MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

2024-2025

Contents

INTRODUCTION

Dean of the School of Social Work

Welcome to Saint Louis University's School of Social Work! The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge, and skills needed to instill a passion for lifelong learning and transform our society in

MISSIONS AND GOALS

The Mission of Saint Louis University

The pursuit of truth for the greater glory of God and for the service of humanity. The University seeks

advance notice in the University's policies, practices, academic programs, courses, schedules, or

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

departments of the University.

Overall SLU university policies can be found either in the SLU Catalog online or the Provost's Policy site.

NONDISCRIMINATION POLICY AND HUMAN DIVERSITY

Saint Louis University and the School of Social Work have a strong and active commitment to promoting
human diversity and ensuring 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

3. Engage Anti- ˝ Ł \ 1 à Ù" } ô X \   e   à Ù (W j   e   à Ù˝ 2 î Ù l 2 Ł + j \   : 2 Ù ü   " (I ý Ù   2 Ù   X ˝ Ł

    3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

    3.2.   " ô 1 : 2 \ e X ˝ e ô Ù Ł j + e j X ˝ + Ù   j 1   +   e   Ù æ   Ù˝ U Ս +   2   Ù Ł X   e   Ł ˝ + Ù X ô † ô Ł

    3.3.   "8155>9.7 <6155>-1.2 <0

Advanced Practice Competencies and Behaviors that Build on the Core

(Delivered through the MSW concentrations)

ABA Concentration

1. Demonstrate Professional Behavior consistent with social work values and ethics in clinical practice

    1.1. Make ethical deci (t)10.8 (e)8.2 (1F(k)22.6 (e)19.2b)-0 (o)11.5 (rk)0.8 (y-1.3 (B)1.2 (epr)10.9p.9 ((t6.2 (

5.2. Use policy practice approaches to advocate for social policies that enhance clients and behavior-analytic service delivery.

6. Demonstrate advanced client engagement skills in behavior analytic practice.

6.1.

1.3. Use supervision and consultation to guide professional judgment and behavior in developing one's community and organizational practice.

2. Approach community and organizational planned change using frameworks and evidence-based practice models to organize and/or sustain advocacy and /or support networks.

2.1. Participate in social planning activities such as strategic planning, advocacy campaigns, ˝ 2 î ï : X Ù Ł : 1 1 j 2 e Ù ô fl : X e \ ß

2.2. Participate in task groups, coalitions, task forces, committees, or neighborhood groups in order to enhance communities or organizations.

3. Demonstrate antiracist, anti-oppressive, and culturally competent practice with communities and organizations.

3.1. U U + Ù Ł X e Ł ˝ + awareness and self X õ + j + ˝ e : 2 Ù e : Ù ˝ î î X ô \ \ Ù e ô Ù 2 † bias, power, privilege, and values in working with clients and constituencies.

3.2. Demonstrate cultural humility by acknowledging constituents as experts in their own experiences while using a strengths-based perspective in working with policy, organizations, and communities.

4. Use research and professional expertise to improve practice with communities and organizations.

4.1. Critically evaluate and translate research evidence (e.g. articles, books and white papers) to inform and improve anti-oppressive macro/mezzo practice, policy, and service delivery.

5. Provide leadership in a variety of roles in community and organizational practice.

5.1. Demonstrate professional expertise through public speaking to a community group, board, or policy decision-making body.

5.2. Using social justice, antiracist, and anti-oppression lenses provide leadership in community, organizational, or policy practice for a project.

6. Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.

6.1. Identify and apply theoretical frameworks that guide community and organizational practice.

6.2. Understand and engage in community or organizational practice models that are evidence-based.

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

8. Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.

  8.1. Participate in community organizing or development.

  8.2. Participate in policy analysis, development, and practice within legislative or organizational bodies.

  8.3. Participate in resource development activities (e.g. fundraising or grant writing) and
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9. Use research and professional expertise to evaluate practice with communities and organizations.

  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.

  9.2. Use culturally responsive methods to critically analyze, monitor, and evaluate intervention and program processes and outcomes to improve mezzo/macro practice.

(Adopted from CSWE EPAS 2022 and approved by the MSW Program Committee Spring 2024)

Clinical Concentration

1. Demonstrate professional behavior consistent with social work values and ethics in clinical practice.

  1.1. Make ethicalon se.s61a51..82.8 (c)-1.9 (e)f evDWtreWtvsasga.ds ,.mo AMC 811.3 (a6)9.3 (e)8.-10.2 ()1

3.3. Demonstrate cultural humility by acknowledging clients as experts of their own lived experiences when using a strength-based and bio-psycho-social-spiritual perspective in clp -7iri

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 individuals, families, groups, communities, and organizations; human behavior; and social policy.

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"

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

SWRK 5001 Supervision and Organizational Behavior Management

SWRK 5002 Philosophy of Behavioral Science

SWRK 5746 Principles and Concepts in Behavior Analysis

SWRK 5747 Behavioral Assessment

SWRK 5748 Behavior Change and Processes

SWRK 5749 Behavior Change and Ethics (sub. for SWRK 5700 Values and Ethics)

Clinical and Hallmark Courses 6 (credit hours)

SWRK 5707 Policy Practice for Social Justice

SWRK 5762 Diagnosis and Assessment in Clinical Practice

Research Courses (3 credit hours)

SWRK 5774 Measurement and Experimental Design (sub. for SWRK 5708 Research and Program Evaluation)

ABA 5115 ABA Advanced Clinical Research and Capstone

Concentration Practica Courses (11 credit hours)

SWRK 5820 ABA Concentration Integrative Practice Seminar I (1 credit hour)

SWRK 5822 ABA Concentration Practicum I (2 credit hours)

SWRK 5823 ABA Concentration Practicum II (2 credit hours)

SWRK 5824 ABA Concentration Practicum III (2 credit hours)

ABA 5116 ABA Concentration Practicum IV (1 credit hour)

Concentration Electives

ABA students have no elective options.

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Community and Organization Concentration

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Description

The purpose of the Community and Organization Concentration is to prepare students for advanced

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MSW students in the other concentrations are encouraged to complete SWRK 5841 Practicum following

5841 Generalist/Foundation Practicum and SWRK 5819 Generalist/Foundation Integrative Practice

better in all generalist courses to pass the course and matriculate. All MSW students (including part-time

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generalist/foundation, concentration, or elective courses.

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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:

1.   Petition to Amend Degree form

2.   Ù X eeô2ÙUX: ô\\ :2˝+Ù$j\e –Ł˝e :2Ùe ˝eÙ:je+

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1.   b3 (b]-okamo 1eîeseBecaceeù.3 (b)-1p(a1)4 (e)e 6(eu)7.3a.t007.7(k446b)-1.2 ()10.45C8.1[98t36(a.3 (b57.9u)

1.

19. A student must earn a satisfactory grade (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum), for any course that needed to be retaken, the next
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20. A student must maintain a cumulative GPA of 3.0 and do minimally acceptable work (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum) to be in good academic standing in the MSW Program of the School of Social Work.

21.   Ù\ e j î ô 2 e Ùî   \ 1   \ \ ô î Ù : X Ù˝ 2   Ù: Ùe   ô ÙX ô ˝ \ : 2 \ Ùô 2 j 1 ô X ˝ e ô î Ù 2
   with the Dean of the School. The appeal should specify the extenuating circumstances that

Leave of Absence

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Financial Aid

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writing. 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 UX:Łô\\üô\ýàÙ˝2îÙe ôÙ\ejîô2eÙ ++ÙæôÙ2 :X1ôîÙ Ùe ôÙ2î 2 \ß

SLU Harassment Policy

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

Professional Competence

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Additionally, students enrolled in the School of Social Work are asked to abide by the NASW Code of (e Ł\Ù2Ùe ôXÙô+îÙUX˝Łe Ł˝Ù\Ùô++Ù\Ù2Ù:+˝\\ô\ÙXÙ1˝+ +ÙX:jUÙ:X'ß

In section 4.05 (a) of the Code, it states, "Social workers shouef(r)21.8 (si)13.8 (ty)-4 (r)-10.t (l)2 (w)6.5l(n)-11.(d)-12.w

SSW Admissions
314-977-2752
socialwork@slu.edu

http://www.nabsw.org/mserver/

SWAA - Social Welfare Action Alliance
http://socialwelfareactionalliance.org

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

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

ACADEMIC INTEGRITY POLICY

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Version: 3.0   Responsible University Official: PI:

- x Defining the responsibilities of various members of the University community.
- x Defining violations of academic integrity.
- x Setting minimum standards for reporting and adjudicating (making a formal judgement/decision) violations of academic integrity.
- x Establishing procedures for appeals to the Office of the Provost.
- x Establishing standards and procedures for maintaining records.

Saint Louis University undergraduate and

Plagiarism may include, but is not limited to:

- x Directly presenting the written, artistic, or spoken work generated or created by someone other

Collusion is the unauthorized collaboration in a deceitful manner with another person or persons for the purpose of giving or gaining an academic advantage in the completion of ˝2Ù˝\ \ 21ô2eàÙWj àÙ:X ô ˝1 2˝e : 2Ùe ˝eÙ ˝\ Ùæôô2 ÙX ô\ e XC llusion does not include receiving help from authorized University assistance.

Collusion may include, but is not limited to:

- x Paraphrasing another student's assignment and submitting it as their own.
- x Having another individual or group do the/an assessment task.
- x Giving solutions to assignments, exams, Wj to ôther students.

Concealment is the failure to report to the instructor or to call to the attention of an instructor or administrator any matter where a student knows of ˝Łe\Ù 2î Ł˝e 2 likelihood that a Ł˝2 e violation of this Academic Integrity Policy has been or will be committed or that an academic unit XôWj Xô\ ÙæôÙXôU:Xeôîà Ù 2Ł+jî 2 Ùe ôÙæô ˝} :X\Ùîô\ŁX æôîÙ 2Ùe ôÙîô–

Preponderance of Evidence is a widely accepted standard of evidence/proof applied to academic integrity incident evaluations, proceedings, and determinations. This standard X ôW j thata\ – 2 î 2 ÙæôÙ proven to be 'more likely than not' to be true, based on the totality of the information or materials available to the decision maker(s) and free of bias.

Egregious is a willful act or conduct by a student who intentionally violates the university-wide Academic Integrity Policy in an impactful and a serious manner beyond a common transgression.

Restorative Educational Opportunity is a teaching and learning practice that empowers students to learn from mistakes, to recognize the impact of their actions, and to develop and enhance skills, problem-solving, and a deeper understanding of academic integrity issues.

: 2 ² eof Interest is any interaction with a student(s), faculty, or \ e involved in the Academic Integrity ˝î$jî Ł˝e : 2ÙUX:Łô\\Ùe ˝eÙŁ:j+îÙî Xô Łe+ Ù˝2îÙ\ 2he Academic Ù˝flôŁe Ù: Hearing Panel.

Creating a learning environment in which high standards of academic integrity are }˝+jôî ÙXôWj Xô\Ùe ôÙ ôfl:Xe\Ù: Ùô}ôX : 2ôÙ 2Ùe ôÙ 2 }ôX\ e ÙŁ:11j2 e ß

Retaliation or bias by or against any community member for exercising their rights or responsibilities under this Academic Integrity Policy is prohibited and may result in sanctions as deemed appropriate by the University.

Faculty (and instructors of record) are responsible for adhering to high standards of academic integrity in their own teaching and professional conduct; sharing relevant parts of the policy on e ô XÙ\ ++˝æ Ù˝2îÙ˝\\ 21ô2e\Ùüôß ßàÙ2Ùô U+ Łe Ù\e˝eô1ô2eÙ:2U :e ôXÙeôŁ 2:+: ýâÙô U+˝ 2 2 Ù˝ô ÙeôX1\Ù˝2îÙî \Ł U+ 2ôïŁ:jX\ôÙ\ to students; and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize academic dishonesty through clear expectations and to help create an environment

where academic integrity is uppermost. Participation in formal academic hearings is expected as appropriate.

Students are responsible for adhering to university standards of academic integrity and seeking Ł + ˝ X – from their instructors when they are uncertain if a behavior is in violation of this policy, helping to create an environment in w cvane 7-5.32 r4io itsaa

- o Such communication should occur within a timely manner (not more than

    10 2 } ôX \ æ̧ \ 2 ô\ ñ̒ \from identification of alleged Incident).

- x If after communicating with the student the instructor determines there was <u>no</u> Academic Integrity Incident, based on a preponderance of evidence, or the occurrence is appropriate for a restorative educational opportunity, the process is complete.
- x If after communicating with the student the instructor determines there is or likely has been an Academic Integrity Incident, based on a preponderance of evidence:
  - o The instructor shares with e ôÙ\ e j î ô2 e Ù̕ Ù\ j 1 1 ̒ X Ṳ̀ Ù} : + ̒ e : 2 Ù 2 î 2 \ àÙ\ j U U : X e 2 evidence, imposed and/or proposed sanction(s), and the University Academic Integrity : + Ł ßÙ U ôŁ – Ł Ù̀ô} î ô2 Ł ôÙ̒1 ̒ Ùæ̑ôÙ\ ̒ X ôî Ù e Ù\ e j î ô2 e Ù̧ 2 + ô\ \ Æ
    - ƒ The evidence is in danger of being compromised or deleted.
    - ƒ The evidence would violate the privacy of another student(s).
    - ƒ The evidence would compromise the future academic integrity of the course materials.
  - o The instructor begins the formal University Academic Integrity Process.

＞ : X 1 ̒ +2 } ôX \ ᶖ̒ î ô1 Łl 2 e ô X **Process**

- x If the instructor determines there is a preponderance of evidence that an Academic Integrity Incident occurred, they shall submit an academic integrity incident report with an imposed and/or proposed sanction(s) to the DAI via the University database of Ł : 2 – î ô2 æand̒permanent records account no later than **5** 2 } ôX \ æ̧ \ 2 ô\ ñ̒ \ Ù following initial communication with the student. The complete submission to the DAI by the instructor shall include the following: to0538.4 (wc (56 149. Tc40)]46.8 [w 9)-12.2 (uw)-0.9 (i)50.8 (e)]TJ 0 ˥

- x   The DAI reports closure of case to the following (as applicable):
  - o   Student
  - o   Instructor of course
  - o   Associate Dean of the student's academic home
  - o   Department Chair/Director of course and of student's major
- x   > 2î 2 \Ù´2îÙ˝2Łe : 2ü\ýÙ˝XôÙô2eôXôîÙ 2e:Ùe ôÙ 2 }ôX\ e Ùî˝e˝æˊ\ôÙ Ùɫ:2–îô2e permanent records. Saint Louis University is bound by the Family Educational Rights and Privacy Act of 1974 (FERPA)s.   ôÙ–+ô\Ù˝2îÙ 2 :X1˝e :2Ùɫ:2e˝ 2ôîÙ 2Ùe ôÙ 2 }ôX\ e Ù database of Ł:2–îô2 eândpermanent records are subject to these guidelines as student records.

If Ł˝îô1 ŁI2eôXIɫŁ îô2eÙ2îï:X \\:Ł˝eôî ˝**is Refuted** :XÙ Ùˆ̌jXX 2 ÙŁ˝îô12eɧ̌X e Ù I2Ł îô2eÆ

- x   The DAI assembles a 3-person Academic Hearing Panel from members of the Ł˝îô1 ŁÙ2eôX e Ù:˝Xî̠Ù\Ùôî–2ôîÙ̠æÙe ôÙŁ˝îô1 ŁÙ2eôX e Ù +˝ \ Ù̠e:Ù adjudicate and make determination of responsibility based on a preponderance of evidence.
- x   The DAI appoints a Chair of Academic Hearing Panel responsible for scheduling and communicating with accused student, instructor, and Academic Integrity Office.
  - o   The DAI may attend Academic Hearing Panel Hearing to observe and advise on process as a non-}:e 2 àÙô Ù fl Ł :Ùl ô1 æôXß
  - o   When scheduling the hearing, every ôfl:Xweill be made to not interfere with a student's or instructor's academic schedule.
- x   Academic Hearing Panene   Hg 0 Tw 3.352 0 ts c 7 0 Tw –4(e730)] 2e(e)(y)(e)(0)961 4765(0)J]6(e)(e)(e)(Y(t)0)]

[Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver

o The student,

in advance of the hear

Right of Appeal – b ô **Evidence Appeal or Process Appeal to the Office of the Provost**

x Parties involved in the academic integrity incident may appeal the decision of the Academic

- The faculty may determine the incident is appropriate for a restorative educational opportunity and no formal sanction is applied.
- The student may be X ô W j to Xepéat/revise the assignment or complete an alternative assignment.
- The student may receive a lowered, failing, or zero gradecoi $16>15.6 015800Feme6 04c