Welcome to the University of Missouri-St. Louis
School of Social Work

The administration, faculty, and staff of the School of Social Work here at the University of Missouri-St. Louis are pleased that you have selected our social work Bachelor’s program. As a metropolitan institution with a land-grant heritage the University of Missouri-St. Louis is strongly committed to teaching, research and public service. The University of Missouri-St. Louis plays a leadership role in advancing knowledge through its basic and applied research initiatives and programs. The University provides quality and affordable education at the baccalaureate, Master’s, doctoral and professional degree levels. At the same time, it contributes to economic development throughout the St. Louis metropolitan region and the state of Missouri. As a School of Social Work in a metropolitan research, teaching, and service university, we have a special mission to work in partnership with other social work programs (public and private) in the region and state, and to collaborate with human service organizations and agencies throughout the state to improve the quality of life for all residents.

We in the School of Social Work are strongly committed to providing accessible, affordable, and high quality BSW and BSW degree programs, accredited by the Council on Social Work Education, to a diverse body of students. We are also committed to carrying out research and scholarship of the highest quality and significance, and to providing community service activities that serve to enhance the work and well-being of the people of the St. Louis metropolitan region, the state of Missouri, and the nation.

As you begin your undergraduate study with the School, we would like to provide you with this handbook which contains information needed to negotiate the program. The handbook contains the most relevant policies, regulations and procedures that will affect your life as a graduate student in the School and at the University of Missouri-St. Louis. It is our hope that the handbook, along with other materials that you have received from the College of Arts and Sciences and other university sources, will help answer any of the questions that you may have. Please remember that University, College, and School policies are continually changing and evolving and, as such, it will be wise to check relevant web sites and handouts on a regular basis. Please consult the appendix for helpful URLs.

Again, we are pleased that you have chosen to join our School and we welcome you to the BSW program.

Regards,

Lois Pierce

Lois H. Pierce, Ph.D.
Director, School of Social Work
SCHOOL OF SOCIAL WORK

MISSION OF THE UNIVERSITY OF MISSOURI-ST. LOUIS

The University of Missouri-St. Louis is the land-grant research institution committed to meeting diverse needs for higher education and knowledge in the state's largest metropolitan community. It educates traditional and nontraditional students in undergraduate, graduate and professional programs so that they may provide leadership in the health professions; liberal and fine arts; science and technology; and metropolitan affairs such as business, education and public policy. University research advances knowledge in all areas, and through outreach and public service, assists in solving, in particular, problems of the St. Louis region and beyond.

Academic programs are enriched through advanced technologies and partnerships that link the University of Missouri-St. Louis to communities, institutions and businesses regionally, nationally and internationally. Its special commitment to partnership provides UM-St. Louis with a leadership role among public educational and cultural institutions in improving the region's quality of life, while its unique relations with two- and four-year colleges and universities promote seamless educational opportunities.

MISSION OF THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the largest academic unit on the UM-St. Louis campus and plays a central role in executing each of the university's three missions: teaching, research, and service. The College is responsible for achieving the university's goal "that all baccalaureate graduates...should have a sound intellectual foundation in the liberal arts and sciences." Toward this end, the College offers baccalaureate degrees in each of its 14 academic departments and the School of Social Work, Bachelor's degrees in 13 units, and doctoral degrees in 8. Beyond this, it provides the general education for all pre-professional students with a particular emphasis on writing.

In addition to transmitting existing knowledge, the College produces new knowledge. College faculties, for example, conduct an array of basic and applied research. The total number of grants and published journal articles indicate that about 80% of the research at the university is generated in the College. The products of the College's research both enhance the university's teaching and contribute to society's well-being.

The College is also an important leader in applying the university's land-grant mission to the urban/metropolitan community of St. Louis. It conducts applied research on urban and metropolitan issues, provides a wide range of noncredit programs in all academic disciplines, and extends credit programs and courses to those unable to come to campus during normal teaching times. In executing its service roles, the College works closely with the university's continuing education-outreach division and with the University of Missouri System's cooperative extension.

MISSION OF THE SCHOOL OF SOCIAL WORK

The School of Social Work engages students and faculty in professional education, research and service to advance knowledge and competence to promote human and societal well-being. Within a collaborative learning environment, students are prepared as culturally competent, critically thinking leaders committed to social and economic justice and professional values and ethics.

The School’s mission and goals are closely linked to those of UM-St. Louis, a land-grant comprehensive research university committed to meeting the diverse needs in the state’s largest metropolitan geographical area.

Generalist practice is the basic conceptual approach for the BSW degree and forms the foundation for the BSW degree. Building on a liberal arts background, the social work curriculum develops knowledge and
skills to understand complex social issues and the ability to assess and intervene directly and indirectly at
the individual, family, group, organizational, community, and/or policy levels. In each phase, students are
taught to think critically and analyze and evaluate their social work practice.

Finally, the School of Social Work’s mission is enhanced through significant partnerships and cooperative
relationships with area educational institutions, human service organizations, policy makers, citizen action
groups, and business organizations. Student learning is enriched through the growing use of shared
educational resources, and information and distance learning technologies that are generated in
collaboration with other public and private social work programs in the metropolitan region and the state.

GOALS OF THE BACHELOR OF SOCIAL WORK PROGRAM

The goals of the BSW program of the University of Missouri- St. Louis are to:

1. **Prepare students with the professional knowledge, skills, values and ethics for effective social
work practice.** Graduates will understand that as professional social workers they must be able
to organize and evaluate social work knowledge, practice skills and ethics to effectively intervene at the
individual, family, group, organization and community levels of practice. They understand how
differences shape clients’ responses to life experiences and are able to use this information to
engage clients to bring about change. Students gain knowledge, skills, values and ethics at the
generalist level of practice that allow them to engage in advanced practice in family practice,
gerontology or social work leadership and management when they graduate.

2. **Prepare students to utilize critical-thinking and capacity-building skills at all levels of social
work practice.** Coursework emphasizes the use of critical-thinking skills to evaluate knowledge and
approaches to practice. These skills, combined with an understanding of how social systems operate
within environments to maintain well-being, enable graduates to engage in capacity building with
clients at all levels of practice.

3. **Prepare students to analyze and address dynamic issues and challenges facing diverse
populations and to promote social justice and positive social change.** Graduates will understand
social problems and issues in a way that enables them to find resources and opportunities for their
clients, no matter the level of practice. They will be able to analyze policy and understand how
changes in policy affect social services and community resources. Using this information, graduates
will support social justice by advocating for positive change in policies and services.

4. **Prepare students to conduct and utilize research to respond effectively to dynamic social
contexts, issues and problems found in social work practice.** BSW graduates will use research
skills and practice wisdom to evaluate their own practice as well as agency and community programs.
This will enable graduates to continuously adjust their practice in response to changing contexts and
trends.

5. **Assist and support faculty in the advancement of social work knowledge, teaching and
service.** Members of graduate faculty in the School of Social Work have a strong commitment to
advancing social work knowledge through research, classroom teaching and community service and
share this commitment through their interaction with students. Advancement of social work
knowledge is supported through research centers, release time for grant implementation, and
expectations when being considered for tenure and promotion that faculty will be active in teaching,
research and service.

6. **Develop and participate in collaborative activities with social agencies, communities,
organizations, and government that will enhance student learning, enrich faculty research and
teaching, and promote human and societal well-being.** Faculty in the School of Social Work
understands that collaborative activities with colleagues in agencies, communities and governmental
agencies not only in the U.S., but also throughout the world, are essential for student and faculty
learning. Faculty are productive researchers working with agencies and communities to understand
social problems and to improve lives and social work practice. Students engage in practicums and other collaborative experiences with communities and agencies, and, in doing so, contribute knowledge and skills. The School also supports collaborations with other educational and research institutions. These collaborations allow those involved to make better use of scarce resources and allow the school to contribute to the community in a much broader way than would be possible otherwise.

**These goals are consistent with the land-grant public service mission of the University, the BSW feasibility study, and the educational mission statement of CSWE.**

**OBJECTIVES OF THE BSW PROGRAM**

The BSW program has the following educational outcomes. Students who graduate with a BSW will be generalist practitioners who:

1. Identify as a professional social worker and conduct oneself accordingly.

2. Understand the values and ethics of the social work profession and the relationship between personal beliefs and values, professional values and ethics, and professional social work practice.

3. Utilize critical thinking, capacity building, analytical and communication skills to synthesize and analyze information to inform social work practice.

4. Understand the importance of diversity, difference, power, and privilege in shaping life experiences for diversity competent practice.

5. Possess the knowledge and skills to fight effectively against human oppression, discrimination, and social inequity and to formulate and foster social change initiatives to advance social and economic justice.

6. Engage in research-informed practice and practice-informed research to evaluate professional practice and/or the professional practice of others.

7. Apply knowledge of human behavior and the social environment to guide assessment and intervention.

8. Understand major social and welfare policies and analyze and formulate policies to advocate for social and economic justice.

9. Use leadership skills to respond to the changing context of social work practice.

10. Utilize skills of engagement, assessment, intervention and evaluation, including theory and practice skills, across all levels of practice.

**PROGRAM DESCRIPTION**

The Social Work program offers courses leading to a bachelor of social work (B.S.W.), a master of social work (M.S.W.), and a minor in social work. The B.S.W. and the M.S.W. programs are fully accredited by the Council on Social Work Education. The programs stress the critical, empirical, and applied aspects of social work, incorporating a liberal arts perspective throughout the curriculum. There is a strong accent on community and agency field work as an integral part of the program. Professional social work education enables students to integrate the knowledge, values, and skills of the profession into competent practice.
ADMISSION POLICY

Students entering UM-St. Louis as freshmen should indicate a pre-social work major. Applications for admission to the Social Work program will be distributed in the Social Work 3100 course. Students must be admitted to the program before they will be classified as majors. Admission is conditional upon the successful completion of all necessary requirements.

Requirements for consideration for Admission to the Social Work Program
1. Submission of:
   • Application for admission to social work program
   • Two letters of reference: one from a college or university professor and one other, preferably from a work or volunteer experience supervisor.

2. Completion of Social Work 2000, 2200, and 2001 or their equivalents.

3. Completion with a “B-” or better in 2 of the 3 courses: Social Work 2000, 2200, and 2001 and, have a “C-” or better in Psychology 1003 and Sociology 1010 or their equivalents.

4. Applicants may be asked to meet with the social work admissions committee.

REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE

There are two sets of requirements students must meet in order to obtain their degree.

1. General education requirements,
   University requirements AND
   College of Arts and Sciences requirements
2. School of Social Work requirements

SOCIAL WORK REQUIREMENTS

The Bachelor of Social Work (BSW) requires completion of 120 semester hours with the following conditions;

1) A minimum of 45 semester hours must be earned in courses beyond the introductory level.

2) A grade point average of 2.5 or better is required in all coursework specifically required for the major, with a satisfactory grade in the practica. A minimum of 2.0 is required for the overall degree.

3) A maximum of 50 semester hours in social work may apply toward the degree. Waivers may be arranged with special permission.

4) A minimum of 24 of the last 30 semester hours of graded credit must be completed in residence at the University of Missouri-St. Louis.

5) No more than 18 semester hours may be taken on the satisfactory/unsatisfactory option. No required social work or related area courses may be taken satisfactory/unsatisfactory except the practicum Social Work 4800 and Social Work 4850.

6) Please note that all prerequisites must be completed with a C- or better, except for Social Work 2000, 2200, and 2001 which students must have a “B-” or better.

7) Credit is not given for prior work or life experience. Transfer credits for social work courses are only accepted from CSWE accredited programs.
SOCIAL WORK CORE REQUIREMENTS

Prerequisites: SOC 1010 or PSYCH 1003

Prerequisites: Simultaneous with SOC WK 2000.

Social Work 2200, Social Welfare as a Social Institution
Prerequisites: SOC WK 2000 or consent of instructor.

Social Work 3100, Introduction to Strategies for Social Work Practice
Prerequisites: SOC WK 2200, SOC 1010 and PSYCH 1003 or permission of instructor.

Social Work 3210, Social Issues and Social Policy Development
Prerequisites: SOC WK 2200, POL SCI 1100, and ECON 1000 or 1005.

Social Work 3410, Research Design in Social Work
Prerequisite: Satisfaction of Math Proficiency requirement and either SOC 3220, CRIMIN 2220, or PSYCH 2201.

Social Work 3510, Human Behavior in the Social Environment
Prerequisites: BIOL 1012 and SOC 2160 or PSYCH 2160 or permission of instructor.

Social Work 3700, Diversity and Social Justice
Prerequisites: PSYCH 2160 or SOC 2160; and SOC WK 3100 taken prior or concurrently.

Social Work 4110, Social Work Practice with Individuals, Families, and Groups
Prerequisites: SOC WK 3100, SOC WK 3510, and SOC WK 3700 taken prior to or concurrently.

Social Work 4300, Social Work Practice with Organizations and Communities
Prerequisites: Social Work 3210 (may be taken concurrently), senior standing.

Social Work 4350, Social Work Organizations
Prerequisites: POL SCI 1100; PSYCH 2160 or SOC 2160 and admission to the BSW program or consent from instructor.

Social Work 4800, Supervised Field Experience in Social Work I
Prerequisites: SOC WK 3100, SOC WK 4110. SOC WK 4110 must be taken prior to or concurrently with SOC WK 4801; Consent of the instructor is required.

Social Work 4801, Integrative Field Experience Seminar I
Prerequisite: Consent of instructor and concurrent registration in SOC WK 4800.

Social Work 4850, Supervised Field Experience in Social Work II
Prerequisites: SOC WK 4800, SOC WK 4801 and Consent of the instructor is required.

Social Work 4851, Integrative Field Experience Seminar II
Prerequisite: Consent of instructor and concurrent registration in SOC WK 4850.

Before students will be accepted into Social Work 4800, they must have been accepted into the social work program, and they must attend a special pre-practicum workshop which meets for two sessions during the preceding semester. This workshop assists students in selection of field placements and helps identify learning objectives for the practicum experience. The workshop is usually scheduled during the early weeks of the preceding fall or winter semester. The dates are announced in
social work classes and posted in various locations and on the Social Work website.

Students who are not enrolled in core social work courses during the semester prior to their planned practicum must inform the social work secretary to ensure that they receive notification.

Two semesters (each consisting of 285 hours) of practicum are required in order to graduate. Under special circumstances and with the approval of the Office of Field Education and agency supervisor, one semester block of 285 hours may be extended and completed in one academic year. Further exceptions will be considered only upon receipt of a physician's letter stating the reasons why the student is unable to fulfill requirements during this time period.

RELATED AREA REQUIREMENTS

Biology 1010, General Biology or equivalent. Students are encouraged to take one additional Biology course which will fulfill the Natural Sciences and Mathematics requirement.

Economics 1000, Introduction to the American Economy or Economics 1005, Family Economic and Household Development

Political Science 1100, Introduction to American Politics

Psychology 1003, General Psychology

Sociology 1010, Introduction to Sociology

Sociology/Psychology 2160, Social Psychology

Sociology 3220, Sociological Statistics (or Psychology 2201 or Criminology 2220)

In addition to the courses listed on the previous page, at least 9 hours must be taken in social work, sociology, psychology, economics, political science, criminology & criminal justice or anthropology at the 2000 level or above. Social Work courses taken in fulfillment of this requirement will be applied toward the maximum of 50 hours allowed in social work.

ADDITIONAL INFORMATION

1. Students are encouraged to work closely with an advisor to plan their academic program. This will ensure that students move through the university system in a timely manner.

2. A student who begins to experience problems with classes should seek assistance from his or her advisor immediately. Students must have a 2.5 overall grade point average, a 2.75 grade point average in required social work and related area courses, and a satisfactory grade in practica in order to graduate.

3. Each student must contact his/her advisor before applying for the practicum program. This is generally done immediately prior to entering the senior year. After the faculty advisor signs the practicum application form it should be turned into the Office of Field Education (121 Bellerive Hall). The faculty will review each application before final approval is given.

4. A student will not be allowed to enroll in a Practicum if he or she:
   A. Has any incomplete or delayed grades.
   B. Has not completed the mathematics proficiency requirement.
   C. Has fewer than 90 credit hours by the time practicum begins.
   D. Less than a 2.5 GPA in social work and related area requirements.
5. No student is allowed to enroll in the practicum program without the Office of Field Education consent and participation in the special pre-practicum workshops. In order to register for the class students must obtain a special consent form from the Office of Field Education.

Academic credit for life experience and previous work may not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas.

**************REQUIREMENTS FOR THE MINOR IN SOCIAL WORK**************

Candidates must complete the following social work courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WK 2000</td>
<td>Social Work And Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOC WK 2200</td>
<td>Social Welfare As A Social Institution</td>
<td>3</td>
</tr>
<tr>
<td>SOC WK 3100</td>
<td>Introduction To Strategies for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOC WK 3210</td>
<td>Social Issues And Social Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC WK ____</td>
<td>One additional social work course at the 3000 level or above.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

ADVISING

The advising process is designed to help students plan their programs logically and thereby enhance educational progress. In social work, regular advising ensures that students develop an understanding of the entire program and progress through the curriculum in a timely and effective manner. Advisors can be helpful in assisting students with assessing their aptitude and motivation for a career in social work. Advisors also work with students in selecting field sites compatible with their learning and career goals.

Steps in Advising Process

1. A pre-major and transfer social work faculty advisor meets with students individually to help them set and plan academic goals, plan or change a course schedule, evaluate transfer credits and plan their coursework prior to admission to the baccalaureate program.

2. Following acceptance into the program, each student is assigned a permanent social work faculty advisor who will provide the student guidance through the BSW curriculum, providing academic and professional advising.

3. In the first meeting, the student and advisor meet to prepare an academic advising plan outlining coursework for future semesters leading to the social work degree. This plan helps students understand the sequencing of courses and ensures that course prerequisites are met. This plan is placed in the student’s advising folder. A sample program is listed on pages 13 and 14. Students should bring in a copy of their Degree Audit Report (DARS) to each advising session. This can be obtained using the following link: https://apps.umsl.edu/webapps/ITS/Student/Dars/login.cfm

4. All students are expected to meet with their assigned faculty advisor at least once each semester to review their educational program and to obtain permission to register for classes. No one is permitted to register until the department enters approval into the campus system or member of the Social Work Faculty has signed a registration form.

5. Student are also required to make an appointment with their social work advisor the semester before beginning field placement to review the students’ readiness to begin field placement. As part of the
application review, the advisor reviews the sites where the student plans to interview for a field placement to assess whether these selections are compatible with the student’s career interests.

6. Students should keep abreast of their curriculum and inform faculty advisors when there has been a digression from the prescribed plan.

7. Twelve months before they expect to graduate, students must apply for graduation and file the appropriate paperwork.

The requirement that students see a trained faculty advisor familiar with the undergraduate general education and social work curricula, serves as an advantage to students. Being partnered with faculty advisors through the course of their undergraduate work at UM-St. Louis allows students to recognize the importance of following the course of study planned for them in their initial visits. Students develop rapport with advisors which also increases the likelihood that students will seek advisor guidance if they are confronted with difficulties that may impede their studies or affect continuing their education at the university.

BSW COMPETENCIES

The mission and goals of the BSW program support the following competencies suggested by the Counsel on Social Work Education as the components that comprise effective generalist social work practice. The competencies are underlined. The behaviors that will demonstrate students are able to use the competencies in practice are bulleted under each competency. These behaviors guide the BSW curriculum and are measured in every required course. In the practicum students demonstrate their ability to use the practice behaviors with clients on all levels.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

- Students evidence the skills of advocacy by advocating for client access to the services of social work. This is operationalized through students’ recognition of the role of social workers as advocates, their ability to identify social movements, key figures/leaders, and major themes in the development of community practice, and apply knowledge of policy advocacy to empower vulnerable populations.
- Students practice personal reflection and self-correction to assure continual professional development developing an understanding of the self and the use of self in the context of practice at the micro, mezzo, and macro levels.
- Students learn to attend to professional roles and boundaries, developing a sense of professional awareness in working with individuals, families and groups.
- Student demonstrate professional demeanor in behavior, appearance, and communication, while working in communities and in organizations.
- By demonstrating the ability to extrapolate knowledge from the professional literature for ongoing professional development and commitment to the social work profession, the program believes that students will comprehend and internalize the expectation they should engage in career-long-learning.
- The effective use of supervision and consultation are necessary for continued professionalism and development, and students are expected to understand the function of supervision and utilize it to maximize the quality of their practice.

EP 2.1.2 Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law. Social workers
• Students become sensitive to their own values and biases and understand the need to adhere to professional standards of practice in work with individuals learning to recognize and manage personal values in a way that allows professional values to guide practice.
• Students are able to describe and apply major components and standards of the NASW Code of Ethics to ethical decision making in social work practice. They are able to demonstrate an understanding of ethical dilemmas facing social work practitioners and researchers and are able to take decisions based on ethical principles.
• Students will understand the complexities involved in the application of ethical principles to social work practice in real-world situations, and applying strategies of ethical reasoning they will learn to tolerate ambiguity in resolving ethical conflicts as they seek to arrive at principled decisions.

EP 2.1.3  Apply critical thinking to inform and communicate professional judgments
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
• Students will gain the skills needed to identify, synthesize, critically assess, and analyze relevant information to inform social practice by distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom.
• Students will analyze models of assessment, prevention, intervention, and evaluation and utilize assessment findings to develop appropriate interventions across all practice levels.
• Students will demonstrate effective oral and written communication in working with individuals, families, groups and organizations communities and colleagues through oral presentations and, written assignments in classes and in field.

EP 2.1.4  Engage diversity and difference in practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.
• To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power, students will be able to analyze the effects of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability on an individual’s life course and the relevant implications for social work practice. They will develop an understanding of how the forces of oppression and inequality work through societal forces, including social policies, to weaken the power of disadvantaged and oppressed people and their access to resources.
• Students will discuss and explore community demographics and resources that may reflect a culture’s structure and values and social influences on their own perceptions, developing a self-awareness of their attitudes and values that affect their practice with diverse groups. They will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
• Students will be able to assess the impact of life-span issues on social and economic opportunities and vice versa, demonstrate an awareness of how intersecting diversity factors affect world-view and life experiences, and communicate their understanding of the importance of difference in shaping life experiences.
• Students view their clients as experts about their own life situations and view themselves as learners and engage those with whom they work as informants.

EP 2.1.5  Advance human rights and social and economic justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations,
institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- **Understand the forms and mechanisms of oppression and discrimination** by demonstrating an understanding of social and political forms of oppression and discrimination, developing a fundamental understanding of the social histories and current status of diverse groups and the institutions that influence diverse groups’ experiences in the United States and/or contribute to the inequitable distribution of resources.

- Students will increase awareness of social justice issues, develop skills and knowledge that will facilitate effective practice, and become allies to oppressed groups in advocating **to advance human rights and social and economic justice**.

**EP 2.1.6 Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

- Students will develop the ability to formulate and investigate research questions to identify risk factors and intervention approaches **and use practice experience to inform scientific inquiry**.

- Students will become familiar with the process of dissemination of research findings for the development of evidence-based practice models and will **use research evidence to inform practice**.

**EP 2.1.7 Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

- Students will gain a basic understanding of major theories of development as well as of social systems theory, the strengths perspective, and a person in environment approach, and will **utilize such conceptual frameworks to guide the processes of assessment, intervention, and evaluation**.

- Students will critique the range of theories of human development to assess and critically apply the knowledge gained through them to **understand the person and the environment**. Utilizing the knowledge acquired through the liberal arts perspective, and the influence of biological, social, cultural, psychological, and spiritual factors, students will understand the relationship of micro, mezzo, and macro variables in human functioning.

**EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

- Students will **analyze** major social and welfare policies, discuss how these have changed over time, and be able to **formulate and advocate for policies that advance social well-being**.

- Students will view themselves and learners and engage those with whom they work as informants, **collaborating with colleagues and clients for effective policy action** and practice skills that advance social and economic justice.

**EP 2.1.9 Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

- Students will use relevant information and frameworks to critically assess the context of client functioning and funding, **continuously discovering, appraising, and attending to changing**
locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

- Students will evidence leadership in managing organizations, working in communities, and engaging in policy practice to **promote sustainable changes in service delivery and practice to improve the quality of social services.**

EP 2.1.10(a)–(d) **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

EP 2.1.10(a)
- Using social work knowledge and with self awareness, students will understand the unique considerations for engagement to **substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.**
- Students will evidence **empathy** and utilize skills of empathic communication, authenticity, active listening and other interpersonal skills in relationship building with client systems.
- Working with clients, students will **develop a mutually agreed on focus of work and desired outcomes.**

EP 2.1.10(b)
- Students will develop multidimensional assessment skills including the **assessment of strengths and limitations within client systems.**
- Students will work with client systems to identify areas of concern or need to be explored in the social work helping process, **developing a mutually agreed-on focus of work and desired outcomes**
- Students will demonstrate knowledge of the theoretical basis and scope and methods of design in conducting social work research, **collecting, organizing, and interpreting client data** to effectively inform practice.
- Students will work with client systems to identify and **develop mutually agreed-on intervention goals and objectives** and **select appropriate intervention strategies.**

EP 2.1.10(c)
- Students will identify needs and **initiate actions to achieve organizational goals**
- Students will identify appropriate models and/or methods to implement prevention interventions that enhance client capacities.
- Students will be able to implement appropriate intervention strategies that enhance client capacities to resolve problems and will allow them to **negotiate, mediate, and advocate for clients.**
- Students will be able to demonstrate skills that facilitate transitions and endings as they terminate relationships with clients.

EP 2.1.10(d)
- Students will learn the various approaches to **critically analyze, monitor, and evaluate interventions** that can be applied within varying practice settings.
THE “IDEAL” SOCIAL WORK CURRICULUM

The following is a sample 4-year program which will allow students to complete the program in a timely manner—meeting all of the degree requirements. Substitutes will need to be made since all courses are not taught every semester. The appropriate sequencing of courses is essential and will be monitored by your advisor. **Students entering as freshmen should use the following sample 4-year program to guide them in selecting courses.** Students transferring in with an AA degree should use the Junior and Senior Year guide in selecting courses.

Sample Four Year Program

**Freshman Year**  
**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Psychology 1003</td>
<td>3.0</td>
</tr>
<tr>
<td>Sociology 1010</td>
<td>3.0</td>
</tr>
<tr>
<td>Biology 1012</td>
<td>3.0</td>
</tr>
<tr>
<td>Math workshop</td>
<td>No credit</td>
</tr>
<tr>
<td>English 1100 Freshman Composition</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Economics 1000 or 1005</td>
<td>3.0</td>
</tr>
<tr>
<td>Human Biology 1102</td>
<td>3.0*</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
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</tbody>
</table>

TOTAL—15 Hours

**Sophomore Year**  
**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Soc. Work 2000</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 2001</td>
<td>1.0</td>
</tr>
<tr>
<td>Pol. Sci. 1100</td>
<td>3.0</td>
</tr>
<tr>
<td>Math 1020 or 1030</td>
<td>3.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
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</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. Work 2200</td>
<td>3.0</td>
</tr>
<tr>
<td>Psych. 2160</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Science Elective.*</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
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</table>

TOTAL—15 Hours
## Junior Year

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. Work 3100 (apply to SW program)</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 3510</td>
<td>3.0</td>
</tr>
<tr>
<td>Sociology 3220</td>
<td>3.0</td>
</tr>
<tr>
<td>Advanced Expository Writing (English 3100)</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Science Elective</td>
<td>3.0</td>
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</table>

**TOTAL—15 Hours**

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Soc. Work 4110</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 3700</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 3210</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 3410</td>
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</tr>
<tr>
<td>Soc. Science Elective</td>
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**TOTAL—15 Hours**

## Senior Year

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Soc. Work 4800</td>
<td>4.0</td>
</tr>
<tr>
<td>Soc. Work 4801</td>
<td>2.0</td>
</tr>
<tr>
<td>Soc. Work 4300</td>
<td>3.0</td>
</tr>
<tr>
<td>Soc. Work 4350</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
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</table>

**TOTAL—15 Hours**

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Soc. Work 4850</td>
<td>4.0</td>
</tr>
<tr>
<td>Soc. Work 4851</td>
<td>2.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL—15 Hours**

**STUDENTS NEED 120 HOURS TO GRADUATE.**

Those students who have transferred to UM-St. Louis with an AAS in Human Services are particularly encouraged to take social work electives in place of the Social Work 2000 and Social Work 2200/2001 courses which have been waived.

* Nine hours must be taken in social work, sociology, psychology, political science, criminology & criminal justice, anthropology, or economics or women and gender studies at the 2000 level or above.
STUDENT ORGANIZATION

The Student Social Work Association (SSWA) is the campus organization that is officially recognized by the School as representing the collective interest of all social work students. It is also the established structure by which students have opportunities to participate in the ongoing formulation and modification of School and/or programmatic policies, procedures, and practices, especially those that affect their academic and professional development and well-being.

A faculty advisor provides ongoing support and assistance to the SSWA. In addition to providing information, networking, and socialization opportunities for students, the SSWA participates in many community service projects. The SSWA meets regularly during the course of the academic year. Meeting notices are posted. Additionally, members of the SSWA are invited to serve on School committees (except the Personnel Committee).

A. Student Social Work Association

The Student Social Work Association, a student led campus organization, provides a structure through which the social work student can:

1. have formalized input into decisions related to the social work program and curriculum;
2. arrange for additional educational experiences and develop social work leadership opportunities; and
3. enjoy the social support for other social work students.

Announcements of the first meeting are generally made in the early fall. Watch the social work bulletin board outside the Social Work Student Lounge in Bellerive Hall.

B. National Association of Social Workers

C. National Association of Black Social Workers

D. National Federation of Student Social Workers

E. The Missouri Association for Social Welfare

Students can ask their Social Work advisor for additional information concerning the organizations listed above and others organizations available to students.

Students may also take advantage of a number of special programs offered by the University, which will be of great assistance to them while pursuing their degree. Some of these programs are:

A. Office of Multicultural Student Services - houses a tutorial service and is equipped with a study area and lounge (516-6807).

B. Disability Access Services--to help advise faculty of special needs of students attending UM-St. Louis (516-6554).
C. Career Services--Has part-time non-degree jobs on campus or part-time degree related jobs in the community. Services include listing of immediate full-time positions and help with resume writing as well as campus recruiting by representatives of business, government and schools (516-5111).

D. The Center for Academic Development--is an academic support program that focuses attention on the needs of UM-St. Louis students who may require assistance with writing and math (516-5194).

E. The UM-St. Louis Counseling Center--offers free professional assistance to students, faculty and staff with personal, social, educational or career concerns (516-5711).

F. The International Students Organization (516-5753)

G. Veteran's Affairs Office--offers assistance in making transition from military life to student life as easy as possible (516-5679).

The above services are available to both day and evening students.

POLICIES PERTAINING TO STUDENT RIGHTS AND RESPONSIBILITIES

Students enrolled in the University of Missouri-St. Louis and the School of Social Work should be aware of their obligations and rights as students. Students assume an obligation to behave in a manner that is compatible with the institution as an educational enterprise and with the National Association of Social Workers’ Code of Ethics. Students also have the right of protection from actions of others that are prejudiced, unfair, arbitrary or capricious.

Student Obligations

The Code of Student Conduct is found in Section 200.010 of the University of Missouri Collected Rules and Regulations (CRR). A copy of the code may also be found in the Appendix of the UM-St. Louis Bulletin (http://www.umsl.edu/bulletin). The Code clearly delineates conduct for which a student can be sanctioned or disciplined including cheating, plagiarism, forgery of documents, disruption of university activities, and actual or attempted theft of computer time. Procedures to be followed once a student has been accused of violating the Code of Student Conduct are found in Section 200.020 of the CCR and the Appendix of the Bulletin. The procedures for disciplinary action have been put in place to insure insofar as possible and practical that the requirements of procedural due process in student conduct proceedings will be fulfilled by the university.

Student Rights

The University of Missouri provides equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex. To insure compliance with this policy, all University of Missouri prospective or enrolled students shall have available to them a student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination. These procedures may be found in Section 390.010 of the CCR and in the Appendix of the University of Missouri - St. Louis Bulletin.

To begin a grade grievance, you must first discuss your grade with your professor. If you are unable to resolve the problem, you should next speak to the director of the program or that person’s designee. For other grievances, the Student Affairs Office, the Graduate Dean or the Equal Opportunity or Affirmative Action Officer will be able to provide information about where to obtain information about procedures for initiating a complaint.
CRITERIA FOR ADMISSION & RETENTION IN THE SOCIAL WORK PROGRAM

1. Enrollment as a student in good standing at UM-St. Louis.

2. Passing grades in all courses listed as requirements and a “B-” in 2 of the 3 courses: SW2000, SW2200, and SW2001 and a “C-” or better in all other courses listed as prerequisites for required social work courses.

3. Adherence to the National Association of Social Workers' Code of Ethics.

4. Maintenance of social functioning that allows for beginning level professional social work practice. (Social functioning is the student's ability to cope with the demands from such areas as school, work, family and personal relationships.)

5. Demonstration of effective verbal and written communication skills.

RETENTION PROCEDURES

Individual faculty and the involved student are expected to deal with issues early on that might affect retention. Outlined below is the BSW Social Work Program's retention procedure.

1. Social work advisors and instructors will monitor the progress of social work majors by reporting recurring problems to the chairperson of social work. (Recurring problems refer to a student's inability to meet any of the five criteria for retention.)

2. The Co-Director's of Field Education and the agency field instructor will monitor the field instruction performance of social work majors.

3. A mid-term and end of semester review will be conducted by the total full-time social work faculty and a conference will be held by social work advisors with those students who are identified as NOT meeting the following criteria:
   a. passing grades in required social work courses
   b. adherence to the NASW Code of Ethics
   c. social functioning that allows for effective beginning level social work practice
   d. demonstration of effective verbal and written communication skills.
   e. enrollment as a student in good standing at UM-St. Louis

4. Should the social work faculty think that a student is unable or unwilling to meet the criteria for retention, a meeting will be held to allow the student to present any information that affects his/her situation. The meeting will include the student, the social work advisor, such other full-time social work faculty as may be reasonably available, and an advocate, if desired, of the student's choosing from within the university.

5. The decision will be made by the social work faculty as to whether or not the student will be retained in the social work program, and if retained, under what circumstances. The chairperson of social work will relay the decision to the student in writing.

6. Any student wishing to appeal a decision not to retain him/her in the social work program should follow the university academic appeal procedure.

Should the retention procedures fail to produce a decision satisfactory to the student involved, the student may appeal to the university's academic appeal procedure described in the student handbook and the campus Bulletin.
SEXUAL HARASSMENT

U.M. Collected Rules & Regulations, 330.060
Executive Order No. 20, 3-17-81, rev. 7-1-81, 9-20-83, 3-93, 12-98

The University is committed to maintaining an atmosphere that is free of sexual harassment. It is the responsibility of all faculty, staff, and students to help promote and maintain such an atmosphere.

The Collected Rules and Regulations of the University of Missouri define sexual harassment as either:

1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or member of the student body, or

2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:

   a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
   b. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
   c. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.

INFORMAL CONSULTATION

The University has an affirmative obligation to investigate every formal complaint of sexual harassment. Students, staff, and faculty are entitled to proceed directly to the filing of a formal complaint based on an allegation of sexual harassment. However, the campus also has individuals available who are willing to talk confidentially with students, staff, and faculty who believe they may have experienced sexual harassment but are not ready to file a formal complaint. Such discussions may, but need not, lead to the filing of a formal complaint, and a formal investigation.
# HELPFUL URL’S

## UNIVERSITY

<table>
<thead>
<tr>
<th>NAME</th>
<th>WEBSITE</th>
</tr>
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<tbody>
<tr>
<td>UM-St. Louis Bulletin</td>
<td><a href="http://www.umsl.edu/bulletin">http://www.umsl.edu/bulletin</a></td>
</tr>
<tr>
<td>University Health Services</td>
<td><a href="http://www.umsl.edu/services/health">http://www.umsl.edu/services/health</a></td>
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<tr>
<td>(314) 516-5671, 131 MSC</td>
<td></td>
</tr>
<tr>
<td>Counseling Services</td>
<td><a href="http://www.umsl.edu/services/counser">http://www.umsl.edu/services/counser</a></td>
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<tr>
<td>(314) 516-5711, 126 MSC</td>
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<tr>
<td>Student Conduct</td>
<td><a href="http://www.umsl.edu/~studentconduct/">http://www.umsl.edu/~studentconduct/</a></td>
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<tr>
<td>Student Financial Aid</td>
<td><a href="http://www.umsl.edu/services/finaid/">http://www.umsl.edu/services/finaid/</a></td>
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<tr>
<td>(314) 516-5526, 327 MSC</td>
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<tr>
<td>Office of Multicultural Student Services</td>
<td><a href="http://www.umsl.edu/~mcraa/index.html">http://www.umsl.edu/~mcraa/index.html</a></td>
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<tr>
<td>(314) 516-6807, 107 Lucas</td>
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## SOCIAL WORK

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>National Association of Social Work</td>
<td><a href="http://www.naswdc.org">www.naswdc.org</a></td>
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<tr>
<td>Council on Social Work Education</td>
<td><a href="http://www.cswe.org">www.cswe.org</a></td>
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