practice course in the Clinical Concentration builds upon the foundation level practice course and prepares students for direct social work practice with children and youth across child serving, behavioral health and integrated settings. This course uses a developmental framework within an ecological perspective as the foundation for the development of engagement, assessment, prevention and intervention skills needed to address complex problems of at-risk children, youth, and their families. Emphasis is placed on evidence-informed interventions that address diverse groups of children and youth within their social contexts and incorporate families into the prevention and treatment of behavioral health conditions. Monitoring and evaluating interventions and the development of interprofessional skills are also emphasized in this course.

SWRK 5762 Diagnosis and Assessment in Clinical Practice

Prerequisite: Generalist Foundation Courses.

This course is designed to assist in the development of skills related to the diagnosis and assessment of psychopathology. Issues related to the etiology of psychopathology and the historical construction and development of diagnostic categories will be assessed. Special emphasis will be placed on the exploration, understanding and critical analysis of the nature and diagnosis of psychopathology and the integration of the DSM into clinical social work practice. While students will develop skills in the ethical use of the DSM in their practice, they will at the same time critically analyze the nature of clinical diagnosis

as it relates to issues of gender, culture, age, sexual orientation, political power and socioeconomic status. Ethical issues to the integration of the DSM will be explored and the relationship between psychiatry and social work will be analyzed. Students will be challenged develop solutions to the paradigmatic and ethical dilemmas associated with the use of the medical model and psychiatric diagnosis within the profession of social work. As of Fall 2016, this is a Concentration Core Course for the Clinical concentration.

SWRK 5764 Child, Youth and Family Services & Policies

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

The main objective of this course is to find, evaluate, and synthesize research evidence to understand social problems related to children and families and the policies and interventions used to solve them. Throughout the course we will critique the theoretical and ideological underpinnings of service arrangement, how or why families and children are included or excluded from service eligibility, and the breadth of service offerings in the United States. To better understand how social services and policies promote or diminish social justice, three aspects of a child and family's social, psychological and biological lives will be analyzed: risk factors, protective factors, and resiliency. You will be asked to socially construct an "ideal type" of child or family based on how a certain policy reflects a child or family.

SWRK 5769 Marital/Couples Counseling

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This is an introductory theory and skill development in course in marital and couples counseling. The focus is on developmental and on-going marital and couples relationship challenges.

SWRK 5771 Intimate Partner Violence: Contemporary Strategies for Social Work Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

The focus of the course is on ways to reduce the incidence and impact of intimate partner violence. Students address and examine the theoretical understandings for violence against women and other intimate partner violence as well as the need for direct services, community organizing, and public policy changes that will help end intimate partner violence.

SWRK 5772 Cognitive-Behavior Therapy for Social Work Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

Students in this course will learn basic knowledge and skills of cognitive-behavior therapy as they relate to stage-appropriate assessment and treatment of persons with co-occurring mental illness and substance use issues. These skills will include developing a therapeutic alliance, problem formulation, assessment of maladaptive thoughts and schemas, cognitive restructuring, exposure therapy, development of various coping skills

and relapse prevention. Students will learn how to integrate other treatment approaches such as harm reduction, motivational interviewing, and mindfulness with cognitive-behavioral approaches in order to assist people to achieve and maintain therapeutic goals.

SWRK 5773 Approaches to Trauma Care

Pre or Co-requisite: SWRK 5762 Diagnosis and Assessment in Clinical Practice.

This is an introduction to the study of trauma ranging from violence, natural disasters, child abuse and other forms of traumatic experience and its impact on client populations served in the field of social work. The implications of trauma are explored through various theoretical frameworks and assessment practices that address the biological, psychological, sociological and spiritual effects on individuals, families and communities. Theories and models of crisis intervention are presented, as well as their application in clinical practice with survivors of violent events and natural disasters. Students also develop skills necessary to use evidence-based treatments with specific populations.

SWRK 5774 Measurement and Experimental Design

Prerequisite: Generalist Foundation Courses.

This course develops students' basic knowledge related to single subject research design, measurement and application of the empirical approach to evaluation of effectiveness of interventions in the field of applied behavior analysis. Students review some of the basic assumptions and characteristics that define the field. The material covered prepares students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK 5775 Advanced Social Work Practice in Trauma with Children and Adolescents

Prerequisite: SWRK 5773 Approaches to Trauma Care.

This course will introduce students to the common concepts (general theory and foundational knowledge), which informs evidence-based assessment and intervention with traumatized children and adolescents. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma, and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

SWRK 5776 Advanced Social Work Practice in Trauma with Adults

Prerequisite: SWRK 5773 Approaches to Trauma Care.

This course will introduce students to the common concepts (general theory and foundational knowledge), which informs evidence-based assessment and intervention with traumatized adults. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes adults exposed to traumatic events such as natural disasters, war, child abuse and neglect, sexual trauma, surviving life threatening accidents/injuries, and witnessing interpersonal crime (e.g. domestic violence), etc. The course will highlight the role of age, culture and empirical evidence in trauma-specific interventions with adults, with a specific emphasis on trauma treatment for Veterans in VA primary and specialty care settings (e.g., Prolonged Exposure, Cognitive Processing Therapy).

SWRK 5777 Advanced Family Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course is designed to help students develop knowledge and skills about various approaches to family practice from a social work perspective. An examination of the basic theoretical assumptions underlying family systems approaches and the practice principles that evolved from them is offered. An exploration of evidence-based practices and the application of these practices with various populations will be a focus of this course. An important aspect of the course is a consideration of the ramifications for social justice and other social work values and ethics from a family systems perspective.

SWRK 5778 Motivational Interviewing

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

Students in this course will learn the philosophy and skills of motivational interviewing as they relate to stage-appropriate assessment and treatment of persons with co-occurring health, mental health, and substance use disorders. Students will learn how to integrate motivational interviewing with assessment and treatment planning skills as well as other relevant interventions such as harm reduction, medication management support, and cognitive behavioral approaches in order to assist people in achieving and maintaining therapeutic goals.

SWRK 5784 Evaluation of Social Work Practice

Prerequisite: Advanced Standing Students; SLU Accelerated Students; Students who successfully test out of 5787.

This course is designed to equip social work students with the knowledge and skills to engage in effective social work practice evaluation. Students will learn to identify and apply a variety of evaluation methods and use theoretical and conceptual models to assess processes and outcomes of practice with individuals, families, groups, organizations and communities to advance practice, policy and service delivery.

SWRK 5785 Organizational and Program Planning

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

In this course, students are introduced to the basic conceptual and methodological principles and skills necessary for planning practice in human service organizations. Students examine the role of strategic and operational planning in charting the future of a well-run, human service organization. They acquire an appreciation for and critical perspective on the interconnectedness of organization and environment, anticipating trends, considering social change, needs and social problems, and planning for resource utilization, programmatic response and assessing program impact. Particular attention is given to the essential elements of designing a response to be used in requests for proposals and grant applications. This is a Concentration Core Course for the Community and Organization concentration.

SWRK 5786 Death, Dying and Grief: Professional Practice and Self-Awareness

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course explores the physical, psychological, spiritual, emotional, and sociocultural concerns typically encountered by clients and families confronted with dying, death, and grief. Course content will include personal death awareness, the integration of theoretical perspectives, and evidence-based practice interventions. Throughout this course, students will be encouraged to examine their own values and attitudes concerning issues related to death and grief and how these will impact their professional practice.

SWRK 5787 Research Methods for Social Work Practice I

Prerequisites: None.

This course is designed to equip social work students with the knowledge and skills to engage in effective research at the programmatic, policy, and direct levels of practice. It is the first in a 2 course sequence. Research Methods I focuses on students becoming not only effective consumers of research literature but also understanding the fundamentals of empirical research. The course accentuates the application of optimal methodologies and techniques necessary to examine the impact of services with clients, to assess the effectiveness and efficiency of human service programs and to investigate the efficacy of social and public policies. It focuses on conceptualizing and designing an applied research project culminating in a research proposal. As of Fall 2016, all students with a CSWE-accredited bachelor's degree in social work who receive a full B or better receive advanced standing for this course and do not need to test out.

SWRK 5788 Research Methods for Social Work Practice II

Prerequisite: SWRK 5787 Research Methods for Social Practice I

This course is designed to equip social work students with the knowledge and skills to engage in effective research at the programmatic, policy, and direct levels of practice. It is the second in a 2 course sequence. Research Methods II focuses on executing the fundamentals of empirical research. It nurtures the students' ability to evaluate social work services, human service programs and/ or social and public policies in order to improve them. The course accentuates the application of optimal methodologies and techniques

necessary to examine the impact of services with clients, to assess the effectiveness and efficiency of human service programs and to investigate the efficacy of social and public policies. Students should emerge from the course able to execute an applied research project including refining a research study; collecting, managing, analyzing data; and report writing. The course culminates in a completed research project.

SWRK 5790 Feminist Approaches to Social Work Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course is designed to clarify feminist issues and to illustrate how a feminist perspective in social work practice can facilitate personal and social change. This course explores the characteristics, values, techniques, research, and aims of feminist social work practice and how it is distinguished from other perspectives

SWRK 5797 Financial Education, Literacy, and Capability Practice

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

The course examines the role of social work within financial capability practice. This course focuses on financial literacy, financial education initiatives, and financial empowerment practices for individuals and families across the life cycle and communities. Social policy and policy change efforts related to these areas are also examined. Special attention is given to oppressed populations and communities experiencing poverty and near-poverty.

SWRK 5798 Nonprofit Management

Prerequisite: Generalist Foundation Courses.

This course examines the roles of the nonprofit sector and nonprofit organizations in contemporary society. The role of nonprofit organizations as vehicles for citizen participation and as commercial enterprises will be highlighted. The challenges facing nonprofit organizations in contemporary society will also be analyzed.

SWRK 5799 Social Entrepreneurship

Prerequisite: Generalist Foundation Courses and must have started Concentration Core.

This course introduces students to the concept and practice of social entrepreneurship. It reviews the historic and contemporary approaches to and models of social entrepreneurship. It explores the range of issues and challenges associated with social entrepreneurship. Particular attention will be given to microenterprise, venture philanthropy, social venture capitalism, social return on investment and business planning for social enterprises.

SWRK 5808 Social Work, Education and Individuals with Exceptionality

Prerequisite: Generalist Foundation Courses.

This course provides the student with a working knowledge of the learning, psychological, cognitive and social characteristics of youth and children with exceptionality. Current methods of practice within the educational setting, interventions, strategies, and modifications for use within the general education classroom are examined.

SWRK 5819 Generalist Foundation Integrative Practice Seminar

Prerequisites: SWRK 5750 Social Work with Individuals, Families and Groups
Pre- or Co-requisites: SWRK 5702 Social Policy; SWRK 5725 Human Behavior & the Social Environment; and SWRK 5751 Social Work Practice with Communities and Organizations.

Co-requisite: SWRK 5841 Generalist Foundation Practicum or SWRK 5821 ABA Generalist Foundation Practicum (for ABA students only)

This seminar is designed to provide opportunities for students to integrate foundation and a generalist perspective of social work theories, methods, values, and ethics with practicum experiences. Additionally, the seminar will focus on maximizing learning experiences in the student's practicum and in gaining knowledge of other target populations and social service settings. Students will gain skills in peer consultation and support, case presentation, researching for practice-based literature, and in approaching various practicum challenges.

SWRK 5820 Concentration Integrative Practice Seminar

Prerequisites: SWRK 5841 Generalist Foundation Practicum or SWRK 5821 ABA Generalist Foundation Practicum (for ABA students only) and SWRK 5819 Generalist Foundation Integrative Practice Seminar.

Co-requisite: SWRK 5822 ABA Concentration Practicum I or SWRK 5832 Community and Organization Practicum I or SWRK 5842 Clinical Practicum I

This seminar provides an opportunity for students in SWRK 5822 ABA Concentration Practicum I or SWRK 5832 Community and Organization Practicum I or SWRK 5842 Clinical Practicum I to integrate theoretical constructs and information gained in the classroom with the application of social work practice. The seminars are designed to provide additional integration of coursework and daily practice; enhance a student's knowledge and skill base through peer sharing; and provide a supportive opportunity for students to debrief on practice challenges.

SWRK 5821 ABA Generalist Foundation Practicum (for ABA students only)

Prerequisites: SWRK 5750 Social Work with Individuals, Families and Groups
Co-requisite: SWRK 5819 Generalist Foundation Integrative Practice Seminar
Pre- or Co-requisites: SWRK 5702 Social Policy; SWRK 5725 Human Behavior & the Social Environment; and SWRK 5751 Social Work Practice with Communities and Organizations.

Co-requisite: SWRK 5819 Generalist Foundation Integrative Practice Seminar

Must be taken within the first 18 hours of enrollment in the program. The generalist foundation practicum requires students to have a generalist perspective social work

experience with micro, mezzo, and macro activities. This practicum consists of 300 hours in the field.

SWRK 5822 ABA Concentration Practicum I (for ABA students only)

Co-requisite: SWRK 5820 Concentration Integrative Practice Seminar.

Prerequisites: SWRK 5821 ABA Generalist Foundation Practicum, SWRK 5819 Generalist Foundation Integrative Practice Seminar AND any prerequisite or co-requisites as determined by ABA Faculty Advisor.

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration. This practicum consists of 335 hours in the field.

SWRK 5823 ABA Concentration Practicum II (for ABA students only)

Prerequisites: SWRK 5822 ABA Concentration Practicum I, SWRK 5820 Concentration Integrative Practice Seminar AND any prerequisite or co-requisites as determined by ABA Faculty Advisor.

Co-requisite: SWRK 5830 Concentration Integrative Practice Seminar II.

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration. This practicum consists of 335 hours in the field.

SWRK 5824 ABA Concentration Practicum III (for ABA students only)

Prerequisites: SWRK 5823 ABA Concentration Practicum II, SWRK 5830 Concentration Integrative Practice Seminar II AND any prerequisite or co-requisites as determined by ABA Faculty Advisor

Co-requisite: SWRK 5840 ABA Concentration Integrative Practice Seminar III.

Students will continue to build on their knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration. This practicum consists of 335 hours in the field.

SWRK 5828 Fundraising for Nonprofit Organizations

Prerequisite: Generalist Foundation Courses.

This course focuses on the cycle, stages and progression of fund development for formal, nonprofit organizations and grassroots associations. It introduces the concept of advancement, development, relationships and cultivation for nonprofit organizations. It emphasizes the importance of developing relationships within and matched to the stages and activities of institutional advancement and development.

SWRK 5830 ABA Concentration Integrative Practice Seminar II (for ABA students only)

Prerequisite: SWRK 5822 ABA Concentration Practicum I, SWRK 5820 Concentration Integrative Practice Seminar AND any prerequisite or co-requisites as determined by ABA Faculty Advisor

Co-requisite: SWRK 5823 ABA Concentration Practicum II

This is the second part of a three-part graduate level course (three seminars) that will ensure that students are able to successfully complete all three ABA practica. Students will understand and apply professional and ethical behavior analysis service in clinical contexts by conducting behavioral interventions, designing, implementing and monitoring behavior change programs and, reviewing empirical literature pertinent to those change efforts.

SWRK 5832 Community and Organization Concentration Practicum I

Prerequisites: SWRK 5841 Generalist Foundation Practicum and SWRK 5819 Generalist Foundation Integrative Practice Seminar

Co-requisite: SWRK 820 Community and Organization Concentration Integrative Practice Seminar

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration (Community and Organization). This practicum consists of 300 hours in the field.

SWRK 5833 Community and Organization Concentration Practicum II

Prerequisite: SWRK 5832 Community and Organization Concentration Practicum I and SWRK 5820 Community and Organization Concentration Integrative Practice Seminar.

Students will continue to build on their knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration (Community and Organization). This practicum consists of 300 hours in the field.

SWRK 5834 Elective Practicum

Prerequisite: SWRK 5841 Generalist Foundation Practicum and 5819 Generalist Foundation Integrative Practice Seminar.

This elective provides additional practicum experience in an area of special interest to the student.

SWRK 5840 ABA Concentration Integrative Practice Seminar III (for ABA students only)

Prerequisite: SWRK 5823 ABA Concentration Practicum II and SWRK 5830 ABA Concentration Integrative Practice Seminar II

This is the third part of a three-part graduate level course (three seminars) that will ensure that students are able to successfully complete all three ABA practica. Students will understand and apply professional and ethical behavior analysis service in clinical contexts by conducting behavioral interventions, designing, implementing and monitoring behavior change programs and, reviewing empirical literature pertinent to those change efforts.

SWRK 5841 Generalist Foundation Practicum

Co-requisite: SWRK 5819 Generalist Foundation Integrative Practice Seminar.

Prerequisites: Generalist Foundation Courses.

Must be taken within the first 18 hours of enrollment in the program. The foundation practicum requires students to have a generalist perspective social work experience with micro, mezzo, and macro activities. This practicum consists of 300 hours in the field.

SWRK 5842 Clinical Practicum I

Co-requisite: SWRK 5820 Concentration Integrative Practice Seminar

Prerequisite: SWRK 5841 Generalist Foundation Practicum

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration (Clinical). This practicum consists of 300 hours in the field.

SWRK 5843 Clinical Practicum II

Prerequisite: SWRK 5842 Clinical Practicum I and SWRK 5820 Clinical Concentration Integrative Practice Seminar.

Students will continue to build on their knowledge, values, and skills to develop a professional level of practice with specific emphasis on their area of concentration (Clinical). This practicum consists of 300 hours in the field.

SWRK 5898 Independent Study

Prerequisites: Foundation Courses.

SWRK 5930 Special Topics in Applied Behavioral Analysis

Prerequisites: SWRK 747 Assessment and Selecting Interventions and SWRK 748 Behavior Change and Processes.

This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Behavior Analysis curriculum. The course offers advanced coverage of special topics, including: Clinical Practice, Autism, and Organizational Behavior Management. Clinical behavior analysis focuses on the use of verbally based interventions to treat persons in outpatient/clinical settings. In the behavior analysis and autism section of the course, students review diagnostic criteria and evidence based practices. The Organizational Behavior Management section of the course provides an overview of contemporary research and practice in the field. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

This offers students the opportunity for individual and independent study of a particular area related to social work theory or practice. Prior approvals by the student's Faculty

Advisor/Mentor, Director of the MSW Degree Program, and faculty member directing and evaluating the study are required. See "Independent Study Courses" below for details.

Independent Study Courses

A student may pursue an area of interest in an in-depth way by taking an Independent Study course with a faculty member of the School of Social Work. Independent Study courses require a formal syllabus per the MSW Program's format. The Independent Study course plan should not replicate any existing course offered within the School; if an Independent Study course topic is closely related to an existing course, the syllabus of the Independent Study must clearly demonstrate how the material covered by the Independent Study goes beyond the content of the existing course. It is the obligation of the student to engage a faculty member knowledgeable in the area of interest and willing to offer such an Independent Study. The description should identify the nature of the course, content areas, learning objectives, reading list, schedule of meetings, and method of evaluation.

The syllabus and contract is to be signed by the student and the instructor and then submitted to the Director of the MSW Degree Program. Forms for an Independent Study course are available from the office of the Director of the MSW Degree Program. The contract signed by the student and instructor as well as the Independent Study syllabus developed by the student and approved by the instructor must be received by the Director of the MSW Degree Program no later than the end of the first week of classes in a given semester for the student to be registered for the Independent Study in that semester. If the contract signed by the student and instructor as well as the Independent Study syllabus developed by the student and approved by the instructor is received by the Director of the MSW Degree Program after the first week of classes in a given semester have begun, the student will not be able to be registered for the Independent Study in that semester and the student will have to take the Independent Study in the following semester. The regular grading policy of the School of Social Work applies to all Independent Study courses. In general, a student will not be allowed to take more than 6 of the 57 credit hours required for graduation as an Independent Study course.

Courses Outside of the School of Social Work

A student may take up to two courses-6 credit hours of graduate level courses as concentration 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. Exceptions to this rule may be made if warranted by a student's particular program or concentration focus. Such exceptions require the approval of the Faculty Advisor/Mentor and the Director of the MSW Program.

Washington University School of Social Work Courses

The School of Social Work has a reciprocal course exchange agreement with the George Warren Brown School of Social Work at Washington University in St. Louis. Students pay SLU tuition for a course taken at Washington University. Students will be provided with a link to the online schedule of Washington University courses each semester. The student should then obtain approval for the course from his/her Faculty Advisor. The MSW Program Director should also be consulted and will complete the registration. The registrars at each respective school handle the registration and transfer of course grades. Students can take up to two courses/6 credit hours of electives. Required foundation and concentration courses cannot be taken outside of the SLU School of Social Work.

CONCENTRATIONS

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

Applied Behavior Analysis

Description

The purpose of the Applied Behavior Analysis 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.

Applied Behavior Analysis Competencies

Upon completion of the concentration, ABA concentration students shall be able to:

-  CLIN 1: Demonstrate professional behavior consistent with social work values and ethics in clinical practice.
-  CLIN 2: Demonstrate competence in working with diverse populations and performing a bio-psycho-social-spiritual assessment.
-  CLIN 3: Integrate human rights and social, economic, and environmental justice into clinical practice.
-  CLIN 4: Use an evidence-informed practice process in clinical work with individuals, families, groups, and larger systems
-  CLIN 5: Use policy practice approaches to advocate for social policies that enhance clients and clinical service delivery.
-  CLIN 6: Demonstrate effective client engagement skills in clinical practice.
-  CLIN 7: Demonstrate effective client assessment skills in clinical practice.
-  CLIN 8: Demonstrate effective client intervention skills in clinical practice, is met by Clinical students in clinical field practica.
-  CLIN 9: Use research and clinical expertise to evaluate client, practice, and program outcomes

Community and Organization Concentration

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.

ABA 5746 Principles and Concepts in Behavior Analysis

ABA 5774 Measurement and Experimental Design

ABA 5747 Assessment and Selecting Interventions

ABA 5748 Behavior Change and Processes

ABA 5749 Behavior Change and Ethics

ABA 5930 Special Topics in ABA

2 electives

SWRK 5787 Research Methods for Social Work Practice I

SWRK 5707 Policy Practice for Social Justice

SWRK 5820 ABA Concentration Integrative Practice Seminar

SWRK 5822 Concentration Practicum I

SWRK 5823 Concentration Practicum II

SWRK 5824 Concentration Practicum III

SWRK 5830 ABA Concentration Integrative Practice Seminar II (no credit)

SWRK 5840 ABA Concentration Integrative Practice Seminar III (no credit)

*Students seeking BACB certification must complete 1,000 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 Dr. Alyssa Wilson, alyssa.wilson@slu.edu or 314-977-2733.

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.

Community and Organization Concentration Competencies

Upon completion of the concentration, community and organization concentration students shall be able to:

- ✿ CMTY 1: Use codes of ethics and human rights principles to guide practice with communities and organizations
- ✿ CMTY 2: Demonstrate culturally competent practice with communities and organizations.
- ✿ 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 4: Use research 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 6: Engage community and organizations in a planned change process using logical, scientific and theoretical frameworks.
- ✿ CMTY 7: Approach community and organizational planned change using logical, scientific and theoretical frameworks to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.
- ✿ CMTY 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.
- ✿ CMTY 9 Use research and professional expertise to evaluate practice with communities and organizations.

Required Courses

All students in the concentration are required to take two core courses, two research courses, a Values and Ethics course, and two concentration practica

SWRK 5700 Values and Ethics in Social Work Practice
SWRK 5707 Policy Practice for Social Justice
SWRK 5721 Community Theory and Practice
SWRK 5785 Organizational and Program Planning
SWRK 5787 Research Methods for Social Work Practice I

SWRK 5788 Research Methods for Social Work Practice II
SWRK 5820 Community Concentration Integrative Practice Seminar
SWRK 5832 Community and Organization Concentration Practicum I
SWRK 5833 Community and Organization Concentration Practicum II

SWRK 5721: Community Theory and Practice

Prerequisites: Generalist Foundation Courses.

In this course, students gain advanced knowledge and skills for community practice. Course content focuses on theories of community and social systems as well as practice theories emphasizing social change, empowerment, and promotion of social and economic justice for culturally diverse and at-risk communities. The roles of community organizer, community developer, and social planner are emphasized in this course.

SWRK 5785 Organizational and Program Planning

Prerequisites: Generalist Foundation Courses.

In this course, students develop the basic conceptual and methodological principles and skills necessary for planning practice in human service organizations. Students examine strategic and operational planning within the context of a human service organization. They acquire a critical perspective on and appreciation for the interconnectedness of organization and environment, needs or social problems, and programmatic response. Particular attention is given to the essential elements of designing a response to be used in requests for proposals and grant applications.

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 Foundation courses.

Concentration Practica

SWRK 5832 Community and Organization Concentration Practicum I and SWRK 5833 Community and Organization Concentration Practicum II represent the practice experience component of the Community and Organization Concentration. Within each practicum, the objectives of the Community and Organization Concentration are pursued at a more direct and experiential level. While the practicum component offers a practiced utilization of the knowledge, values, and skills that comprise the formal work of the Community and Organization Concentration, it also serves to provide feedback to the classroom situation. As in any practicum component, this part of the concentration allows for the application of knowledge to real life situations, with clients and agencies, under controlled supervision.

Students are expected to apply knowledge regarding organizations, communities, and social change under the direction of experienced supervisors to enhance the functioning of organizations, communities, and their members.

Students registering for SWRK 5832 Community and Organization Concentration Practicum II must also register for SWRK 5820 Community and Organization Concentration Integrative Practice Seminar. This seminar focuses on the integration of the practicum experience and classroom based learning experiences.

Concentration Electives

Students may choose 5 elective 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, cultural 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 the strong base for direct social work practice.

Clinical Concentration Competencies

Upon completion of the Clinical concentration coursework, students shall be able to:

-  CLIN 1: Demonstrate professional behavior consistent with social work values and ethics in clinical practice.
-  CLIN 2: Demonstrate competence in working with diverse populations and performing a bio-psycho-social-spiritual assessment.
-  CLIN 3: Integrate human rights and social, economic, and environmental justice into clinical practice.
-  CLIN 4: Use an evidence-informed practice process in clinical work with individuals, families, groups, and larger systems
-  CLIN 5: Use policy practice approaches to advocate for social policies that enhance clients and clinical service delivery.
-  CLIN 6: Demonstrate effective client engagement skills in clinical practice.
-  CLIN 7: Demonstrate effective client assessment skills in clinical practice.
-  CLIN 8: Demonstrate effective client intervention skills in clinical practice, is met by Clinical students in clinical field practica.
-  CLIN 9: Use research and clinical expertise to evaluate client, practice, and program outcomes

Required Courses

The required courses of the Clinical Concentration are:

SWRK 5707 Policy Practice for Social Justice
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
SWRK 5787 Research Methods for Social Work Practice I
SWRK 5788 Research Methods for Social Work Practice II
SWRK 5820 Clinical Concentration Integrative Practice Seminar
SWRK 5842 Clinical Practicum I
SWRK 5843 Clinical Practicum II

SWRK 5733 Advanced Clinical Social Work Practice

Prerequisite: Generalist Foundation Courses.

Pre- or Co-Requisite: SWRK 5842 Clinical Practicum I

Students will learn the practice skills needed to effectively integrate services, care, and support for individuals and families facing health, mental health and substance use problems. Building on students' foundational knowledge of general practice skills this course will emphasize practice and implementation of approaches designed to enhance effective communication, consumer engagement, motivation and empowerment with clients as a member of a collaborative inter-professional team. Through the use of case vignettes, role-plays, and small group activities students will gain experience and skills necessary to be effective in a variety of roles in integrated physical and behavioral health care settings. This is a Concentration Core Course for the Clinical concentration. As of Fall 2016, SWRK 5842 Clinical Practicum I is a co-requisite for this course.

SWRK 5734 Human Behavior and the Social Environment Part II

Prerequisite: Generalist Foundation Courses.

This course explores theories of human behavior as it relates to health, illness, disability, diversity, and environmental factors. This is a Concentration Core Course for the Clinical concentration.

Concentration Practica

SWRK 5842 Clinical Practicum I and SWRK 5843 Clinical Practicum II represent the practice experience component of the Clinical Concentration. Within each practicum, the objectives of the Clinical Concentration are pursued at a more direct and experiential level. While the practicum component offers a practiced utilization of the knowledge, values, and skills that comprise the formal coursework of the Clinical Concentration, it also serves to provide feedback to the classroom situation. As in any practicum component, this part of the concentration allows for the application of knowledge to real life situations, with clients, under controlled supervision.

Students registering for SWRK 5842 Clinical Practicum I also register for SWRK 5820 Clinical Integrative Practice Seminar. This seminar focuses on the integration of the practicum experience and classroom based learning experiences.

Concentration Electives

Students can choose four elective courses.

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. 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](#).

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 health 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 a full-time law student.

MSW/Master of Divinity

The Master of Social Work and Master of Divinity is a dual degree program with Concordia Lutheran Seminary. With this dual degree, 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

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 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 cancelling low-enrolled courses are made by the second week of open registration.

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 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 intercession 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 and get them registered 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 March and every October). 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.

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. The pre-commencement ceremonies are held with the College for Public Health and Social Justice prior to the university-wide commencements. 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.

Grading Policy

There 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. (Semesters are considered as regular (Fall and Spring) semesters under this provision.)
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. Foundation 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.
13. A student who receives a grade of a B- or below twice in the same foundation course will be referred to the Student Affairs Committee.
14. 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.
15. A student receiving a grade of F or U in any required course or practicum must retake the failed course or practicum. A student who earns two failing grades will be dismissed from the program.
16. A student who fails an elective will consult with his/her advisor to select a replacement course. This may be either the same course or an appropriate substitute.
17. A student must make up any failed course the next semester it is offered or within 12 credit hours of receiving the grade.
18. A student must maintain a cumulative GPA of 3.0 and do minimally acceptable work (C or better) in all courses in order to be in good academic standing in the MSW Program of the School of Social Work. A grade of C- does not constitute a satisfactory grade.
19. A student whose cumulative GPA falls below 3.0 or who receives a grade of F in an academic course or a grade of U in a practicum course will automatically be placed on academic probation.
20. A student on academic probation must remove the probation by raising his/her GPA to a minimum of 3.0 or replace an F or U grade according to

- the procedures specified above within the next 15 hours of course enrollments or the student will automatically be dismissed from the School.
21. A student who at any point has received any combination of two F or U grades shall be dismissed from the MSW Program. This includes any F or U grade which, for the purpose of computing the grade point average, has been replaced by a subsequent grade as specified in points 8 through 11 above. A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Director 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 15 days of the issuance of the letter of dismissal. The decision of the Director will be final.
 22. A student must have at least a 3.0 cumulative GPA in order to graduate.

Grievances

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Director of the School of Social Work. The Director 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 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 Director 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 School of Social Work Director either in writing or by personal visit. If the student and the School of Social Work Director cannot reach a satisfactory solution, the student should convey the complaint to CPHSJ Associate Dean for Academic Affairs, either in writing or by personal visit. The Associate Dean for Academic Affairs thereafter will research the matter, making whatever inquiries are appropriate, and then inform the student of her findings. The student may appeal to the

Dean of the College of Public Health and Social Justice who has the final decision. 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.

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. The Chair of the Student Affairs Committee will then convene a small group of appropriate faculty to meet with the student. The outcome of the meeting would include any of the following: 1) A warning: No further action is taken at this time, but the student is admonished that 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) Probation: The student must complete clearly defined tasks by set deadlines to remain in the program and have no further violations while in the program; 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 student is able to bring one person as an “advocate” to the meeting if they desire. Students who are placed on professional probation may not plan or complete a practicum until they are no longer on probation. The Student Affairs committee then submits a report with recommendations to the Director of the MSW Program. The Director of the MSW Program will then meet with the student and discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, then a written appeal must be presented to the Director of the School within 10 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.

The policy is as follows:

Academic Integrity and Honesty - The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Catholic, Jesuit institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any

unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

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. Following, 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” in the course, academic probation, or dismissal from the program. The Student Affairs committee will forward a report with recommendations to the Director of the MSW Program. The Director of the MSW Program 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 Director of the School of Social Work.

Admission Probation

Students may be admitted conditionally on admission probation 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
- Three 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

The Admission Probation determination is made by the Student Affairs Committee faculty upon referral from the Director of Graduate Recruitment and Admissions. 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 student's requirements to fulfill while on admission probation. Typically, probationary students will not exceed registering for six credit hours in one semester and must maintain a 3.0 cumulative GPA at all times. The probationary period is over two (2) semesters for a total of 12 credit hours. Failure to meet a 3.0 GPA and any other requirement of probation may result in the dismissal from the program. While on Probation students can plan for practicum but will not be able to register for practicum until they are off probation. The determination is made by the Student Affairs Committee after 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 admission probation or other action from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days with a written appeal to the Director of the School of Social Work.

Academic Probation

If a student's cumulative GPA falls below a 3.0 or a student receives a grade of 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 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.

Academic Dismissal

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

1. If, at any time during the course of study, the student receives two grades of "F". This includes any F or U grade which, for the purpose of computing the grade point average, has been replaced by a subsequent grade.
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 days by submitting a written letter to the Director 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, she/he still needs 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 scholarship 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 his or her 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 57-hour requirement of the MSW Program. This means that students must take at least 6 credits every fall and spring. 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.

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 sources of financial aid are the School of Social Work through the Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in Room 121 of 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 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.

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 Dr. Jami Curley, Director of the MSW Program (jami.curley@slu.edu) who serves as the advisor.

Black Social Work Student Association

The Black Social Work Student Association is also an official student organization within the school and university. This group has various activities throughout the year. The group is open to all students. If interested in joining, please contact Dr. Sabrina Tyuse (sabrina.tyuse@slu.edu) who serves as the advisor.

ABA Student Association

The ABA Student Association is also an official student organization within the school and university. This group has various activities throughout the year. The group is open to all students. If interested in joining, please contact Dr. Alyssa Wilson (alyssa.wilson@slu.edu) who serves as the advisor.

Additionally, as authorized in the School of Social Work by-laws, students may organize other groups and also seek official university recognition through the Student Government Association.

SAINT LOUIS UNIVERSITY POLICY ON HARASSMENT

Introduction

Saint Louis University is a Catholic, Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being. These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

Purpose

Saint Louis University prohibits harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law. This policy is intended to complement other University policies, including but not limited to, the Americans with Disabilities Act, Equal Employment Opportunity and Affirmative Action Policy, Family and Medical Leave Act Military Leave Policy and the Sexual Assault and Relationship Violence Policy.

The information contained in this policy is intended to raise awareness, facilitate reporting, and ensure that appropriate steps are taken when a report is received. In the event the complaint involves allegations of sexual assault or relationship violence in which the accused is a student, the provisions and procedures set forth in the Sexual Assault and Relationship Violence Policy will apply.

Pursuant to Title IX of the Higher Education Act, the Director of Diversity and Affirmative Action is designated as the University's Title IX Coordinator. Title IX Deputy Coordinators are also appointed to assist the Title IX Coordinator and are identified at <http://www.slu.edu/human-resources-home/diversity-and-affirmative-action/sexual-assault-policy>.

Personnel Affected

This policy applies to all University faculty, staff, and volunteers, with the exception of Saint Louis University Madrid employees. In addition, this policy applies to all students of Saint Louis University.

Definitions and Examples

For purposes of this policy, the following definitions apply:

“Harassment” means any unwelcomed, unsolicited, and offensive conduct that is severe or pervasive and tends to injure, degrade, disgrace, or show hostility toward a person because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, gender expression/identity, genetic information, pregnancy, or any other characteristic protected by law. For purposes of applying this policy, “sexual” harassment includes conduct that is of a sexual nature or related to a person’s gender and may include persons of the same sex.

“Sexual assault” is a form of harassment. “Sexual assault” refers to engaging in any form of sexual contact or conduct with another without that person’s clear, knowing, and voluntary consent. Sexual assault refers to any sexual contact without consent and includes intentional touching, either of the victim or when the victim is forced to touch, directly or through clothing, another person’s genitals, breasts, thighs, or buttocks. Sexual assault also refers to any attempted or actual sexual penetration of any kind without the victim’s consent, including vaginal, oral or anal penetration by fingers, genitals, or objects.

“Stalking” is when any person purposely and repeatedly engages in an unwanted course

of conduct that would cause a reasonable person to fear for his, her, or others' safety, or to suffer substantial emotional distress. Stalking can be a form of Sexual Harassment and may be prohibited by the University's Policy on Harassment and Student Code of Conduct. Stalking may also present a safety concern. Reports of stalking that require immediate emergency action should be directed to the Department of Public Safety and Emergency Preparedness ("DPSEP").

Harassment is a violation of this policy in any of the following situations:

1. If a person is promised or is given some favorable academic or employment-related action or benefit only if she or he will submit to or tolerate the harassing behavior; or
2. If a person is threatened with or suffers adverse academic or employment-related action because s/he has not submitted to or tolerated the harassing behavior; or
3. If the harassing behavior in question interferes with a person's work or academic performance, has the purpose or effect of interfering with a person's status or participation in a university course, program, or activity, is used as a basis for educational or employment decisions, or has the purpose or effect of creating an intimidating, hostile, or offensive working, learning, or living environment.

The following examples are provided so that members of the University community have a better understanding of the general range of behaviors that might constitute harassment in violation of this policy.

Examples of "harassment" in violation of this policy include the following:

1. Sexual advances, propositions, flirtations, requests or pressure of any kind for sexual favors under any of the circumstances described in paragraphs (1), (2), or (3), in Section 4.0, above;
2. Sexually explicit, graphic, abusive, degrading, intimidating, or offensive jokes, comments, remarks, or gestures, under any of the circumstances described by paragraphs (1), (2), or (3), in Section 4.0, above.
3. Physical contact or intimidation under any of the circumstances described by paragraphs (1), (2), or (3), in Section 4.0, above.
4. Display, circulation, or communication of any sexually suggestive, explicit, graphic, or offensive objects, pictures, or materials of any kind, under any of the circumstances described by paragraphs (1), (2), or (3), in Section 4.0, above.
5. Epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender

expression/identity, genetic information, pregnancy, or any other characteristics protected by this policy and/or law, under any of the circumstances described in paragraphs (1), (2), or (3), in Section 4.0, above.

6. Placing on walls, bulletin boards, email, social networking websites, or elsewhere on the University's premises graphic material that shows hostility or aversion to an individual group because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by this policy and/or law, under any of the circumstances described in paragraphs (1), (2), or (3), in Section 4.0, above.

Policy

Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values. The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing persons of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The disparity of power between persons involved in amorous relationships, such as those between a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit, makes these relationships susceptible to exploitation. Those who abuse their power in such a context violate their duty to the University community.

Anyone who engages in a sexual relationship with a person over whom s/he has any power or authority within the University structure must understand that the validity of the consent may be questioned. In the event of a charge of sexual harassment, the University will give very critical scrutiny to any defense based upon consent when the facts establish that a power differential existed within the relationship.

This policy shall be applied in a manner consistent with the University's provision on academic freedom set forth in The Faculty Manual of Saint Louis University.

Complaints

Any person who believes that s/he has been subjected to conduct prohibited under this policy may elect to pursue the matter as either an informal or a formal complaint. An informal complaint involves discussion and counseling as the primary means by which

conduct may be constructively influenced and resolution reached. A formal complaint may result in disciplinary action against the accused, up to and including, termination of employment and/or expulsion from the University.

A complaint will be reviewed using a preponderance of the evidence standard to determine whether or not a harassment violation has occurred. This will include examining the totality of the circumstances such as the nature of the conduct, the context in which the alleged incident(s) occurred, whether the conduct was solicited or invited, and the frequency, severity, and impact of the conduct on the victim. In order to find a violation, the conduct must be both unwelcome and offensive to a reasonable person and perceived as such by the complaining party.

Any person who, in bad faith, files a false complaint or provides false information to University officials investigating a complaint shall be deemed to have violated this policy. This is not in any way meant to discourage legitimate complaints or consultation.

The University recognizes the sensitive nature of harassment complaints. It endeavors within this policy to respect the rights and dignity of all persons involved and to provide a neutral atmosphere in the investigation of complaints and in its efforts to end prohibited behavior. The University endeavors to maintain confidentiality on all matters relating to processing harassment complaints, subject to its need to effectively administer this policy.

Procedures

The following procedures have been developed to receive and investigate harassment complaints. Any person who believes that s/he has been subjected to harassment may elect to pursue the matter as either an informal or formal complaint.

A. Where to Get Help--Informal Complaints. The persons listed below have been designated as the contact person(s) for informal complaints and to provide information and consultation regarding harassment prohibited by this policy:

Informal complaints against students involving conduct in the residence halls should be directed to the Resident Advisor, Residence Hall Coordinator, or the Director of Housing and Residence Life. All other informal complaints against undergraduate students should be reported to the Assistant Vice President for Student Development/Dean of Students or the Office of Diversity and Affirmative Action ("DAA"). Informal complaints against graduate or professional students should be directed to DAA or the Dean of the accused's or the complainant's School or College. It is recommended that the complainant keep a record of prohibited conduct such as a journal of his/her experiences, reflecting dates, times, places, nature of the incident, and names of any witness(es).

Informal complaints directed against staff should be reported to the employee's immediate supervisor, department head, unit vice president, Vice President for Human Resources, or DAA. Informal complaints directed against faculty should be reported to the faculty member's Chair, Dean, Vice President of Academic Affairs, or DAA.

All complaints involving persons who are not members of the University community, such as employees of outside vendors, should be reported to DAA.

Informal resolutions are designed to operate in an expeditious manner and to empower the parties to reach a mutually satisfactory agreement with the assistance of a neutral third party. The contact person does not make a determination of fact as to whether University policy has been violated as part of the informal resolution process. Instead, the contact person will use conflict resolution techniques to attempt to resolve the concern(s) brought forward in a manner that is satisfactory to all parties. Informal resolution is flexible and invites active participation of all the parties in order to resolve the matter. Moreover, the contact person will only speak to the individuals whose involvement is necessary to facilitate a resolution. In some instances, this might include only the parties directly involved. The informal complaint may be concluded by one of the following: (1) the complainant, or the designated contact person, may meet with the accused, discuss the behavior of the accused, and request that such behavior be stopped, (2) a resolution of the informal complaint by agreement of the parties, (3) a decision to stop further action on the informal complaint, or (4) initiation of a formal complaint. Possible resolutions by agreement of the parties may include, but are not limited to: an apology to the complainant, assisting the respondent to better understand the effects of his or her conduct and ways in which this behavior could be changed, participation in educational programs about equal opportunity or harassment, verbal or written reprimands, or other interventions or actions aimed at ending the misconduct.

An employee may initiate the formal complaint process at any time. The University administration reserves the right to initiate the formal complaint process outlined below after taking into consideration the nature and seriousness of the complaint, and whether the accused has previously been found in violation of this Policy or the Sexual Assault and Relationship Violence Policy.

B. Formal Complaints. All formal complaints involving faculty, staff, volunteers, student-workers (acting in their capacity as a student-worker), or persons who are not members of the University community should be directed by the complainant or referred by University personnel to the DAA. All formal complaints against students will be referred to the Office of Student Conduct and addressed pursuant to the Code of Student Conduct.

All employees and students have an obligation to cooperate with the formal complaint process. Failure to do so may result in disciplinary action. In the event that a complainant does not cooperate by failing to furnish information requested by the investigator or to make himself or herself available for interview by the investigator, the Director may dismiss the Complaint. The Director shall provide written notice of such dismissal to the complainant(s) and the respondent(s). In the event that a respondent does not cooperate by failing to furnish information requested by the investigator or to make himself or herself available for interview by the investigator, the investigator may conclude that such information or interview, if provided or conducted, would be adverse to the respondent.

DAA, or appropriate designee, is responsible for processing and investigating formal complaints against faculty and staff. Prior to initiating the investigation, DAA will contact

the two levels of supervision above the accused and the appropriate Vice President to give notice of the complaint and the pending investigation. If DAA is investigating a complaint against a student-worker, the Office of Student Conduct will be notified.

In order to conduct an initial review of the complaint and determine if an investigation is warranted, the DAA ordinarily will require the complainant to submit a written complaint. The complaint should be signed and dated by the complainant and set forth in writing the particulars relating to the alleged harassment, including the name and position of the accused. DAA will investigate the complaint with assistance from Human Resources or personnel from other appropriate units as needed. Alternatively, DAA may refer the complaint to some other suitable authority for investigation and possible action. Depending on the nature and severity of the allegations, steps may be taken to separate the accused and the complainant, up to and including suspension from employment pending investigation.

The investigation will include interviews of the complainant and the accused. The accused will be furnished with a copy of the complaint and will have an opportunity to respond and submit additional information. DAA will interview other witnesses and collect such additional information as DAA deems reasonably necessary to determine whether a violation of this policy did or did not occur. Within a reasonable period of time after commencing the investigation, DAA will submit a report to the appropriate Vice President, the accused, and the complaining party outlining DAA's findings and any recommended disciplinary or corrective action. If the complaint is against a student-worker, DAA will also provide a copy of the report to the Office of Student Conduct.

Within five (5) working days from receipt of the report, the complainant or the accused may file a written request for reconsideration to the DAA with a statement of the specific reasons for setting aside the findings or recommendations. DAA will forward the request for reconsideration with a copy of the investigation report to the appropriate Vice President. The Vice President will review the record of the investigation conducted by DAA and may seek additional information and consult with DAA or any other person, including the complainant or the accused, as needed. Ordinarily, the Vice President will accept the investigation report, except where the Vice President concludes that the findings or the recommended actions are not reasonable or supported by the record. The Vice President also may recommend more or less severe disciplinary or other corrective action depending upon the circumstances in any particular case including, but not limited to, the prior employment record of the accused and due consideration for effective enforcement of this policy. After reviewing the investigation report and any request for reconsideration, the Vice President will, within a reasonable time, not to exceed thirty (30) days, issue a written decision accepting or rejecting the investigation report using a preponderance of the evidence standard and outlining any disciplinary actions or proceedings that will be initiated. A copy of the decision will be sent to the accused, the complainant, and DAA.

In any instance where the accused is an officer of the University, DAA will consult with the appropriate higher ranking official(s) and a representative of the General Counsel's Office for direction on administering the complaint.

C. Disciplinary Action. The appropriate Vice President is responsible for ultimately determining whether disciplinary action is warranted and invoking the applicable University disciplinary policies and procedures. Potential disciplinary actions implemented under this policy may include but will not be limited to, formal warning, mandatory training and education, transfer, demotion, suspension, probation, or separation from the University, residence hall reassignment, and termination of relationships with outside contractors and vendors. The Vice President may take reasonable and necessary interim action until an investigation can be completed or a final disciplinary action can be implemented.

All interim and final disciplinary or corrective action shall be initiated consistent with the specific policies and procedures applicable to faculty, staff, or students depending upon the particular status of the accused. Disciplinary action against undergraduate students will be processed under the Code of Student Conduct contained in the Student Handbook of Saint Louis University. Cases involving disciplinary action against graduate or professional students will be referred to the Dean of the respective School or College for handling under policies and procedures governing Harassment or matters relating to the student's qualifications and fitness to continue in a particular program. Disciplinary action against faculty will be governed by the procedural requirements and standards contained in The Faculty Manual of Saint Louis University. Depending on the nature of the action(s) sought by the University administration, the faculty member may invoke the grievance procedures, procedures for challenging serious sanctions short of termination, or the procedures for challenging termination for cause set out in The Faculty Manual. Any disciplinary action against staff will be implemented consistent with the policies and procedures set forth in the Human Resources Policies and/or the Staff Handbook of Saint Louis University except where otherwise provided for employees who are covered by a collective bargaining agreement. All disciplinary actions are to be communicated to DAA.

D. Notice of Outcome. The University will inform the accused, complainant, and any other persons who have a legitimate need to know of the general outcome of any informal or formal complaint. Disclosure of information involving students shall be subject to any legal requirements including the Family Educational Rights and Privacy Act ("FERPA") and the Clery Act. All reasonable measures will be taken to protect the privacy of those involved in the complaint.

Confidentiality and Non-Retaliation Statement

The University recognizes the sensitive nature of harassment complaints. It endeavors within this policy to respect the rights and dignity of all persons involved and to provide a neutral atmosphere in the investigation of complaints and in its efforts to end prohibited behavior. The University endeavors to maintain confidentiality on all matters relating to processing harassment complaints, subject to its need to effectively administer this policy.

The University will not tolerate retaliation against any person who, in good faith, makes a harassment complaint, exercises his/her rights under this policy, or cooperates or participates in any internal or external investigation or proceedings. Retaliation refers to any action that could discourage a reasonable person from filing a complaint or

cooperating with the investigation process. Retaliation constitutes a violation of this policy.

Review and Approval

Changes to this policy may be necessary from time to time. At a minimum, this Policy shall be subject to annual review for compliance with applicable law, available guidance, and assessment of best practices. This Policy has been reviewed and approved by the

Vice President, Human Resources, Vice President and General Counsel, and the University's Title IX Coordinator. This Policy has been approved by the President's Coordinating Counsel. (Approved Aug 22, 2013).

Resources

University Resources:

Department of Public Safety and Emergency Preparedness
Wool Center, Rm. 114
Emergencies: (314) 977-3000
General Information: (314) 977-2376

Housing and Residence Life
DuBourg Hall, 157
(314) 977-2811

Office of Diversity and Affirmative Action
Director and Title IX Coordinator DuBourg Hall, Room 36
(314) 977-3838

Office of Student responsibility and Community Standards
Wuller Hall, 2nd Floor North
(314) 977-7326

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

Other Resources:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
800-421-3481

OCR@ed.gov

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) 514-4609

U.S. Equal Employment Opportunity Commission
Robert A. Young Federal Building
1222 Spruce St., Rm 8.100
St. Louis, MO 63103
800-669-4000