



MASTER OF SOCIAL WORK PROGRAM  
STUDENT HANDBOOK  
2024-2025

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# INTRODUCTION

## Dean of the School of Social Work

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

## 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- " 1 à ù" } ô X \ e à ù ( W j e à ù " 2 î ù | 2 1 + j \ : 2
  - 3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
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## 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 decisions

- 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,
  - 2.2. 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 + ÚŁ X e Ł " + awareness and self-awareness of 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 evaluation, and program development in communities or organizations.
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 ethical decisions consistent with social work values and ethics in clinical practice.

- 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.

On a diverse population of individuals-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"

practicum

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**

## **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 MSW students) are encouraged to complete SWRK 5841 Practicum and SWRK 5819 Generalist/Foundation Integrative Practice in the first semester of their MSW program. If a student is unable to complete SWRK 5841 Practicum and SWRK 5819 Generalist/Foundation Integrative Practice in the first semester, they can begin the second semester of their MSW program.

generalist/foundation, concentration, or elective courses.

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.  $\hat{U} X e e \hat{\delta} 2 \hat{U} U X : \hat{\delta} \backslash \backslash : 2 \sim + \hat{U} \$ j \backslash e - \hat{t} \sim e : 2 \hat{U} e \sim e \hat{U} : j e + 2 \hat{\delta} \backslash \hat{U} e \hat{\delta} \hat{U} X \sim \hat{\delta} \hat{U} \sim X \hat{\delta} \hat{t} e : X \hat{U} : \hat{U} e \hat{\delta} \hat{U} U X : X \sim 1 \hat{U} e : \hat{U} \hat{t} \hat{U} e \hat{\delta} \hat{U} \backslash e j \hat{i} \hat{\delta} 2 e \hat{U} \sim 2 \hat{i} \hat{U} \sim \hat{t} \sim \hat{i} \hat{\delta} 1 \hat{t} \hat{U} \backslash e \sim 2 \hat{i} \sim X \hat{i} \backslash \hat{U} e : \hat{U} j \hat{i} \hat{\delta} \hat{U} \hat{i} \hat{\delta} \hat{t} \backslash : 2 \backslash \hat{U} \hat{t} : 2 \hat{t} \hat{\delta} X \sim \hat{t} \sim \hat{i} \hat{\delta} 1 \hat{t} \hat{U} \hat{t} X \hat{\delta} \hat{i} e \backslash \hat{U} e : \hat{U} e \hat{\delta} \hat{U} 2 \hat{\delta} \hat{U} U X : X \sim 1 \beta$

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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 semester.
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. A student who is placed on academic probation must meet with the Dean of the School. The appeal should specify the extenuating circumstances that





## Financial Aid

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U.S. Department of Education. 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 the University's policies on sexual harassment and sexual violence.

## SLU Harassment Policy

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

## Professional Competence

Students of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communication with faculty, 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 action. 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 section 4.05 (a) of the Code, it states, "Social workers should not engage in sexual relationships with clients or students."

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.

The Chair of the SAC will then contact the student and the faculty member involved in the referral. The Chair of the SAC will then contact the student and the faculty member involved in the referral. The Chair of the SAC will then contact the student and the faculty member involved in the referral. The Chair of the SAC will then contact the student and the faculty member involved in the referral. The Chair of the SAC will then contact the student and the faculty member involved in the referral.

1. The student may be placed on probation for a period of one semester. If the student is placed on probation, they must maintain a minimum cumulative GPA of 2.0. If the student's GPA falls below 2.0, they will be placed on suspension. If the student is placed on suspension, they must complete the requirements for re-admission within one semester. If the student fails to complete the requirements, they will be placed on permanent suspension.
2. The student may be placed on suspension for a period of one semester. If the student is placed on suspension, they must complete the requirements for re-admission within one semester. If the student fails to complete the requirements, they will be placed on permanent suspension.
3. Non-graduate students may be placed on permanent suspension if they fail to complete the requirements for graduation within the program. Graduate students may be placed on permanent suspension if they fail to complete the requirements for graduation within the program.



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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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 an assignment or exam. Collusion 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, or other 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 or has reason to believe that a violation of this Academic Integrity Policy has been or will be committed or that an academic unit is in violation of the policy.

**Preponderance of Evidence** is a widely accepted standard of evidence/proof applied to academic integrity incident evaluations, proceedings, and determinations. This standard is 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.

**Conflict of Interest** is any interaction with a student(s), faculty, or staff involved in the Academic Integrity process that could be perceived as a conflict of interest by the Academic Integrity Hearing Panel.

### Creating a Learning Environment

Creating a learning environment in which high standards of academic integrity are maintained is a shared responsibility of the University. Faculty and staff are encouraged to create assignments that minimize academic dishonesty through clear expectations and to help create an environment

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 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 help from their instructors when they are uncertain if a behavior is in violation of this policy, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators.

Participation in formal academic hearings is expected as appropriate.

**Faculty** are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own teaching and professional conduct and for otherwise supporting a community of academic honesty and trust. Participation in formal academic hearings is expected as appropriate.

**Academic administrators** such as Deans, Chairs, and Directors are responsible for adhering to university standards of academic integrity in their teaching and professional conduct, reporting incidents as needed, and for otherwise supporting a community of academic honesty and trust.

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

10 business days from identification of alleged Incident).

- x If after communicating with the student the instructor determines there was no 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 the student the nature of the evidence, imposed and/or proposed sanction(s), and the University Academic Integrity Process:
    - f The evidence is in danger of being compromised or deleted.
    - f The evidence would violate the privacy of another student(s).
    - f The evidence would compromise the future academic integrity of the course materials.
  - o The instructor begins the formal University Academic Integrity Process.

5.3.2 Reporting an Academic Integrity Incident

- 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 Academic Integrity Incidents and permanent records account no later than 5 business days following initial communication with the student. The complete submission to the DAI by the instructor shall include the following:
  - o to 0538.4 (wc (56 149. Tc40 ))46.8 [w 9)-12.2 (uw)-0.9 (i)50.8 (e)]TJ 0 T

- 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

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- x The DAI assembles a 3-person Academic Hearing Panel from members of the Ł " í ð 1 Ł ù 1 2 e ð X e ù : " X í à ù" \ ù í ð - 2 ð í ù æ ù e ð ù Ł " í ð 1 Ł ù 1 2 e ð X 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 à ù ð ù : fl Ł : ù 1 ð 1 æ X ß
  - o When scheduling the hearing, every ð fl : will be made to not interfere with a student's or instructor's academic schedule.
- x Academic Hearing Panene Hg 0 Tw 3.352 0 tsc D thv 4 (730) 426 (0) 12 (0) 16 (0) 19 (0) 22 (0) 25 (0) 28 (0) 31 (0) 34 (0) 37 (0) 40 (0) 43 (0) 46 (0) 49 (0) 52 (0) 55 (0) 58 (0) 61 (0) 64 (0) 67 (0) 70 (0) 73 (0) 76 (0) 79 (0) 82 (0) 85 (0) 88 (0) 91 (0) 94 (0) 97 (0) 100 (0)

[Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver X ô W j X ô î ß

- o The student, 2 \ e X j t e : X à ù " 2 î ï : X ù t " î ô 1 t ù F ô " X 2 ù " 2 ô + ù " } ô ù  
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**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

- x The faculty may determine the incident is appropriate for a restorative educational opportunity and no formal sanction is applied.
- x The student may be required to repeat/revise the assignment or complete an alternative assignment.
- x The student may receive a lowered, failing, or zero grade.

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