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Dear Social Work Student:

You are about to embark on one of the most significant experiences in your development as a professional social worker – the practicum experience. Your field practicum will give you the opportunity to begin applying what you have learned in the classroom to real life social work practice situations.

This manual is designed to provide you with essential information for making your practicum a successful experience. Please familiarize yourself with its contents. If you have any questions or concerns at any time, please do not hesitate to contact Courtney McDermott (314-516-6387), Assistant Director of Field Education, or to speak to your faculty advisor.

Best wishes for an exciting and rewarding field experience.

Sincerely

Lois Pierce

Lois Pierce, Ph.D.
Director
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. Further, the 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 BSW PROGRAM
Generalist practice is the basic conceptual approach for the BSW degree and it embodies content central to a common knowledge base, values, and skills of social work practice. Students develop entry-level skills to understand, assess, and intervene effectively at the individual, family, group, organizational, and community levels. It implies an understanding of self and one’s impact on client systems. It requires openness, understanding, and skills in working with diverse groups of people. Generalist practice is built on a liberal arts foundation, including understanding of basic psychological, sociological, economic, political, and biological processes.

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.
ORGANIZATION OF PRACTICUM 3.1

The Council on Social Work Education (CSWE) refers to field education as the “signature pedagogy” in social work education (Educational Policy 2.3). The practicum provides students the opportunity to draw upon the theories and practice skills they learn in the classroom and apply them to the practice setting. By demonstrating specific practice behaviors, students are challenged to master the 10 core competencies outlined by the CSWE.

Some general field placement goals include:
- Integrating social work theory and practice
- Deepening understanding of social work principles, concepts, and values
- Refinement of social work practice skills
- Increasing self-awareness
- Learning to use supervision and feedback constructively
- Developing an understanding of agency functioning and organizational dynamics
- Beginning the professional socialization process by observing and interacting with social work professionals
- Learning to perform a social work role in a human service agency
- Expanding understanding of how social policy applies to specific practice situations and target populations
- Increasing knowledge of the social service delivery system
- Refining oral and written communication skills
- Providing opportunities to work with diverse populations
- Acquainting students with research and evaluation methodology
- Identifying areas of interest and areas for professional development

Practicum placement at UM-St Louis is a self-selection process. BSW students perform 570 hours of practicum (285 hours per semester) in agency sites that provide the opportunity for them to engage in generalist social work practice activities with populations of interest to them. (Students must work a minimum of 12 hour per week at the practicum site). Specific assignments are based on a learning agreement developed between a student and an agency and include core competencies, practice behaviors students will be engaged in to meet the competencies, and methods used for evaluation. Although all students must engage in 10 core competencies over 2 semesters, tasks will vary. Students receive four credit hours per semester for the agency practicum experience and two credit hours for the companion seminar courses - SW 4801 and SW 4851. **Please note that practicum work shifts are limited to 12 hours a day**

Topics for the first semester of the practicum seminar focus on direct practice issues. Students keep a journal that links class work with the practicum experience and students are expected to engage in self-reflective reporting to learn about themselves as they work as professional helpers. Administrative issues such as agency structure, agency management, advocacy, and program evaluation are topics for the second semester. This allows students to integrate both micro and macro level practice approaches into their field placement.
ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE WILL NOT BE GRANTED IN WHOLE OR IN PART IN LIEU OF THE FIELD PRACTICUM COURSES.

PRACTICUM PLANNING PROCESS 3.2
You must have 90 hours of course work completed and a minimum GPA of 2.5 in social work and related areas to be eligible for practicum.
MATH 1020 OR 1030 MUST BE COMPLETED PRIOR TO STARTING A PRACTICUM

Before students contact social service agencies to inquire about field placements, they are required to participate in a planning process designed to help clarify their goals and interests, and to assess their readiness to begin practicum. Students are required to attend two mandatory practicum planning meetings that are held during the semester prior to the first practicum. These meetings assist the student with selection of the practicum site and development of the learning agreement. Each student completes an application for the practicum and meets with their assigned faculty advisor to ensure that all academic requirements have been fulfilled.

STUDENTS WHO FAIL TO ATTEND THE PRACTICUM PLANNING MEETINGS WILL NOT BE ELIGIBLE TO ENTER THE PRACTICUM IN THE FOLLOWING SEMESTER. EXCEPTIONS ARE NOT MADE.

FORMS
**All practicum-related forms may be downloaded from Field Education link at:**
http://www.umsl.edu/~socialwk/

**Students may access the searchable database of approved agencies at:**
https://apps.umsl.edu/webapps/ITS/socwork/field/students/login.cfm

**Agencies and Field Instructors may access the online application to become approved at:**
https://apps.umsl.edu/webapps/ITS/socwork/field/fieldforms/login.cfm

The step by step process for practicum planning is as follows:

1. Attend first practicum planning meeting
   a) Overview of the practicum process (including review of the practicum manual, forms, and policies)
   b) Selecting a practicum site
   c) Professional Interviewing

2. Student completes practicum application and reviews it with his/her advisor. The advisor sends it to the Assistant Director of Field Education.

3. The Assistant Director of Field Education reviews applications and sends an email to students giving approval to request to interview at practicum sites.
4. Student contacts approved agencies, interviews and secures practicum. (At the initial meeting, both the student and the agency explore the possibility/desirability of participation in the practicum at the agency. Either the student or agency can decide against the placement).

5. Student attends second practicum planning meeting to learn how to complete the learning agreement.

6. Student, in consultation with agency field instructor, drafts a learning agreement.

7. Learning agreement is reviewed by the Assistant Director of Field Education and necessary suggestions for revisions are made. Once revisions are complete, the learning agreement is signed by the student, the agency supervisor and the Assistant Director of Field Education.

8. Copies of the learning agreement are distributed to the student and field instructor. The original remains on file with the Office of Field Education.

9. A faculty site visit to the agency is conducted when the student completes approximately 145 hours of the field placement. The student, agency field instructor, and university faculty liaison participate in the visit.

10. The agency field instructor completes and submits a mid-term evaluation after the student completes approximately 145 hours of placement. This evaluation should be reviewed with and signed by the student.

11. After completion of 285 hours of placement, the agency field instructor completes a final evaluation, reviews it with the student, and submits it to the Office of Field Education. Both the student and the field instructor must sign this evaluation.

12. Timesheets (signed by the student and field instructor) and a completed Student Evaluation of Field Experience are submitted to the Office of Field Education.

13. A grade of Satisfactory (S) or Unsatisfactory (U) is assigned by the Office of Field Education.

1. Students must receive an email from the Assistant Director of Field Education or faculty liaison stating their learning agreement is approved by the deadline. If the deadline is not met, hours are suspended until the learning agreement is approved.

2. If evaluation forms and time sheets are not received by the Office of Field Education by the due date, the student may receive a delayed grade for the practicum.

Practicum Site Selection Criteria 3.3

The Director and Assistant Director of Field Education are responsible for negotiating practicum-site agreements with agencies that meet the following criteria:
A clearly articulated agency mission and purpose that is compatible with the philosophy and purpose of social work.

Agency functioning that is consistent with the NASW Code of Ethics.

Identification of agency staff who meet the requirements for practicum supervision of BSW students and who are willing to serve in this capacity.

Provision of learning opportunities that meet the educational competencies of the BSW, MSW foundation and/or MSW concentration curriculum.

Provision of staff time for planning student learning experiences, instruction, and evaluation of students.

Facilitate research activities by students designed to evaluate professional practice.

Administrative stability and staffing that assure continuity of instruction for students.

Physical facilities that permit students adequate space for activities related to practicum objectives.

**Students may access the searchable database of approved agencies from:**
https://apps.umsl.edu/webapps/ITS/socwork/field/students/login.cfm

**Information and instructions for new field instructors and agency contacts is available at:**
http://www.umsl.edu/~socialwk/Field%20Education/FI-Collaborative-information.html

**Agency representatives may access the online application to become an approved site at:**
https://apps.umsl.edu/webapps/ITS/socwork/field/fieldforms/login.cfm

**FIELD INSTRUCTOR QUALIFICATIONS 3.4**

Field instructors must meet the following qualifications to supervise BSW students in field placement:

- Possession of a BSW or MSW degree.
- Post-BSW social work practice for a minimum of three years. MSW supervisors must have a minimum of 2 years of social work practice experience.
- Demonstrated competency in the field of practice used for the practicum.
- Desire to mentor BSW students and a willingness to make reasonable adjustments in his/her schedule to meet the learning needs of the student.
- Previous practicum instruction or supervisory experience is preferred.

Practicum instructors are expected to meet with the student prior to the beginning of the placement experience to work with the student to complete the learning agreement. Instructors must agree to provide one hour of weekly supervision for the student.

In some cases, students are approved to receive task supervision from a person with a degree in a field related to social work, such as counseling. This individual would be designated as the ‘task instructor’
and would be responsible for the day to day tasks the student is working on. In these cases, the student still meets weekly with his/her field instructor (the MSW/BSW supervisor), and that field instructor is ultimately responsible for the student’s placement.

Individuals who wish to supervise practicum students are required to complete a field instructor profile to become approved which documents educational credentials, and continuing education activities at [http://www.fieldedu.com/fieldedu/](http://www.fieldedu.com/fieldedu/), and must agree to participate in the collaborative field instructor certification program.

**EVALUATING STUDENTS IN PRACTICA 3.5**
The Learning Agreement is the chief mechanism by which the students, their supervisors and faculty of the School of Social Work evaluate the performance of students in their field placement. This form is used by students, their practicum instructors, and department faculty to review students’ strengths and continuing learning needs.

Students and practicum instructors are asked to evaluate each student’s performance in writing at mid-term and again at the end of the semester by completing mid-term and final practicum evaluation forms. Information is also shared with the faculty liaison from the department at an agency-based meeting each semester. The student grade, assigned by the student’s faculty liaison, is based on the agency field instructor’s written mid-term and final evaluation of the student, and the on-site conference between the agency supervisor and the faculty liaison. A grade of S (Satisfactory) or U (Unsatisfactory) will be given.

The student’s faculty liaison is also his/her practicum seminar instructor. Therefore, the liaison has the opportunity to review the student’s field placement journals (which are seminar class assignments). These journals can provide the instructor with valuable information related to how the student is performing in his/her field placement. Class time is allotted for informal discussion of practicum experiences and issues, giving the liaison yet another means of assessing the student.

Students are awarded a letter grade for each of the practicum seminar courses. These grades are assigned based on students’ assignments, presentations, and class participation. The evaluation criteria for these courses are clearly spelled out in the course syllabi distributed to students in class.

**Note:** In order to graduate from the BSW program, students must achieve a level of ‘developing’ or better on each of the 10 core competencies outlined by the Council on Social Work Education. Students in 4800 will be required to repeat competency(ies) in the 4850 practicum if this level is not reached. If a competency is not met at these levels in the 4850 practicum, then the entire 4850 practicum will need to be repeated in order to reach a minimum level of "developing" on any competencies where there is a deficiency.

**NOTICE OF NON-DISCRIMINATION 3.6**
It is the policy of the University of Missouri to provide 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, 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 this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.

This grievance procedure neither supersedes nor takes precedence over established University procedures of due process for any and all matters relayed to Academic dishonesty, Grade Appeals, Traffic appeals, disciplinary Appeals, or other specific campus procedures which are authorized by the board of Curators and deal with faculty/staff responsibilities.

Note: A grievance concerning specific incidents filed under this discrimination grievance procedure shall not be processed on behalf of any student who elects to utilize another University grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other University grievance or appeals procedures for the same incident.

For more information please refer to the Discrimination Grievance Procedure for Students link on the UMSL Division of Student Affairs, Student Planner web page.

STUDENTS WITH DISABILITIES 3.7
Students requiring an accommodation related to a disability should meet with their agency practicum instructor during the first week of the semester to ensure that they are appropriately accommodated. UM-St. Louis Office of Disability Access Services (314) 516-5211 may be contacted for information about general University policy and additional supports. If there are problems in negotiating arrangements with the practicum agency, please contact the Assistant Director or the Director of Field Education for guidance in resolving this issue.

For more information please refer to the Students with Disabilities link on the UMSL Division of Student Affairs, Student Planner web page.

PROFESSIONAL LIABILITY 3.8
The Curators of the University of Missouri maintain a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing duties in their field practicum. The policy provides in minimum amounts not less than $1,000,000 per occurrence on an occurrence basis, $3,000,000 annual aggregate. Students wishing to obtain additional coverage at their own expense may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext 387.

The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

SAFETY AND SECURITY OF STUDENTS IN FIELD 3.9
Safety of students in field is a priority for the Office of Field Education. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventative measures to assure their safety while delivering services to clients. This topic is addressed in more detail at the BSW Student Orientation and in the field practicum seminar course. Students are also encouraged to take advantage of university or agency sponsored workshops focused on personal safety, including SW4642, Non-violent Crisis Intervention. Students have the right,
and are encouraged to raise issues of potential risk and safety with agency field supervisors during placement interviews and at any time thereafter.

PAID PRACTICA 3.10
The Office of Field Education encourages agencies and organizations to offer paid practicum experiences to our social work students. In such cases, the student is paid a stipend for time served at the practicum. This is arranged between the student and the agency. The agency and practicum supervisor must be approved by the Office of Field Education as outlined in Sections 3.3 and 3.4 of this manual.

POLICY FOR PRACTICUM PLACEMENT AT AN AGENCY IN WHICH STUDENT WORKS AS AN EMPLOYEE 3.11
Students who wish to complete a practicum at their place of employment must submit a request form, “Application for Place of Employment Practicum” to the Assistant Director of Field Education. Request forms are available on line: http://www.umsl.edu/~socialwk. This form must be completed the semester prior to the placement. Requests are carefully reviewed using the following five standards:

1. The agency must be approved as a field placement site based on the criteria established by the School of Social Work at UM-St. Louis. If the agency has not been previously utilized as a field placement, it will be reviewed as would any other potential setting.

2. The student must list all the positions he/she has held in the agency, including a description of employment responsibilities, schedule of work hours, and name of supervisor(s).

3. The student must be assigned—as their practicum—to a social work department, unit or program that differs from all prior or current employment units. This is to ensure that the student has exposure to new methods, client populations, and other new experiences for learning.

4. The agency must agree to provide a field instructor who has not supervised the student in employment responsibilities. As in other settings, the designated supervisor must meet the criteria for approval as a Field Practicum Instructor as outlined in Section 3.4 of this manual. The proposed field instructor is required to submit an online application to become approved, and must agree to participate in the collaborative field instructor certification program. Click here for more information.

5. The schedule of hours that are designated for the field assignment must be clearly delineated from the employment schedule.

Students are strongly encouraged to complete at least one of their field placement experiences at a site other than their place of employment.

CRIMINAL RECORDS HISTORY/CRIMINAL BACKGROUND AND CHILD ABUSE/NEGLECT SCREENING 3.12
Students should inform the Assistant Director of Field Education of any information regarding previous felony convictions and/or other information that may impact the student’s ability to secure a practicum. The student will be asked to sign a release of information authorizing the UM-St. Louis School of Social Work to discuss this information with approved practicum sites.
Many field education placement sites will require students to obtain a child abuse and neglect background check and/or a criminal records background check. Health care settings may also require students to provide verification of immunizations or other medical information and/or require a physical examination. The School of Social Work does not conduct child abuse and neglect or criminal background checks, and it does not secure or maintain medical information on its students. It is the responsibility of the student to work in conjunction with the placement agency to obtain the required checks. Students may be asked by the agency to cover the cost of these checks.

In the event that the agency is unable to assist the student with securing the required checks the Director of Field Education will refer the student to an independent company (Certified Background.Com) that will assist the student with obtaining the required checks. The student will be responsible for any costs associated with the checks.

SHARING SENSITIVE INFORMATION 3.13
The Office of Field Education will share all relevant information with appropriate persons including the faculty liaison, the agency field instructor, the student’s advisor, the Director of the BSW Program and the Director of the School of Social Work. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may impact clients, agency field instructors, staff or the learning experience. Such information will be shared to enable informed choice by field instructors, protect clients, protect students and facilitate the learning process. Agency field instructors are also expected to share relevant information with the Office of Field Education.

WITHDRAWING FROM PRACTICUM 3.14
The practicum is distinct from most other social work courses in that a field placement in the community entails not only the educational objectives of the student and faculty, but also professional responsibilities to clients, social service agencies, and the community. When students engage clients and assume service responsibilities, they have ongoing professional, educational and ethical responsibilities to consider. Considerable effort is spent on the part of the faculty and field instructor planning and orienting the student to the placement. For this reason students should only consider withdrawing prematurely from a field placement site under extenuating circumstances.

Should a student desire or be requested to terminate a placement prior to the completion of the total hours required, the student’s field faculty liaison should be contacted immediately to discuss the situation. Such a situation may occur as a result of: insufficient resources and/or experiences to provide for an adequate learning experience; agency restructuring; a personality or ideological conflict between the student and field instructor and/or agency; personal crises; a serious illness; or other educational considerations.

Only after consultation with the faculty liaison and the agency field instructor may the student terminate the practicum. The faculty liaison, in consultation with the Assistant Director of Field Education and the student, will determine whether or not the student will be permitted to resume a practicum at a new site, and whether or not credit will be awarded to the student for hours completed at the first practicum site.

TERMINATION FROM THE FIELD PRACTICUM 3.15
A student enrolling in the School of Social Work at the University of Missouri-St. Louis assumes an obligation to behave in a manner that is compatible with the University and School educational enterprises. This applies not only to the student’s behavior on campus, but to the field practicum as well.
The Collected Rules and Regulations for the University of Missouri-St. Louis, Section 200.010, Code of Student Conduct (www.umsl.edu/bulletin) and the School of Social Work BSW and MSW student handbooks clearly delineate conduct for which a student can be sanctioned or disciplined. In addition, sanctions (including but not limited to termination from the field placement) may be imposed on any student in the School of Social Work who has been found to have violated the professional expectations and standards described in the National Association of Social Workers’ Code of Ethics.

Special efforts are made in the School’s two academic programs to identify problematic student performance as early as possible. In most instances, the review of a student’s academic and/or professional performance begins in the classroom. If the instructor has concerns, these are shared with the student and the student’s advisor. If the problem cannot be resolved at that level, the BSW/MSW program director will become involved and finally, the School’s Personnel and Policy Committee (PPC) may be asked to review a student’s academic and/or professional performance. The Director of the School of Social Work and at least two other tenured faculty members constitute the permanent membership of the PPC. In those instances where the student’s performance review is in regards to performance in the field practicum, the Assistant Director or Director of Field Education, and if appropriate, the field instructor will be invited to meet with the PPC. In this context, the field representatives may be asked to participate in the decision-making process.

When there are questions about a student’s ability to perform professionally as a BSW/MSW social worker in the practicum, the student will be notified and asked to meet with the Assistant Director or Director of Field Education, and when appropriate, the faculty advisor, and/or the Director of the BSW/MSW program. If the problem is not resolved, the student may also be asked to meet with the PPC. In most cases, a plan to remedy the problem will be developed and shared with the student, who will be allowed to respond to the plan. An exception would be an egregious violation of professional behavior as defined by the National Association of Social Workers’ Code of Ethics. The remediation plan generally will include a requirement that the student seek help for those problems that affect the student’s ability to engage in professional social work behavior. If appropriate, the student may be asked to repeat practicum hours that were not successfully completed. Students who are terminated from their practicum experience will be required to drop the corresponding seminar course and will not be allowed to count any practicum hours that have been accrued. The earliest the student may return to practicum and seminar is the following semester and after successful completion of the remediation plan. If, after review by the PPC, the student has been unwilling or unable to complete the agreed upon plan, the student may be dismissed from the program.

Should the retention procedures fail to produce a decision satisfactory to the student involved, the student may appeal to the university’s grade appeal procedure described in the BSW/MSW student handbook and the campus Bulletin.

REPORTING SUSPECTED INCIDENTS OF ABUSE AND NEGLECT 3.16
Students in field placement have an ethical responsibility and legal obligation to report suspected abuse or neglect to elders or children. Students should report incidents of suspected abuse or neglect to their supervisors immediately. Students should seek further direction from their supervisors about agency procedures for reporting such incidents to the child abuse or elder abuse hot lines.
STUDENT LEARNING AGREEMENTS
All students must have a completed, signed and approved learning agreement by the deadline given by the Assistant Director of Field Education. The learning agreement guides the learning experience and serves as an evaluation tool. The learning agreement states the competencies students are required to meet, specific practice behaviors and tasks the student will engage in to meet the competencies, and methods for evaluating the student. All students must meet the same ten competencies over the course of two semesters (listed below). However, tasks will vary greatly depending on the practicum setting. Learning agreement forms, sample learning agreements, and sample tasks are available on-line at: http://www.umsl.edu/~socialwk/Field%20Education/BSW%20Practicum/index.html

Each semester has its own learning agreement with the five competencies students are to be engaged in during the semester (see below).

Once a practicum site has been agreed upon by the student and the agency representative, the student should complete the learning agreement with his/her supervisor. The learning agreement may then be submitted to the Assistant Director of Field Education for review and suggested revisions, if necessary. Once approved, the final copy of the learning agreement must be signed by the student, agency field instructor, and the Assistant Director of Field Education. Copies will be distributed to the student and agency field instructor. The original will be kept on file with the Office of Field Education.

STUDENTS WHO DO NOT HAVE AN APPROVED LEARNING AGREEMENT ON FILE BY THE DEADLINE DATE MUST SUSPEND ALL PRACTICUM ACTIVITY UNTIL APPROVAL OF THE LEARNING AGREEMENT IS GIVEN. NO PRACTICUM HOURS MAY BE ACCURED DURING THIS TIME.

Students will be engaged in the following five competencies for their first semester of practicum (4800):

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 2.1.7 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.

In the second semester (4850), students will be engaged in the following five competencies:

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 2.1.8 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.
RESPONSIBILITIES OF THE OFFICE OF FIELD EDUCATION 5.1
The Director and Assistant Director of Field Education are responsible for the administration of the field practicum for BSW and MSW students. Their duties include:

- Identifying prospective practicum opportunities that meet the needs of BSW and MSW foundation and/or concentration students.
- Identifying prospective practicum instructors within health and human service agencies in the metropolitan St. Louis area who are qualified to provide supervision of students.
- Providing orientation and on-going professional development in practicum-related issues to agency instructors. Orientation sessions for new instructors, practicum instructor meetings, and professional workshop are held each year.
- Evaluating agency instructors using formal student feedback instruments as well as site evaluations. In instances in which problems of supervision are found, the Director and Assistant Director of Field Education will document the problems and steps taken to remedy the problem. If problems cannot be resolved, the instructor and/or agency will be removed from the approved list of practicum agencies and/or field instructors.
- Helping students secure a practicum experience by providing orientation meetings, organizing an annual practicum fair, and providing individual advising sessions.
- Mediating problems between students and their practicum agencies, as necessary.

RESPONSIBILITIES OF AGENCY FIELD INSTRUCTORS 5.2
The agency field supervisor plays a vital role in the education of BSW students. It is important that those who take on this role have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

Field supervisor responsibilities include:
- Assuming instructional and administrative responsibility for the student in the field setting.
- Orientation of the student to field placement.
- Assisting the student with preparation of the learning agreement.
- Provision of regularly scheduled individual supervision with each student (at least one hour per week), and where feasible additional group supervision.
- Providing the student with ongoing feedback about his/her performance.
• Meeting with the faculty field liaison from the University at least once during the semester, or as needed, regarding the student’s progress.
• Informing the faculty liaison of all concerns relative to the student’s fieldwork progress, activities, and any other issues that might affect the placement.
• Informing the Office of Field Education of significant changes at the agency (i.e. agency moves, changes in phone number, resignation of field instructor, etc.)
• Completing and submitting all necessary paperwork within the timeframes outlined.
• Attending an orientation and completing an 18 hour certification program for new field instructors.
• Updating affiliation materials every three years.
• Completing 15 hours of continuing education in their areas of practice every three years.

RESPONSIBILITIES OF THE FACULTY LIAISON 5.3
In most cases, the faculty liaison for BSW students in practica will be the Assistant Director of Field Education. In some cases, the faculty liaison will be the Graduate Teaching Assistant assigned to the practicum seminar. During the summer semester, the faculty liaison will be the instructor of the practicum seminar. The responsibilities of the faculty liaison include:

• Helping the student plan his/her field experience.
• Assisting students with preparation of the practicum learning agreement.
• Consulting with the agency field supervisor and student to review progress and assess performance.
• Assisting students with any concerns they have relating to the agency field supervisor, integration of classroom work with the field placement, or other issues related to field.
• Acting as an educational consultant to field instructors to enhance their teaching skills.
• Informing the Office of Field Education of any problems relative to students’ performance in practicum.
• Assigning students a grade in practicum. (For further information see section 3.5 of this manual).

STUDENT RESPONSIBILITIES AT PRACTICUM AGENCY 5.4
Students are to consider themselves as potential practicing social workers, visiting members of the social work staff, and are to perform assignments in a manner consistent with accepted BSW social work practices. The best guide to general agency customs and expectations will be the behavior of supervisors and the other professional social workers within the agency.

When in doubt, students should discuss questions such as mode of dress, ways of addressing clients and colleagues, appropriate use of social media and electronic communication tools, and resources within the agency with the agency supervisor.

Students are expected to arrive on time, follow the scheduled hours meticulously, and practice good time management skills. All students should maintain a time sheet recording the hours spent at the practicum site. They are expected to observe provisions of the NASW Code of Ethics and other
generally acknowledged guidelines for professional social workers. Students are also expected to comply with the UM-St. Louis policy on sexual harassment.

Students are expected to participate actively in the assessment of their performance. Students experiencing problems at the practicum site should go first to the agency field instructor. If the problem is not resolved at that level, the student should next go to the faculty liaison for further consultation and direction. If the problem is not resolved with the intervention of the faculty liaison, the student and liaison should go directly to the Director or Assistant Director of Field Education.

SOCIAL MEDIA USE 5.5
Please see guidelines for the use of social media in social work practice on the BSW/MSW Field Education webpage.
FORMS
The following forms are available on the UM-St. Louis School of Social Work website, Field Education link:

- First Semester Practicum Application
- Second Semester Practicum Application
- Application for Place of Employment Practicum
- First Semester (4800) Learning Agreement
- Second Semester (4850) Learning Agreement
- Sample Learning Agreements
- Sample tasks to meet Learning Agreement competencies
- Timesheet
- BSW Practicum Handbook
- Database of Approved Practicum Sites
- Tips for a Practicum Interview

Final evaluations of students in practica will be distributed from the Office of Field Education to Field Instructors once approved and signed Learning Agreements are turned into the Assistant Director of Field Education.

Student evaluations of the practicum site, field instructor, field liaison, and seminar will be distributed in seminar to students.

NASW CODE OF ETHICS
The National Association of Social Workers Code of Ethics, can be accessed:
http://www.socialworkers.org/pubs/code/default.asp

GRIEVANCE PROCEDURES
Grade Appeal Process
Academic Affairs
January 20, 1999; Revised, September 2006, February 2007, and April 2010

University of Missouri-St. Louis Grade Appeal Procedures
On each campus of the University of Missouri it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies and activities. On the University of Missouri-St. Louis campus, the Chancellor has delegated responsibility for overseeing the grade appeal process to the Provost. The Provost is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.

Application of This Policy
Students are responsible for meeting the standards established for each course they take.

Faculty members are responsible for establishing the criteria for grades and evaluating students’ academic performance.
The grade appeal procedure is to allow only the review of allegedly **capricious grading**. It is not intended as a review of the instructor's evaluation of the student's academic performance. The burden of proof shall be on the student. Disagreement or dissatisfaction with a faculty member's professional evaluation of coursework is not the basis for a grade appeal.

**Capricious Grading** is defined as any of the following:

a) The student’s grade was assigned on the basis of other factors rather than the performance on the assignment or in the course;
b) The student’s work was graded with more demanding standards than were applied to equivalent students in the course; *(Note: Different grading criteria are expected of graduate students enrolled in 4000-level courses.)* c) The instructor assigned a grade using standards that were substantially different from those previously announced or stated in the syllabus.

**Informal Procedures**

At any time after the awarding of a grade, for a course or an assignment in a course, a student may discuss the grade with her or his instructor and request that the instructor review the grade.* If the instructor does review the grade he or she is, of course, free to change the grade or not as is appropriate.

*If the instructor is deceased, cannot be located, or is otherwise unable or unwilling to reconsider the grade, the student should consult directly with the chairperson of the department, division, area, school, or discipline housing the course in question.

**Formal Procedures**

The following procedures apply if the above informal procedure does not resolve a dispute concerning a grade to the student’s satisfaction and if the process is initiated within thirty working days of the start of the first regular semester (fall or spring) following the semester for which the grade was given, or thirty days after the assignment of the grade (whichever is later)*

*Under current campus policy, transcript notation of “DL” automatically becomes an “F” after one regular semester. This change, which the Registrar is mandated to make, is not considered a grade change and is consistent with this grade appeal policy. Students may appeal this change provided the appeal is initiated within 30 working days of the notification of the grade change.

1. If the student has not already done so, he or she discusses the contested grade fully with the instructor. The student should prepare for this meeting by taking all relevant written work (tests, reports, etc.) with him/her. If the issue is not resolved, and the student wishes to pursue the appeal, a written appeal should be submitted to the chairperson or director of the department*, division**, area***, school† or discipline housing the course in question. (For grade appeals in the Honors College, College of Nursing, College of Optometry, and the UMSL/Washington University Joint Engineering Program, written appeal should be submitted to the appropriate dean.)

*College of Arts & Sciences, College of Fine Arts & Communication
**College of Education
***College of Business Administration

Appeals must be presented in writing and contain the following information:

(a) A clear concise statement which includes the name of the instructor, the course and semester taken, and a statement describing the specific supporting evidence of capricious grading;
(b) A brief summary of the prior attempts to resolve the matter and the results of those previous discussions;
(c) A specific statement of the remedial action or relief sought.

The chairperson or director will discuss the appeal with the course instructor within 10 days of receipt of
the written appeal, and will inform the student of the result of this discussion. The result of the meeting
may be the instructor’s agreement to change the grade or her or his refusal to change the grade.

2. If the matter remains unresolved, the student may, within 10 working days of being notified of the
result of the discussion between the chairperson or director and the instructor,
may request that the case be forwarded to the dean of the college for a review of the matter.

3. The dean (or designee) will refer the case to a committee composed of at least three faculty members.
This committee is charged with determining whether the grade in question was awarded capriciously.
The committee will investigate the matter, meeting if it deems necessary with the student, the instructor,
and possibly others. Following its inquiries and deliberations but prior to making it final
recommendations, the faculty committee will submit a copy of its findings to the course instructor. If the
course instructor elects to comment on the findings to the committee, this must be done within seven
working days. After further consideration, but within 30 working days after receiving the student’s
statement, the faculty committee will submit its findings in writing with its recommendations and
reasons for those recommendations directly to the course instructor, with a copy to the chairperson or
director, and the dean.

4. If the faculty committee recommends that the grade be changed, the dean will ask the instructor to
implement the recommendation. If the instructor declines, the dean will change the grade, notifying the
instructor, the chairperson or director, and the student of this action. Only the dean, upon written
recommendation of the faculty committee, will make a change in grade over the objection of the
instructor who assigned the original grade.

5. If the student is dissatisfied with the result of the college level review, s/he may appeal to the Provost
within 10 working days of receipt of the committee’s recommendation. The Provost will review the
appeal process and rule on whether the procedures were followed appropriately. If the Provost
concludes that there were procedural errors that denied the student due process, the case will be referred
back to the dean to reconvene a new committee of faculty to review the case.

6. The Provost may NOT change a grade given by any instructor.

AUXILIARY AIDS, REASONABLE ACCOMMODATIONS, AND OTHER SERVICES FOR
STUDENTS WITH DISABILITIES
The University of Missouri System is dedicated to providing reasonable accommodations to our
students with equally effective access to educational opportunities, programs and activities as detailed in
the University of Missouri Collected Rules and Regulations, Section 240.040.

The University will, therefore, take necessary action to ensure that no otherwise qualified student with a
disability is denied access to any particular course or educational program. Such action includes an
assessment of the student’s abilities and an evaluation of the particular course or program.
Implementation Procedures
It is the student's responsibility to self-identify, to provide current and adequate documentation of his/her disability, and to request classroom accommodation, through the Disability Access Services (DAS) office. A request for services will initiate an assessment of needs, including a documentation review and accommodations planning; involving consultation with faculty and/or other campus entities that may be affected by providing accommodations, and will be done on an individualized case-by-case basis.

Initial determinations as to whether requested services and/or accommodations are required will be made by the coordinator of disability services based on results of the assessment of needs. If either the faculty member or the disability coordinator disagrees with the prescribed accommodation, such disagreement shall be described in writing promptly and submitted to the Chancellor or his designee for resolution in a prompt manner.

The University will make reasonable modifications to its academic requirements, if necessary, to comply with legal requirements ensuring that such academic requirements do not discriminate or have the effect of discriminating on the basis of a student's known and adequately documented disability; unless the requested modification would require alteration of essential elements of the program or essential elements of directly related licensing requirements or would result in undue financial or administrative burdens. The divisional dean's office, in cooperation with the disabilities services coordinator and the department through which the requirement is fulfilled, will determine the appropriate modification or substitution. Any qualified student with a disability who believes that accommodations and/or an auxiliary aid(s) will be necessary for participation in any course, course activity, or degree program must indicate a need for services to the designated disability services office at least six weeks prior to the beginning of the semester or degree program.

The disability services coordinator will oversee an assessment of the student's request for services and/or accommodations. If an unfavorable determination is made, the student may appeal the decision through the University of Missouri Discrimination Grievance Procedure for Students.

SEXUAL HARASSMENT
This University of Missouri policy aims for an increased awareness regarding sexual harassment by making available information, education and guidance on the subject for the University community.

A. Policy Statement -- It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

B. Definition -- Sexual harassment is defined for this policy 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 a 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.

C. **Non-Retaliation** -- This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation or resolution of sexual harassment. Notwithstanding this provision, the University may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.

D. **Redress Procedures** -- Members of the University community who believe they have been sexually harassed may seek redress, using the following options:

1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer.

2. Initiate a complaint or grievance within the period of time prescribed by the applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures"; staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff" and students to Section 390.010, "Discrimination Grievance Procedure for Students". Pursuing a complaint or informal resolution procedure does not compromise one's rights to initiate a grievance or seek redress under state or federal laws.

E. **Discipline** -- Upon receiving an accusation of sexual harassment against a member of the faculty, staff, or student body, the University will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five year limitation period from the date of occurrence for filing a charge that may lead to discipline.

An individual who makes an accusation of sexual harassment will be informed:

1. At the close of the investigation, whether or not disciplinary procedures will be initiated; and
2. At the end of any disciplinary procedures, of the discipline imposed, if any.

**FILING A FORMAL COMPLAINT**
The following have been designated by the Chancellor as the individuals who will assist faculty, students, and staff in filing formal complaints of sexual harassment. Each is willing to discuss issues in an informal fashion, but each is also under an obligation to initiate an investigation if she or he believes there are probable grounds for a case of sexual harassment.

**Faculty:** Academic Affairs, 516-5372
**Students:** Student Affairs, 516-5211
**Staff:** Office of Equal Opportunity, 516-5695