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 MSW 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 navigate the program. The handbook contains the most relevant policies, regulations and procedures that will affect your life as a 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 other university sources, will help answer any of the questions that you may have. Please remember that University 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,

School of Social Work
SCHOOL OF SOCIAL WORK

MISSION OF THE UNIVERSITY OF MISSOURI-ST. LOUIS

We transform lives: As the metropolitan, land-grant, research institution serving the most diverse and economically important region in Missouri, the University of Missouri–St. Louis delivers exceptional educational, research and engagement experiences that inform, prepare, challenge and inspire.

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 self-aware, culturally informed, critically thinking leaders committed to social and economic justice and professional values and ethics. Inspiring Hope, Changing Lives

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 understand 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. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities

9. Evaluate practice with individuals, families, groups, organizations, and communities

PROGRAM DESCRIPTION

The School of Social Work 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 first-year or transfer students 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 recommendations: 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, Psychology 1003, and Sociology 1010 or their equivalents, with a C- or better.

3. Have a GPA of 2.75 or higher in social work and related areas, and 2.5 or higher overall.

4. Attendance at Professional Development Workshop.

5. 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
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 2.75 or better is required in all coursework specifically required for the
major, with a satisfactory grade in the practica. A minimum of 2.5 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) Social work majors must have a grade of C- or better in all course work specifically required for the major, with satisfactory grades in practicum.

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, Human Service 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 spring 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 administrative staff 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.

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 or staff advisor signs the practicum application form it should be turned into the Office of Field Education (121 Bellerive Hall). The Office of Field Education will review each application before final approval is given.

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.

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.
RELATED AREA REQUIREMENTS

Select one of the following:

- **Biology 1012**, General Biology
- **Biology 1102**, Human Biology
- **Biology 1131**, Human Physiology and Anatomy I
- **Biology 1141**, Human Physiology and Anatomy II

- **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**, Quantitative Data Analysis in Social Science Research (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, gender studies, gerontology, child advocacy studies, 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 required 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 their 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, to begin practicum.

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

Candidates must complete the following social work courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 faculty or staff advisor in the School of Social Work 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, the faculty or staff advisor 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://www.umsl.edu/services/dars/

4. All students are expected to meet with their assigned 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. Students are also required to make an appointment with their social work advisor the semester before beginning field placement to review the student’s 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 their advisor when there has been a digression from the prescribed plan.

7. Two semesters before they expect to graduate, students must apply for graduation online.

The requirement that students see a trained social work advisor familiar with the undergraduate general education and social work curricula, serves as an advantage to students. Being partnered with faculty and staff 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 Council 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 Demonstrate ethical and professional behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**EP 2.1.2 Engage diversity and difference in practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**EP 2.1.3 Advance human rights and social, economic, and environmental justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

**EP 2.1.4 Engage in practice-informed research and research-informed practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

**EP 2.1.5 Engage in policy practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**EP 2.1.6 Engage with individuals, families, groups, organizations, and communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**EP 2.1.7 Assess individuals, families, groups, organizations, and communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations,
and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

EP 2.1.8 Intervene with individuals, families, groups, organizations, and communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

EP 2.1.9 Evaluate practice with individuals, families, groups, organizations, and communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
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 first-year students should use the following sample 4-year program to guide them in selecting courses.**

Sample Four Year Program

### First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Psychology 1003</td>
<td>Economics 1000 or 1005</td>
</tr>
<tr>
<td>Sociology 1010</td>
<td>Human Biology 1102</td>
</tr>
<tr>
<td>Biology 1012</td>
<td>General Education</td>
</tr>
<tr>
<td>English 1100</td>
<td>Math 1020 or 1030</td>
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<tr>
<td>General Education</td>
<td>Elective or minor</td>
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**TOTAL-15 Hours**

### Second Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Soc. Work 2000</td>
<td>Soc. Work 2200</td>
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<tr>
<td>Soc. Work 2001</td>
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</tr>
<tr>
<td>Pol. Sci. 1100</td>
<td>Psych. 2160</td>
</tr>
<tr>
<td>General Education</td>
<td>Soci. Science Elec.*</td>
</tr>
<tr>
<td>Elective or minor</td>
<td>Elective or minor</td>
</tr>
<tr>
<td></td>
<td>General Education</td>
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</table>

**TOTAL-16 Hours**
### Third Year

**First Semester**

<table>
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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Soc. Work 3100 (apply to SW program)</td>
<td>3</td>
</tr>
<tr>
<td>Soc. Work 3510</td>
<td>3</td>
</tr>
<tr>
<td>Soc 3220, Crim 2220, or Psy 2201</td>
<td>3-4</td>
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<tr>
<td>English 3100 or 3120</td>
<td>3</td>
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<tr>
<td>Soc. Science Elective</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Soc. Work 4110</td>
<td>3</td>
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**TOTAL-15 Hours**

### Fourth Year

**First Semester**

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**Second Semester**

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<tr>
<td>Elective or minor</td>
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**TOTAL-15 Hours**

**STUDENTS NEED 120 HOURS TO GRADUATE.**

* Nine hours must be taken in social work, anthropology, child advocacy studies, criminology & criminal justice, economics, gerontology, gender studies, military & veteran studies, political science, psychology, or sociology at the 2000 level or above.
ORGANIZATIONS

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.

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).

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. Phi Alpha Honor Society

http://phialpha.org/

Phi Alpha is a National Honor Society in Social Work. Membership is open to both graduate and undergraduate students in Social Work who have demonstrated academic excellence, as well as Social Work faculty and practitioners. The local chapter of Phi Alpha at UMSL is Kappa Phi.

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Applications for membership are accepted every fall and spring semester. Criteria for membership are:

Undergraduate requirements:
- Full admission to the BSW program
- Completed at least 37.5% of required coursework toward the degree
- Overall GPA in the top 35% of all BSW majors

Graduate requirements:
- Completed at least 37.5% of required coursework toward the degree
- Overall GPA in the top 35% of all MSW students

Lifetime national membership is $30.00
Chapter dues are $10.00
C. National Association of Social Workers  
    https://www.socialworkers.org/

D. National Association of Black Social Workers  
    http://nabsw.org/

E. Empower Missouri  
    http://empowermissouri.org/

Students can ask their Social Work advisor for additional information concerning the organization listed above and other 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. Multicultural Student Services provides academic support services for all students – including academic coaching, professional development, mentoring and a large scope of workshops (516-6807, 225 MSC).

B. Disability Access Services provides individualized appropriate accommodations and services for students with disabilities (516-6554, 131 MSC).

C. Career Services assists students and recent graduates with planning, creating, implementing and evaluating career development and job search strategies by working in partnership with employers and the campus community (516-5111, 278 MSC).

D. Student Enrichment and Achievement provides targeted support and workshops for students facing academic challenges (516-5300, 107 Lucas Hall)

E. Counseling Services provides individual counseling appointments for enrolled students at UMSL (516-5711, 131 MSC).

F. International Student and Scholar Services works to successfully integrate international students into the UMSL community (516-5229, 362 SSB).

G. Veteran’s Center offers assistance in making transition from military life to student life as easy as possible (516-5705, 211 Clark Hall).

H. University Tutoring Center provides high-quality individual, group and student organization tutoring, walk-in sessions, study halls, alumni tutorial support and more (516-6807, 225 MSC)

I. Student Social Services provides professional campus social workers to assist UMSL students in a variety of ways to help meet their needs (516-6369, 144 MSC)

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 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 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, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability protected veteran status, or any other status protected by applicable state or federal law. 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 370.010 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.

UM - St. Louis and the School of Social Work procedures for dismissal from the program

The Code of Student Conduct clearly delineates conduct for which a student can be sanctioned or disciplined. In addition, sanctions 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 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 Dean of the School and at least two other tenured faculty 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 BSW practicum director and, if appropriate, the field liaison and 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 social worker, the student will be notified and asked to meet with his or her advisor and, if appropriate, the BSW program practicum director. 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. When applying for admission, students sign this form indicating agreement to follow the Code of Ethics. The remediation plan generally will include a suggestion 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. 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.

**SEX DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL MISCONDUCT**

U.M. Collected Rules & Regulations, 600.020

**Sex Discrimination.** Sex discrimination is conduct that is based upon an individual's sex, pregnancy, gender identity, or gender expression that adversely affects a term or condition of an individual’s employment, education, living environment, or participation in a University activity.

In addition, sexual harassment, sexual misconduct, sexual exploitation, stalking on the basis of sex and dating/intimate partner violence, as further defined below, are forms of sex discrimination which are prohibited under this policy.

**Sexual Harassment.** Sexual harassment is defined as:

1. Unwelcome sexual advances or requests for sexual activity by a person or persons in a position of power or authority to another person, or
2. Other unwelcome verbal or physical conduct of a sexual nature or because of sex, pregnancy, gender identity, or gender expression when:
   a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
   b. Such conduct creates a hostile environment by being sufficiently severe or pervasive or objectively offensive that it interferes with, limits or denies the ability to participate in or benefit from the University’s educational programs, activities, or employment.

**Sexual Misconduct.** Sexual misconduct includes: 1) Nonconsensual sexual intercourse; 2) Nonconsensual sexual contact involving the sexual touching of a body part (i.e., the lips, genitals, breast, anus, groin, or buttocks of another person) or the nonconsensual sexual touching of another with one’s own genitals whether directly or through the clothing; 3) Exposing one’s genitals to another under circumstances in which one should reasonably know that the conduct is likely to cause affront or alarm; or 4) Sexual exploitation.

**Reporting Sex Discrimination, Including Sexual Harassment and Sexual Misconduct**

Students, employees, volunteers, visitors, and patients of the University who have experienced any form of sex discrimination, sexual harassment or sexual misconduct, are encouraged to report the incident promptly to the appropriate Title IX Coordinator. In addition, students, volunteers, visitors, and patients of the University who have witnessed such conduct are encouraged to report the incident promptly to the appropriate Title IX Coordinator. The University will investigate and appropriately resolve all such reports pursuant to one of its Equity Resolution Processes (see Sections 600.030, 600.040, 600.050, 600.060). For questions regarding confidentiality or requests that the Complaint not be pursued, see Section 600.020.E. In order to foster reporting and participation, the University may provide amnesty to Complainants and witnesses for minor student conduct violations ancillary to the incident.
# HELPFUL URL’S

## UNIVERSITY

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<tr>
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<td>UM-St. Louis Bulletin</td>
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## SOCIAL WORK

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