

UNIVERSITY OF MISSOURI-ST. LOUIS

SCHOOL OF SOCIAL WORK

MSW STUDENT HANDBOOK

2019

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

The faculty and staff of the School of Social Work at the University of Missouri-St. Louis are pleased that you have selected our MSW program. As a metropolitan institution with a land-grant heritage, the University of Missouri-St. Louis and the School of Social Work are 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 graduate study with the School of Social Work, 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 graduate student in the School of Social Work and at the University of Missouri-St. Louis. It is our hope that the handbook, along with other materials that you have received from the Graduate School and other university sources, will help answer any of the questions that you may have. Please remember, though, 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 the University of Missouri-St. Louis School of Social Work and we welcome you to the MSW program.

Regards,



Sharon D. Johnson, Ph.D.
Dean, School of Social Work

SCHOOL OF SOCIAL WORK

MISSION OF THE UNIVERSITY OF MISSOURI-ST. LOUIS

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

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

The School of Social Work supports the overall mission of the University of Missouri-St. Louis through its undergraduate and graduate programs in social work education, research, and service.

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 UMSL, a land-grant comprehensive research university committed to meeting the diverse needs in the state's largest metropolitan geographical area.

MSW Mission

With a solid liberal arts and generalist foundation, students undertake advanced practice in the MSW concentration. Concentration level curricula are guided by the systems and strengths perspectives aimed at empowerment and capacity-building of at-risk populations and by the social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Students develop advanced knowledge and skills in Family Practice or Leadership and Social Change. Students may then choose an Area of Emphasis (though this is not required) in one of two areas: Health and Behavioral Health or School Social Work.

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. Further, 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.

PROGRAM DESCRIPTION

The MSW Program in the School of Social Work at UMSL is designed to prepare students to be competent professional social work practitioners. Graduates will have the knowledge, skills and values for direct social work practice with individuals and families, or the knowledge, skills, and values to effectively manage and lead non-profit and public human service agencies and engage in community development and policy advocacy. Social justice principles will guide graduates in their practice at all levels of intervention particularly with persons who are oppressed because of their color, ethnicity, gender, age, sexual orientation or physical or mental ability.

Courses are scheduled so that part-time students can complete the MSW program in four years and full-time students can complete the program in two years.

The MSW program requires 60 hours of graduate coursework. However, a student who has earned a Bachelor of Social Work (BSW) within the past five years or who has taken graduate coursework, comparable to that required for our program, in another social work program or another department at UMSL or another university may receive credit toward the 60-hour requirement or, by passing a test-out exam, have content waived.

The MSW has two levels of study. At the first level, students complete 30 graduate credit hours of coursework, identified as *foundation* content. At the second level of study, students complete another 30 credit hours of coursework in their *concentration*.

The two *concentrations* offered in the MSW program at UMSL are:

- Family Practice
- Leadership and Social Change

Students complete the foundation practicum (300 hours) in their first thirty hours of the MSW program. Students entering with a BSW degree may be exempted from the foundation practicum. The concentration practicum (divided into two courses, 300 hours each) is completed during the second half of the MSW program. The MSW program curriculum at UMSL was developed in accordance with the guidelines outlined in the Educational Policy and Accreditation Standards developed by the Council on Social Work Education.

GOALS OF THE MSW PROGRAM

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

1. **Prepare professional social workers with the knowledge, skills, values and ethics for effective social work practice.** Students learn to engage in professional behavior, to evaluate that behavior, and to adjust their behavior to engage in more effective practice. They are educated to intervene – at individual, family, group, organization, community, and policy levels - and using generalist and problem solving perspectives, integrate social work knowledge and skills with an understanding of social issues from local, national, and global perspectives.
2. **Prepare social work students to analyze and address dynamic issues and challenges facing diverse populations and to promote social justice and positive social change.** The School educates graduate level social work students for advanced practice with children, older adults, and families, and for leadership roles in community organizations. Students gain understanding of social problems and social issues, and how to build capacity and provide resources and opportunities, especially to populations affected by poverty, violence, and/or discrimination. Students are prepared to move into leadership positions, where they will promote social change and economic and social justice.
3. **Provide a professional social work education to a diverse body of students, who desire a public university education in social work in St. Louis.** Students are offered flexible educational opportunities, including course schedules and practicum placements that acknowledge their traditional or non-traditional student status. Diversity is embraced, as faculty and staff work with students individually, in groups, and in classes to maximize learning and professional development.
4. **Prepare students to conduct and utilize research to respond effectively to dynamic social contexts, issues, and problems found in social work practice.** The promotion of life-long learning – including continuing professional education, on-going assessment of practice skills, critical analysis of economic and social structures and policies, and possible doctoral education – occurs through coursework, faculty mentoring, and continuing education programs offered by the School.
5. **Provide educational opportunities and diverse learning environments in partnership with public and private graduate social work, and related programs.** Students have opportunities to earn certificates in specialized areas, to participate in a university consortium for field education among all St. Louis social work schools, to engage in special learning experiences to interact with students elsewhere in the state through distance learning, to access the shared library resources of the majority of institutions of higher education in the state, to participate in courses in other departments and institutions, and to participate in scholarly and professional conferences and other learning opportunities.
6. **Contribute to solving local, regional, and global problems and to promoting social change through teaching, research, and service.** The graduate faculty of the School of Social Work has expertise in social work education, research and scientific inquiry, micro and macro practice, and policy development. In their work, they focus on excellence in teaching, productive research agendas, and service to local, national, and international organizations. Furthermore, faculty and staff work closely with colleagues and institutions in

St. Louis and elsewhere to maximize their capabilities and impact in teaching, research, and service.

These goals are consistent with the land-grant public service mission of the University, the MSW feasibility study, and the educational mission statement of the Council on Social Work Education (CSWE).

CURRICULUM

Foundation Content

In the first year of graduate study, the curriculum emphasis is on generalist social work practice. Students take courses which provide a common base of knowledge across all practice settings and populations. Students gain the basic knowledge and skills to intervene with individuals, families, groups, organizations, and communities and are able to apply this generalist perspective to advanced social work practice.

Upon completion of these 30 foundation credit hours, students will have the core knowledge, skills, and values of the profession to move into an area of emphasis based on their career interests. Students cannot proceed to their concentration choice without having successfully completed most foundation courses.

It is anticipated that students who successfully complete the foundation courses will have gained and will be able to demonstrate (in observable ways) a measurable degree of achievement of the following underlined competencies. Each competency is followed by ways each will be observed and measured.

Foundation Competencies

Competency 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:

- Behavior 1.1: 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;

- Behavior 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Behavior 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Behavior 1.4: Use technology ethically and appropriately to facilitate practice outcomes; and
- Behavior 1.5: Use supervision and consultation to guide professional judgment and behavior.

Competency 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:

- Behavior 2.1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Behavior 2.2: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Behavior 2.3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 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:

- Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Behavior 3.2: Engage in practices that advance social, economic, and environmental justice.

Competency 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:

- Behavior 4.1: Use practice experience and theory to inform scientific inquiry and research;
- Behavior 4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Behavior 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 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:

- Behavior 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Behavior 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services;
- Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 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:

- Behavior 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Behavior 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 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:

- Behavior 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Behavior 7.2: 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;
- Behavior 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Behavior 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 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:

- Behavior 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Behavior 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Behavior 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Behavior 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Behavior 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 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:

- Behavior 9.1: Select and use appropriate methods for evaluation of outcomes;
- Behavior 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Behavior 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Behavior 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Concentration Options

At the time that students complete the Admissions packet they are asked to identify their career interests as they relate to the two concentrations offered in the MSW program. Each concentration requires completion of 30 hours of coursework, including 6 hours of advanced field practicum.

Family Practice Concentration

Students wishing to work primarily with individuals and families will elect the Family Practice Concentration. Upon graduation, the new MSW will have the knowledge and skills to work in child welfare agencies, family service agencies, mental health clinics, health-care organizations, family violence service agencies, substance abuse prevention and treatment programs, correctional organizations, and other such settings.

The following tables summarize the Family Practice concentration curriculum for full-time and part-time students. Three to six hours may be taken in the summer. Students with advanced standing may complete the program in a shorter timeframe.

Family Practice Concentration Full-Time Students (Non-advanced standing)	
Year 1	Year 2
<i>Fall</i> (15 credit hours)	<i>Fall</i> (15 credit hours)
<ul style="list-style-type: none"> • SW 5100 Generalist Social Work Practice (3) • SW 5300 Community Practice & Social Change (3) • SW 5350 Social Work & Human Service Organizations (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) • SW 5700 Diversity & Social Justice (3) 	<ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 6160 Advanced Practice Strategies Across the Life Span (3) • SW 6200 Family Policy or SW 6443 Health Care Policy (3) • SW 6800 Graduate Field Practicum II (3) 300 hours/22 hrs/week: 3 days • Elective (3)

<p style="text-align: center;"><i>Spring</i> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy & Social Services (3) • SW 5410 Research Methods & Analysis I (3) • SW 5800 Graduate Field Practicum I (4) • SW 5801 Foundation Field Practicum Seminar (2) • Elective (3) 	<p style="text-align: center;"><i>Spring</i> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 6150 Theory & Practice with Families (3) • SW 6400 Practice & Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) 300 hours/22/wk: 3 days • Elective (6)
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Family Practice Concentration Part-Time Students (Non-advanced standing)			
Year 1	Year 2	Year 3	Year 4
<p style="text-align: center;"><i>Fall</i> (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5100 Generalist Social Work Practice (3) • SW 5350 Social Work & Human Service Organizations (3) 	<p style="text-align: center;"><i>Fall</i> (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5300 Community Practice & Social Change (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) 	<p style="text-align: center;"><i>Fall</i> (6 credit hours)</p> <ul style="list-style-type: none"> • SW 6160 Advanced Practice Strategies Across the Life Span (3) • Elective(3) 	<p style="text-align: center;"><i>Fall</i> (6 credit hours)</p> <ul style="list-style-type: none"> • SW 6800 Graduate Field Practicum II (3) • Elective (3)
<p style="text-align: center;"><i>Spring</i> (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy & Social Services (3) • SW 5410 Research Methods & Analysis I (3) • SW 5700 Diversity & Social Justice (3) 	<p style="text-align: center;"><i>Spring</i> (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 5800 Graduate Field Practicum I (4) • SW 5801 Foundation Field Practicum Seminar (2) 	<p style="text-align: center;"><i>Spring</i> (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6150 Theory & Practice with Families (3) • SW 6200 Family Policy or SW 6443 Health Care Policy (3) • Elective (3) 	<p style="text-align: center;"><i>Spring</i> (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6400 Practice & Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) • Elective (3)

The Family Practice concentration competencies, which are operationalized below, were developed after consideration of the knowledge, skills, and values that faculty believe are needed to be effective MSW family practitioners.

MSW Family Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior. Advanced Family Practice social workers recognize the importance of the therapeutic relationship. They are able to apply the person--in-environment and the strengths perspectives when working with families. They incorporate the professional use of self with clients in family practice settings, and adhere to ethical guidelines of professional behavior. Practitioners in clinical social work recognize their role on inter-professional teams in their practice with families. They recognize the need for ethical use of technology tools in their clinical social work practice. They use self-reflection to manage personal values and maintain professionalism in practice. They demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication. Advanced Family Practice social workers:

- Behavior 1.1: Effectively use personal reflection, self- correction, supervision, and consultation to enhance their clinical practice.
- Behavior 1.2: Demonstrate professional demeanor in behavior and appearance when engaging with client and inter-professional teams.

- Behavior 1.3: Uses person-in-environment, strengths perspectives, and/or other social work frameworks to guide therapeutic relationships.
- Behavior 1.4: Apply models of ethical decision making incorporating the NASW Code of Ethics and other relevant ethical guidelines to guide professional decisions as they relate to social work family practice and use of technology.

Competency 2: Engage Diversity and Difference in Practice. Advanced Family Practice social workers demonstrate an understanding of how diversity and difference in life experiences affect a client’s response to help-seeking behaviors and how that can be used in building a therapeutic relationship. They understand the dimensions of diversity as the intersectionality of multiple factors that may lead to oppression, poverty, and alienation as well as privilege, power and acclaim. They understand how cultural diversity can affect explanations of illness, help-seeking, and healing practices. They use this information to enhance well-being, and to identify and use practitioner/client differences and life experiences from a strengths perspective to guide practice choices. They understand that clients are experts in their own lives and experiences and seek better understanding of those experiences. Advanced Family Practice social workers:

- Behavior 2.1: Engage clients as experts to better understand how diversity and difference shapes unique life experiences and strengths, and utilize this information to inform practice decisions.
- Behavior 2.2: Apply and communicate an understanding of how diversity and difference shape clients’ life experiences.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Advanced Family Practice social workers understand that every person in our society should have fundamental human rights, and when these rights are missing, clients are unable to function fully in society. Social workers use their knowledge of human need and social justice to implement strategies that will improve the lives of clients within their communities. They understand the globalization of our society and understand how legislation and program services are developed and funded. They use their skills to advocate for effective practices that eliminate structural barriers and ensure that resources, rights, and responsibilities are equitably distributed to support family functioning. Advanced Family Practice social workers:

- Behavior 3.1: Develop approaches to client treatment that take into account client’s difficulties created by social, economic, and/or environmental injustice, particularly in terms of inability to access services.
- Behavior 3.2: Engage in social justice advocacy and/or other strategies to ensure that clients receive services they need.
- Behavior 3.3: Analyze policies and program services through the lens of social justice and advocate for policies that ensure equitable distribution of resources.

Competency 4: Engage In Practice-informed Research and Research-informed Practice. Advanced Family Practice social workers understand when to use qualitative and quantitative research to advance social work practice and evaluate their own practice. They understand how to use principles of scientific inquiry and incorporate culturally informed and ethically based approaches to knowledge building. They understand the need to learn from other disciplines and sources of knowledge. They are able to evaluate this research and to translate research findings

into effective, evidence-based practice to improve family functioning. Advanced Family Practice social workers:

- Behavior 4.1: Identify and use evidence informed practices in work with clients
- Behavior 4.2: Demonstrate ability to evaluate own practice or that of an agency.
- Behavior 4.3: Translate research evidence to inform and improve their clinical practice, policy, and service delivery.

Competency 5: Engage in Policy Practice. Advanced Family Practice social workers recognize the role of policy development and implementation within their practice settings. They realize that human rights and social justice are mediated by policy at the federal, state, and local levels and understand their role in policy development and practice. They work actively to make changes in policy that affect the micro, mezzo, and macro levels of advanced family social work practice. They use their understanding of the history and current structures of family social policy and services that impact their clients' well-being, service delivery, and access to social services. Advanced Family Practice social workers:

- Behavior 5.1: Identify agency, community, state and federal policies/laws that impact client well-being, and analyze their impact on clients.
- Behavior 5.2: Will communicate with stakeholders or others the implications of policy and/or policy changes for clients.
- Behavior 5.3: Engage in and advocate for political action to inform legislators and policy makers about the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Advanced Family Practice social workers utilize engagement as necessary for working with, or on behalf of, diverse individuals, families, groups, organizations, and/or communities. They critically evaluate and apply family practice models to understand engagement and relationship building across systems. They also understand the clinical communication skills needed to engage diverse clients and constituencies. Social workers understand how their personal experiences and affective reactions may influence their engagement with clients, and they are able to use this awareness to modify their behavior when interacting with clients. Advanced Family Practice social workers recognize and value the importance of human relationships, particularly the use of inter-professional collaboration to facilitate engagement. Advanced Family Practice social workers:

- Behavior 6.1: Uses empathy, active listening and other interpersonal skills to develop relationships with clients and constituents.
- Behavior 6.2: Applies culturally sensitive practices when developing therapeutic relationships with clients and constituents.
- Behavior 6.3: Are aware of and can modify affective reactions that may impact their relationships with clients.
- Behavior 6.4: Identify ways to enhance collaboration with clients, promote their empowerment, and encourage them to provide feedback to other members of the inter-professional team as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Advanced Family Practice social workers understand that data gathering and assessment are important components of social work practice with individuals, families, groups, organizations, and communities. Social workers understand and use methods of assessment with diverse clients and constituencies. They use family practice models and other frameworks to understand the data they have obtained and inform application of evidence-based practices. They recognize the larger practice context in the assessment process and participate in inter-professional collaboration when appropriate. Social workers also understand how their personal experiences and affective reactions may affect their decision-making and response to clients in assessment interviews. Advanced Family Practice social workers:

- **Behavior 7.1:** Use a multi-dimensional approach to collect and organize information received from clients and other constituents.
- **Behavior 7.2:** Work with client/s to develop mutually agreed on goals and objectives based on assessment tools utilized by the organization, client values and preferences, observations by the inter-professional team (if applicable), and knowledge of clinical intervention.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Advanced Family Practice social workers understand that intervention is an ongoing component of the dynamic and interactive social work process with and on behalf of individuals, families, groups, organizations, and communities. Advanced Family Practice social workers are knowledgeable about family practice models and critically apply these frameworks to clinical intervention with individuals and families while recognizing the importance of groups, organizations, and communities in individuals' lives. Advanced Family Practice social workers critically appraise and select evidence-informed interventions taking into account clients' diversity and values when selecting interventions. Advanced Family Practice social workers apply appropriate evidence-informed interventions, and monitor and modify interventions as needed. Social workers understand the importance of interdisciplinary, inter-professional and inter-organizational collaboration when planning and delivering any intervention. Advanced Family Practice social workers:

- **Behavior 8.1:** Through research critically appraise family practice models and evidence-informed interventions.
- **Behavior 8.2:** Select appropriate evidence informed interventions based on the assessment and knowledge of clinical interventions, values and preferences of clients and constituents, and with input from the inter-professional team.
- **Behavior 8.3:** Collaborate with inter-professional and inter-organizational teams to implement interventions.
- **Behavior 8.4:** Monitor interventions and program processes and modify as needed.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Advanced Family Practice social workers understand that evaluation of practice is necessary for working with, or on behalf of, diverse individuals, families, groups, organizations, and/or communities. They recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand the importance of evaluating and applying knowledge of family practice models

when evaluating practice outcomes. Social workers are cognizant of how diversity affects evaluations, how practitioners' values may skew interpretation of measures, and when to use qualitative and quantitative methods for evaluating practice outcome and effectiveness.

Advanced Family Practice social workers:

- **Behavior 9.1:** Select and use appropriate methods for evaluation of practice, keeping in mind how diversity and other factors may affect outcome results.
- **Behavior 9.2:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes, using qualitative and/or quantitative measures.

Leadership and Social Change Concentration

Students wishing to work in human service agencies and organizations as program planners, policy-makers, supervisors, administrators, or community development specialists may elect the Leadership and Social Change concentration.

The following tables summarize the Leadership and Social Change concentration for full- and part-time students. Three to six hours may be taken in the summer. Students with advanced standing may complete the program in a shorter timeframe.

Leadership and Social Change Full-Time Students (Non-Advanced Standing)	
Year 1	Year 2
<p>Fall (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5100 Generalist Social Work Practice(3) • SW 5300 Community Practice & Social Change (3) • SW 5350 Social Work & Human Service Organizations (3) • SW 5500 Foundations of Human Behavior in the Social Environment(3) • SW 5700 Diversity & Social Justice (3) 	<p>Fall (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 6250 Social & Economic Development Policy (3) • SW 6300 Leadership & Management in Non-Profit Organizations (3) • SW 6800 Graduate Field Practicum II (3) 300 hours/22 hrs/week: 3 days • Elective (3)
<p>Spring (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy & Social Services (3) • SW 5410 Research Methods & Analysis I (3) • SW 5800 Graduate Field Practicum I (4) • SW 5801 Foundation Field Practicum Seminar (2) • Elective (3) 	<p>Spring (15 credit hours)</p> <ul style="list-style-type: none"> • SW 6380 Advanced Community Development Theory & Practice (3) • SW 6400 Practice & Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) 300 hours/22hr/wk: 3 days • Elective (6)

Leadership and Social Change Part-Time Students (Non-Advanced Standing)			
Year 1	Year 2	Year 3	Year 4
<p>Fall (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5100 Generalist Social work Practice (3) • SW 5300 Community Practice & Social Change (3) • SW 5700 Diversity & Social Justice (3) 	<p>Fall (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5350 Social Work & Human Service Organizations (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) 	<p>Fall (6 credit hours)</p> <ul style="list-style-type: none"> • SW 6250 Social & Economic Development Policy (3) • Elective (3) 	<p>Fall (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6300 Leadership & Mgmt. in Non-Profit Organizations (3) • SW 6800 Graduate Field Practicum II (3) • Elective (3)

<p>Spring (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy & Social Services (3) • SW 5410 Research Methods & Analysis I (3) 	<p>Spring (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 5800 Graduate Field Practicum I(4) • SW 5801 Foundation Field Practicum Seminar (2) 	<p>Spring (6 credit hours)</p> <ul style="list-style-type: none"> • SW 6380 Advanced Community Development Theory & Practice (3) • Elective (3) 	<p>Spring (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6400 Practice & Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) • Elective (3)
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MSW students pursuing this concentration have the opportunity to complete the Graduate Certificate in Non-profit Management and Leadership, which is an 18 credit hour program. In addition, students may also consider a joint MSW/MPPA (Master’s in Policy Administration) degree.

The core competencies that students in the Leadership and Social Change concentration are expected to achieve are listed below.

MSW Leadership and Social Change Competencies

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers in macro practice understand and ascribe the values and ethics advanced by NASW and CSWE for professional conduct. Macro practitioners recognize the distinction between personal and professional values, and also respect the varied value systems that are present within and between communities and organizations. Social workers engage in ongoing reflection of the relationship between their values, and their ability to engage in ethical practice with communities and organizations. Social workers must also be knowledgeable of materials designed to inform ethical decision making such as the IFSW/IASSW Ethics in Social Work: Statement of Principles for arriving at principled decisions concerning social justice and human rights. Social workers in macro practice know the historical roots of social work in community and organizational practice, recognize the importance of professional behavior, ongoing personal and professional development, and value the role of the community, organizations, and other professions when working in community and organizational settings. Social workers:

- Behavior 1.1: Employ and document the use of a framework for ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options.
- Behavior 1.2: Identify the need and process for seeking supervision and consultation, as well as engaging in self-reflection to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice. Social workers in macro practice recognize and value diversity and the role that it plays in shaping individual and collective identities. Dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, race, class, color, culture, disability, ethnicity, gender, gender identity and expression, religion, political ideology, immigration status, sex and sexual orientation; and tribal sovereignty status. Social workers critically assess the impact that diversity and difference has on communities including oppression, discrimination, privilege and power. Social workers engage in practice that acknowledges and appreciates diversity and uses the strengths of diverse life experiences to build inclusive communities and multicultural organization. Social Workers:

- Behavior 2.1: Understand and describe the dynamics of cross-cultural and inclusion related conflicts, tensions, misunderstandings, or opportunities. Develop a plan for continuous learning/improvement in diversity, inclusion, and cultural humility.
- Behavior 2.2: Develop a plan for continuous learning/improvement in diversity, inclusion, and cultural humility.
- Behavior 2.3: Seek and utilize feedback from diverse sources to strengthen practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers in macro practice have knowledge of historical and contemporary forms of oppression and exclusion, their root causes and the mechanisms that reproduce them. They strategically use their expertise in organizational and policy analysis, management, community development or community mobilization to effectively counteract oppression, advocate for human rights and promote social, economic and environmental justice. Social Workers:

- Behavior 3.1: Develop an advanced understanding of current policy pertaining to social, economic, and environmental justice. Demonstrate an advanced understanding of policy and service delivery in a specialized area of practice through actions that advance social, economic, and environmental justice.
- Behavior 3.2: Demonstrate an advanced understanding of service delivery in a specialized area of practice through actions that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

Social workers in macro practice use quantitative and qualitative research to understand the nature of policies, organizations and communities. They also continuously search for existing best practices that improve the ability of these macro systems to promote well-being, inclusiveness and social justice. Social workers seek to expand the profession's understanding of culturally informed and ethical macro system interventions by using outcome evaluation approaches and meaningful involvement of communities and organizations. Social Workers:

- Behavior 4.1: Critically apply practice experience to the conceptualization of the SW6400 research project. In conjunction with SW6400 develop appropriate research designs and/or generate research to inform practice/policy/service delivery.
- Behavior 4.2: In conjunction with SW6400 develop appropriate research designs and/or generate research to inform practice/policy/service delivery.
- Behavior 4.3: Critically apply research to social work practice with individuals, families, groups, families, groups, organizations and communities.

Competency 5: Engage in Policy Practice. Social workers in macro practice understand how a vast array of policies at the local, state, national, and global levels influence the design and delivery of services, as well as how policy shapes the extent to which environments are supportive and inclusive of diverse groups. They apply critical thinking to analyze the effects of social policy on interconnected domains of well-being, with special attention to clients from marginalized groups and facing cumulative disadvantages. Social workers value the profession's role in enhancing the capacity of individuals, families, organizations and communities to expand access to the intended benefits of social policies. Social workers are skilled at formulating

arguments in support of evidence-informed policymaking, and they know how to engage with coalitions addressing key policy issues that affect individuals, families, organizations and communities. Social Workers:

- Behavior 5.1: Apply practice experience to the implementation of social policy for diverse clients, systems and constituencies.
- Behavior 5.2: Assess how specialized policies and social delivery initiatives across systems of care affect social service provision.
- Behavior 5.3: Understand the historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers in macro practice engage with organizations and communities and the groups, families and individuals that are part of those macro systems to ensure that the worth and dignity of all persons are considered. Social workers understand participatory methods and utilize them to ensure that authentic participation occurs throughout all organizational, community, and policy processes, including assessment, planning, and implementation. Social Workers:

- Behavior 6.1: Demonstrate an **engagement** strategy based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' preferences; and practice contexts.
- Behavior 6.2: Identify and utilize personal and professional strengths and skills, and address barriers to **engagement** with diverse constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers in macro practice utilize the systems theory and a strengths-based framework to conduct assessments. They select appropriate assessment tools, methods and technology, and evaluate, adapt, and modify them, as needed, to enhance their validity in working with diverse clients. They develop skills in assessment and communication with key constituencies to choose the most effective practice strategies. Social workers understand how their own experiences and affective reactions may affect their assessment and decision-making. Social Workers:

- Behavior 7.1: Demonstrate an **assessment** strategy based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' goals and preferences; and practice contexts.
- Behavior 7.2: Identify and utilize personal and professional strengths and skills, and address barriers to **assessment** with diverse constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers in macro practice identify policies, organizations and communities as targets of change (client) planning and applying interventions through a variety of models, methods, strategies, and tactics identified as appropriate to the local, regional, national and international contexts. Social workers recognize the central importance of human relationships and design interventions that promote connections between people and places as well as those between people and social systems. Cultural and political contexts are considered in planning and implementing interventions and all stages of intervention development and implementation engage communities, organizations and their constituencies to leverage their strengths and address needs. Social Workers:

- Behavior 8.1: Demonstrate a strategy to **intervene** based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients’ and constituents’ goals and preferences; and practice contexts.
- Behavior 8.2: Identify and utilize personal and professional strengths and skills, and address barriers to **intervention** with diverse constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers in macro practice integrate sources of knowledge—including social work theories and research, input from constituencies, and awareness of broader societal trends—within evaluation processes. They value the role of various stakeholders as contributors to evaluation and adapt research designs and measurement tools to fully include them across diverse practice settings. Social workers communicate evaluation findings and implications for improvement across all levels of practice and policy. Social Workers:

- Behavior 9.1: Demonstrate a strategy to **evaluate** practice, process, or outcomes based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients’ and constituents’ goals and preferences; and practice contexts.
- Behavior 9.2: Critically analyze, monitor, and/or **evaluate** intervention processes, outcomes, or barriers to improve practice effectiveness.

Areas of Emphasis (optional)

Students may – but are not required to – select an Area of Emphasis. There are two Areas of Emphasis which generally are selected by students in the Family Practice Concentration.

- Health and Behavioral Health
- School Social Work

Areas of Emphasis can be earned within 60 credit hours. They will typically take all of a student’s elective options. Some Areas of Emphasis require specific policy or practice courses from the core concentration. **Students must complete at least one graduate concentration practicum (300 clock hours) in a selected Area of Emphasis.**

Area of Emphasis in Health and Behavioral Health

This area of emphasis is designed to prepare MSW students for clinical social work practice in health, behavioral health or integrated care settings. To qualify for the Area of Emphasis, students will complete:

- Health Care Policy (SW 6443)* Used as concentration policy requirement
- Integrated Health Care (SW 6444)
- Diagnosis & Related Pharmacology for Social Work Practice (SW 6630)
- Elective courses: 6 credits. Select electives with approval from the advisor

A “B” or better is required in each course. Students in this area of emphasis must complete a practicum in a setting that provides physical and/or mental health diagnosis and treatment (inpatient, outpatient, or community-based).

Area of Emphasis in School Social Work

This area of emphasis is for students interested in acquiring the theory, knowledge, and skills required of social workers who work in school settings. School social workers work with children, youth, parents, teachers, school administration, and community partners to help students be as successful as possible in school. Through case management, crisis intervention, counseling, and prevention and intervention programs, school social workers help young people manage and/or overcome social, emotional, physical, or psychological challenges.

To qualify for the Area of Emphasis, students will complete and receive a grade of B or better in each of the following courses:

- Family Policy (SW6200)
- School Social Work Practice in Public Schools (SW 6640)
- Psychology of Exceptional Children (SPC-ED 6412)
- Elective courses: 6 credits. Select electives with approval from the advisor

Students in this area of emphasis must complete a two-semester practicum (600 hours) in a public school setting working with a range of ages.

Certificates (optional)

In addition to selecting one of the two concentrations, students may also choose to complete a certificate in a related area such as Gender Studies, Non-Profit Management and Leadership, or Violence and Injury Prevention. A complete listing of certificate programs and requirements can be found at http://www.umsl.edu/bulletin/degree_programs.html. Contact the MSW program director for additional information.

FIELD EDUCATION

Field education is an integral part of the MSW program. Students are required to take three field education courses and one field education seminar. Graduate Field Practicum I (SW5800), or the foundation practicum, is a 300 hour/4 credit hour field education experience focused on generalist social work practice. Students also complete a two credit hour Foundation Field Seminar (SW5801) course in conjunction with this practicum. Completion or concurrent enrollment in all foundation coursework is required before students can begin this field experience. Students **must** attend two foundation practicum planning workshops the semester prior to beginning the foundation practicum, and must apply and be approved before they are allowed to begin practicum.

Graduate Field Practicum II (SW6800) and Graduate Field Practicum III (SW6850) are each 300 hour/3 credit hour field experiences taken in conjunction with classroom concentration coursework. Students select placements within their area of concentration (Family Practice or Leadership and Social Change) and in conjunction with their career goals. Students **must** attend a practicum planning workshop the semester prior to beginning the concentration field experience. The field education manual is available on the School of Social Work web site and on Canvas, the learning management system used by UMSL.

See the Social Work Field Instructor Manual for more details regarding field education requirements and policies.

ADMISSION

Admission to the MSW program is based on measures of academic preparation. To apply, applicants must submit the following materials: (a) a Graduate School application, (b) a School of Social Work application, (c) official transcripts from all colleges and/or universities attended, (d) two written essays following guidelines provided in the social work application, (e) three recommendation forms, one from a professor in the applicant's undergraduate major field of study (if the degree was completed within the last five years, two recommendations should be from former professors), one from a work or volunteer supervisor, and a third from another professional source – none may be from persons related to, or a personal friend of, the applicant, (f) a statement regarding the applicant's mental health and criminal history, (g) a signed copy of the Essential Abilities for Social Workers, and the NASW Code of Ethics indicating the student understands and agrees to follow professional social work ethics (h) in the case of international applicants for whom English is not the native language, TOEFL scores, and (i) a nonrefundable application fee that is set by the Graduate School. These requirements are explained in more detail in the following sections. The Graduate Record Examination (GRE) is not required.

Applicants for admission to the MSW program must apply for admission to the university's Graduate School and simultaneously to the School of Social Work. Only applicants who have earned at least a baccalaureate degree from a regionally accredited institution of higher education in the United States or abroad will be admitted. Admission to the MSW Program requires that applicants be jointly admitted by the Graduate School and by the School of Social Work.

Admission Requirements

The faculty of the School of Social Work - within the guidelines, policies, and regulations of the Graduate School - have established the following requirements for the admission to the MSW Program. The evaluation of application materials and decisions regarding the admission of applicants to the master's program are the responsibilities of the faculty and are implemented through an Admissions Committee. The committee reviews and monitors admission policies, criteria, procedures, and practices.

Applicants to the MSW degree program must meet the following specific requirements:

Applicants must have earned a baccalaureate degree or in the case of international applicants, the equivalent of a baccalaureate degree, from a regionally accredited institution of higher education. The University's Graduate School and its Office of International Student Services inform the School of Social Work that an applicant has met this requirement.

1. An applicant's baccalaureate degree must show evidence of a liberal arts education and should include substantial content or coursework in traditional liberal arts areas including content in humanities (e.g., art history and art appreciation, literature, philosophy and logic,

music, theater), social and behavioral sciences (e.g., anthropology, history, communication, political science, psychology, sociology), physical and natural sciences (e.g., astronomy, atmospheric science, biology, chemistry, physics, geology), and mathematics (e.g., mathematics, statistics, computer science). In addition, an applicant is required to have successfully completed a course in introductory statistics by the end of the first semester of enrollment in the MSW Program. An applicant who does not have adequate liberal arts content must acquire such prior to matriculating in the program.

2. Applicants must meet all the general admission requirements of the University of Missouri-St. Louis' Graduate School and the School of Social Work. Any student who receives graduate credit for a course at UMSL must have been admitted to the Graduate School in one of the categories specified for admission: "Regular," "Restricted," or "Provisional." The School of Social Work requires the cumulative grade point average of 3.0 or above for regular admission to the MSW program. In special circumstances students with an undergraduate GPA between 2.5 and 3.0 may be admitted under restricted status, which allows enrollment of a maximum of 6 credit hours in the first semester. Students applying during their last semester of their undergraduate program may be admitted provisionally until receipt of final transcript; provisionally accepted students are not restricted in the number of credit hours in which they can enroll their first semester.
3. International students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score 79 or above.
4. Applicants must submit three recommendation forms from persons who can address the applicant's academic ability and potential for graduate education and professional social work practice. At least one letter should be from a professor in the applicant's undergraduate major field of study (if the degree was completed within the last five years, two recommendations should be from former professors), one from a work or volunteer supervisor, and a third from another professional source not related to, or a friend of, the applicant who can describe the applicant's potential for professional practice.
5. Applicants must submit written statements responding to two specific essays that focus on: (1) their career goals, and (2) their thoughts on the issues of oppression and discrimination in society. Instructions for writing these essays are provided to each applicant as a part of the application packet. Focus should reflect both strong content and good writing mechanics.
6. Applicants are required to sign a statement regarding mental health and criminal history. These are not reasons to preclude an applicant from admission; however, they do allow the program to be sensitive to the unique needs and barriers some applicants may encounter as they progress through the program, particularly in the field placement experience.

Regular Program Option

The School of Social Work's Admissions Committee evaluates applicants for admission to the MSW program. The Committee's evaluation or assessment protocol involves an analysis and weighting of all admission materials. Specifically, all applicants to the program are assigned a

numerical score on several admission variables: baccalaureate degree; cumulative grade point average; recommendation forms and letters of recommendation; written personal statement requiring responses to two specific essay questions; liberal arts education; introductory statistics course, work and volunteer experience; and faculty assessment and judgment. An applicant's score serves as the basis for ranking applicants. Admission decisions are made in accordance with the Committee's evaluation and ranking system until available program slots are filled.

In instances where the admissibility of an applicant is not clear-cut (e.g., in those cases where several applicants have marginal academic credentials but other strong assets), the applicant will be seen in a personal interview by the Admissions Committee. Based on an individual applicant's interview, the Committee makes a decision to admit or deny admission. The decision of the Admissions Committee is final. It is worthwhile noting, that in making admission decisions, the Committee strives to build a socially and culturally diverse student body.

When all admissions decisions have been made by the School and approved by the Graduate School, the Office of Graduate Admissions informs applicants, generally by mail, of the School's decisions.

Advanced Standing Program Option

To avoid redundancy and/or repetition of social work content, the School provides an advanced standing (AS) option in the MSW program to qualified applicants. As noted previously, eligibility requirements for this option require:

- The applicant has a baccalaureate degree in social work awarded by a program accredited by the Council on Social Work Education within five years prior to admission to the master's program;
- The applicant has a grade of B (not B-) or better in equivalent undergraduate social work courses for which advanced standing in the master's program is requested; and
- The applicant has been admitted to the Graduate School and the MSW program in the "Regular Student" (unconditional) admissions category. Eligibility for advanced standing is determined by the dean or MSW program director after a review of student's transcript and prior to an applicant's initial enrollment in the master's program.

Advanced standing credits may be awarded up to a maximum of 24 hours for the courses listed in Table 1. Students not eligible for advanced standing can avoid content redundancy by successfully passing a proficiency or "test out" examination (see below) for some foundation courses. Successful passage of a test out examination eliminates a course but not the credit hours and, as a result, a student must enroll for an equivalent number of credit hours in some other graduate course in or out of the MSW program. Field instruction courses are not subject to waivers.

Table 1. Baccalaureate Social Work Courses Eligible for Advanced Standing Credit**		
UMSL BSW Course /Title	MSW Course Equivalent	Credit

SW 3510--Human Behavior/Social Environment	SW 5500	3
SW 3210--Social Policy & Social Services	SW 5200	3
SW 4110--Practice w/Individuals & Groups	SW 5100	3
SW 4300—Social Work Practice with Communities	SW 5300	3
SW 4350—Human Service Organizations	SW 5350	3
SW 3700—Diversity & Social Justice	SW 5700	3
SW 4800/4850--Field Experience I & 2	SW 5800	6
	Possible AS Credits	24

**Only students who received a final course grade of B or better in those baccalaureate social work courses (as shown in Table 1 or their equivalents) are eligible for waivers of credit in the advanced standing (AS) program.

Courses and credit hours earned at another CSWE accredited graduate program in social work may be accepted for graduate credit at UMSL. Such acceptance, however, must be in accordance with established policies and procedures of the advanced standing [AS] program and the Graduate School. Requests of this nature will be reviewed on a case-by-case basis.

In compliance with CSWE’s Accreditation Standard 5.2, UMSL’s Undergraduate, Graduate and Professional Catalog/Bulletin contains the following statement: **“academic credit cannot be given for life experience and previous work experience, in whole or in part, in lieu of field practicum or foundation year courses.”** Thus, the School of Social Work will not under any circumstances grant academic credit to any MSW student for life experience and/or previous work experience in place of the field practicum or of other courses in the master’s program professional foundation curriculum.

Transfer of Credit Policy

According to the University’s Graduate School, the final two-thirds (67%) of the courses in a master's degree program must be completed in residence at the University (see the 2018-2019 UMSL Bulletin under Residence Requirement). In view of this policy, the School of Social Work can accept up to 20 hours of graduate credit from another CSWE accredited MSW program or up to 12 credits of electives from another regionally accredited college or university’s graduate program (exceptions to the one-third limit may be granted by the Dean of the Graduate School).

Course Waiver Policy

A student who does not possess a baccalaureate degree in social work but who has had previous undergraduate coursework in social work from a CSWE accredited program, may be given a waiver from some of the professional foundation courses i.e., Social Policy & Services (SW 5200), Community Practice and Social Change (SW 5300), Research Methods & Analysis I (SW 5410), Social Work & Human Service Organizations (SW 5350), Foundations of Human Behavior in the Social Environment (SW 5500), and Diversity & Social Justice (SW 5700), and

allowed to take elective courses instead. Students must receive a grade of B or higher in all prior courses in social work in order to qualify for waiver or exemption credit.

Test Out Policy

A student from a non-accredited undergraduate social work program and a student who has taken comparable (or similar) coursework in other baccalaureate or master's degree programs may be exempted or waived from some of the courses in the professional foundation curriculum by passing a series of proficiency or "test out" examinations. To be eligible to take a particular proficiency examination, a student must have received a grade of B or higher in a similar course. Receiving satisfactory and/ or passing grades on proficiency examinations does not reduce the total number of semester credit hours needed to complete the MSW program. It does, however, give a student an opportunity to take additional elective course work as part of his or her program of study.

In any event, course waivers are made on a case-by-case basis. Decisions about course waivers are based upon a number of important factors including (a) date(s) when previous academic work was completed, (b) currency of the course(s) serving as the basis of the waiver, (c) the student's professional experience and/or training since the completion of coursework, and (d) the student's career goals and objectives. (Note: courses used as a basis for waiver requests cannot exceed the Graduate School's six-year rule.)

Lifelong Learning Program

Students interested in exploring a new discipline, taking courses, workshops, or institutes for career advancement, or simply undertaking personal enrichment experiences at UMSL's School of Social Work, can apply as a [Non-Degree Graduate Lifelong Learner](#).

Features of the Non-Degree Graduate Lifelong Learner Program:

- Individuals must apply to UMSL's Graduate School as a Non-Degree Graduate Lifelong Learner.
- Upon acceptance as a Non-Degree Graduate Lifelong Learner, individuals can enroll in any of the following courses in the School of Social Work (no more than two per semester) as long as there are seats available in the course. (Students pursuing the MSW degree are given priority and Lifelong Learners may be removed from any course when there is a need to accommodate degree seekers.)
 - SW5200 Social Policy and Social Services
 - SW5300 Community Practice and Social Change
 - SW5350 Social Work and Human Service Organizations
 - SW5500 Foundation of Human Behavior in the Social Environment
- Individuals who already have a MSW degree and apply to UMSL's Non-Degree Graduate Lifelong Learner program can enroll in any graduate social work course (limit two per semester) as long as seats are available. (Students pursuing the MSW degree are given priority and Lifelong Learners may be removed from any course when there is a need to accommodate degree seekers.) Lifelong Learners can contact the [State Committee for Social Workers](#) for information on obtaining CEUs for courses taken.

- Non-Degree Graduate Lifelong Learners have access to graduate and undergraduate classes, libraries, laboratories, recreational facilities, etc., but only the above listed social work courses for those who do not already have a social work degree.
- Taking courses as a Non-Degree Graduate Lifelong Learner is not associated with nor does it provide entitlement to admission into the MSW program.
- Non-Degree Graduate Lifelong Learners do not qualify for financial aid.
- For more information on how to apply, contact [UMSL's Graduate Admissions Office](#) (314) 516-5900. For Social Work specific questions, please contact the MSW Program (314) 516-7665 or socialwork@umsl.edu.

Pre-requisite for Lifelong Learning Program without MSW – Graduate Admission

Pre-requisite for Lifelong Learning with MSW – Graduate Admission

Non-Degree Program

The School of Social Work's Lifelong Learning Program is its non-degree seeking program option.

Student Organization

The Student Social Work Association (SSWA) is the campus organization that is officially recognized by the School as representing the collective interest of all social work students. It is also the established structural means 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).

GRADUATION

Students must notify the university that they intend to graduate by electronically submitting the appropriate form to the Graduate School by the end of the fourth week of classes during the term in which all degree requirements are met. The form required for graduation from the MSW Program is the M-4 form and is available on the Graduate School's webpage under "Forms." Once the student completes and submits the M-4, the student's advisor and the MSW program director will electronically authorize the document. Graduation forms and specific instructions for completion are available on the Graduate School webpage.

POLICIES PERTAINING TO STUDENT RIGHTS AND RESPONSIBILITIES

Students enrolled in UMSL 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.

Code of Student Conduct

Student Conduct & Community Standards is dedicated to encouraging responsible community behavior, educating UMSL students, and facilitating accountability in situations where violations of the Student Standard of Conduct have occurred. These behavioral standards and intervention efforts provide a positive university climate that encourages students to take responsibility for their actions, learn conflict resolution skills, enhance decision-making ability and advance development of social awareness and ethical values.

Every student at the University of Missouri-St. Louis is expected to adhere to the Student Standard of Conduct and to uphold the policies and procedures of the University of Missouri-St. Louis. This policy outlines behaviors and actions for which students may be issued sanctions ranging from a warning to suspension or even expulsion. The purpose of the University's policy and procedures is to help maintain a safe campus environment conducive to academic success while protecting the rights of all members of the University community.

The full text of the policies referenced above are also available for review on the University of Missouri system website at the links below:

- [Student Standard of Conduct](#)
- [Rules of Procedure in Student Conduct Matters](#)

Title IX

The University of Missouri does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. [Review our full Equal Employment/Educational Opportunity Policy and Statement of Nondiscrimination.](#)

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive federal financial assistance.

Sex discrimination is prohibited by University policy and law in educational programs, activities and employment. Title IX applies to all students, employees, volunteers and visitors at the University and prohibits sexual harassment, sexual misconduct, and other forms of sex discrimination as defined in [Section 600.020C](#) of the Collected Rules and Regulations. Additionally, there is a specific application of Title IX in athletic programs to ensure gender

equity and that women and men have equitable access to sports opportunities. As used in this policy, the word "sex" is also inclusive of the term "gender."

Academic Dishonesty

Academic integrity – honesty and responsibility in scholarship – is a keystone of the social work program. All members of our community, including students and faculty, obey rules of honest scholarship. All academic work should result from an individual's own efforts and any intellectual contributions from others should be acknowledged.

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University's Campus Policies and Procedures in the [Triton Manual](#) (p. 30)
- Academic dishonesty is a serious offense that may lead to probation, suspension, or [dismissal from the University](#). One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else's answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student's work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one's academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**

All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is [described in the "Policies" section of the Academic Affairs website](#)

UMSL and the School of Social Work Procedures for Dismissal from Program

A student enrolling in the School of Social Work at UMSL 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), the Field Instructor Manual, and the School of Social Work MSW student handbook clearly delineates 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 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 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 MSW 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.

An academic and/or professional performance review process may be initiated 1) when a student's grade point average (GPA) falls below a 3.0 on a 4.0 scale or 2) when a faculty advisor, other faculty member or practicum supervisor raises special concerns about a student's academic or professional performance. The Graduate School guidelines, which may be found in the Bulletin, state that a student must be placed on probation "if the transcript GPA, based on a minimum of three courses (9 credit hours), falls below 3.0" or if the program "regards the student's progress as unsatisfactory." If this happens, "a student will be placed on probation for one semester, during which time progress will be formally reviewed by the program. After one semester, a student will be removed from probation, continued on probation, or dismissed. A student may not continue on probation for more than one calendar year," (UMSL Bulletin) and in most cases will be dismissed from the program if their GPA has not reached 3.0 after two semesters on probation. Students will also be dismissed if they receive 2 F's, which is considered not making satisfactory progress in the program. A grade lower than a "C-" is recorded as an "F". The Graduate School and/or the School of Social Work will notify students placed on probation and their advisors.

When there are questions about a student's ability to perform professionally as a MSW social worker in the practicum, the student will be notified and asked to meet with the Associate Director or Director of Field Education, and when appropriate, the faculty advisor, and/or the MSW program 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. 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. After review by the PPC, if the student has been unwilling or unable to complete the agreed upon plan, the student may be dismissed from the program.

An exception to the above would be an egregious violation of professional behavior as defined by the National Association of Social Workers' Code of Ethics. In these cases, the student will be recommended for dismissal from the social work program with a review and final decision by the PPC.

Student Complaints

It is important to the University of Missouri-St. Louis that students have the best possible experience (s) on campus. If a student encounters a problem/issue or has a concern that has not been resolved through normal campus processes, the student is encouraged to contact the Office of Academic Affairs for assistance in resolving the issue.

The Office of Academic Affairs provides an opportunity for students to express complaints or concerns related to interactions with faculty members, academic departments and/or administrative units on campus. The office works with students and the responding unit to resolve (if applicable) the issue or complaint. Specific complaints and the corresponding complaint/grievance policies/procedures are listed below.

General Policy Regarding Student Complaints

Once a complaint is forwarded to the Office of the Provost, the responsible administrator will send a brief letter (email) acknowledging that the complaint has been received. The academic unit dean or other senior administrator of the academic unit will determine the course (s) of action to address concern/complaint (s). At the conclusion of the investigation, the appropriate unit-level administrator will inform the student of the decision and/or what actions were taken (if applicable).

Grade Appeals

The grade appeal procedure is to allow only the review of capricious grading. It is not intended as a review of the instructor's evaluation of the student's academic performance. Thus, disagreement or dissatisfaction with a faculty member's professional evaluation of coursework is not the basis for a grade appeal. Students must follow the procedures for grade appeals as outlined in the grade appeal policy (<http://www.umsl.edu/services/academic/policy/grade-appeal.html>). If the student is dissatisfied at the conclusion of the School's review of the appeal, the student may appeal to the Office of the Provost.

https://www.umsl.edu/services/disability/SUPPORT_SERVICES

Access, Disability, and Communication

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS)

immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

144 Millennium Student Center
Phone: (314) 516-6554
Email: cramert@umsl.edu
Web: <http://www.umsl.edu/services/disability>

If you have difficulty communicating in English with the instructor of this course, contact the **Office of International Students and Scholar Services:**

Phone: (314) 516-5229
Email: iss@umsl.edu
Web: <http://www.umsl.edu/~intelstu/contact.html>

Technical Support

UMSL provides students with a variety of technology supports on campus. The information listed below connects you with the most commonly sought supports.

Canvas: If you have problems logging into your course, or an issue within the course site, please contact the **Technology Support Center**

Phone: (314) 516-6034
Email: helpdesk@umsl.edu
Web: <http://www.umsl.edu/technology/tsc/>

If you are having difficulty with a technology tool in Canvas (Panapto, Voicethread, Kaltura, etc.) explore these websites with more information about each toolset:

Faculty Resource Center: <http://www.umsl.edu/technology/lrl/>
Center for Teaching & Learning:
<http://www.umsl.edu/services/ctl/techguides/studenttechguide.html>
VoiceThread Support: pro-support@voicethread.com
Google Apps for UMSL: <http://www.umsl.edu/technology/google-apps/>

Academic Support

TurnItIN - In addition, UMSL provides all faculty and students with access to TurnItIn, an online technology tool designed to improve writing and reinforce rules regarding proper citation and references. Your instructor may decide to use the TurnItIn system to collect student work and run

originality reports. Students see a copy of the originality report when submitting work in the system. Explore the site within your course site in Canvas. They try to respond within 48 hours.

MyConnect

Important information is available to you through MyConnect. Throughout the term, you may receive emails regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful!

MyConnect makes it easy to schedule a meeting with your instructor, advisors or counselors. It can help you manage the steps you need to take to stay on track and meet your educational goals. Log in to your UMSL MyConnect Home page by going to Current Students from the UMSL website. Then, choose MyConnect.

Student Enrichment and Achievement offers assistance tailored to specific student needs.

225 Millennium Student Center

Phone: (314) 516-5300

Email: umslsea@umsl.edu

Web: [https://www.umsl.edu/services/sea/Campus Safety](https://www.umsl.edu/services/sea/Campus%20Safety)

All members of the UMSL community are encouraged to register their home, cell, and office phone numbers to receive notification of any pending danger on campus. Find instructions here: <http://safety.umsl.edu/police/notification/index.html>.

- In the event of an emergency on campus, call Campus Police at 314.516.5155. A call to 911 on a cell phone only, will go to the St. Louis County Police. The St. Louis County Police will notify UMSL Police, but this may cause a delay in response. Campus Police know the best way to escort emergency vehicles to locations on campus.
- If you do not feel comfortable walking to a parking lot, MetroLink stop, or anywhere else on campus, contact the Campus Police for an escort: 314.516.5155.

The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with campus emergency procedures by reviewing the UMSL Police Department web pages at: <http://safety.umsl.edu/police/emergency/index.html>. These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. It is important to review this information and be prepared to take action in the event of an emergency. If a person's safety is ever at risk, **call the Campus Police at 314-516-5155 immediately.**

HELPFUL URLs

University

Graduate School 314-516-5900, 425 Woods Hall	http://www.umsl.edu/divisions/graduate/
Graduate Student Handbook	http://www.umsl.edu/gradschool/admitted/graduatehandbook.html
UMSL Bulletin	http://www.umsl.edu/bulletin
University Health Services 314-516-5671, 131 MSC	http://www.umsl.edu/services/health
Counseling Services 314-516-5711, 126 MSC	http://www.umsl.edu/services/counser
Student Code of Conduct, Disciplinary Matters, and UMSL Anti-Hazing Policy	http://bulletin.umsl.edu/studentconduct/
Funding Graduate School	http://www.umsl.edu/gradschool/prospective/funding-graduate-school.html
Office of Diversity, Equity, and Inclusion	http://www.umsl.edu/services/odei/
Student Support Services	http://www.umsl.edu/studentlife/dsa/servicesavailable.html
Nonprofit Management & Leadership Program 314-516-6713, 406 Tower	http://www.umsl.edu/divisions/graduate/ppa/npml/
Student Financial Aid 314-516-5526, 327 MSC	http://www.umsl.edu/services/finaid/

Social Work

National Association of Social Workers	www.naswdc.org
National Association of Social Workers Code of Ethics	https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
Council on Social Work Education	www.cswe.org