

BACHELOR OF SOCIAL WORK


STUDENT
HANDBOOK

2024-2025

SCHOOL OF SOCIAL WORK



Updated August 5, 2024. Updates may occur throughout the academic year.

Please check OneStThomas website for the most up to date document. 

University of St. Thomas, Minnesota
2115 Summit Avenue
St. Paul, Minnesota 55105 USA

August 2024

Dear BSW Student:

Welcome to the Bachelor of Social Work Program at the University of St. Thomas School of Social Work.

We are pleased to present you with the 2024-2025 BSW Student Handbook, intended to help you understand the program, its mission, philosophy, goals, competencies, practice behaviors, requirements, and procedures. In addition to program information, this handbook outlines your rights and obligations as a student. Please read this handbook carefully and note the course scheduling and sequencing needed for you to maximize your educational experience. Be sure to review the appropriate course catalogues to ensure completion of institutional liberal arts requirements.

Advising is an important component of your BSW education. We urge you to contact your academic advisor at least once per semester and more often if any issues arise. Your advisor will assist you in planning your course schedule, choosing electives, resolving professional issues and considering career alternatives.

The companion documents to this handbook include the previously mentioned course catalogues and the *BSW Field Education Manual*. We hope that these documents will answer many of your questions and should be used along with this BSW handbook. For unanswered questions, please contact your advisor.

Best wishes for a wonderful year and a successful educational experience.

Warmly,

Melissa Lundquist

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I. Introduction

A Brief History of Social Work at the University of St. Thomas

The current University of St. Thomas School of Social Work has undergone numerous transformations over the years. From the 1930's until 1969, the Sociology Department of the Colleges of St. Catherine and St. Thomas maintained courses in Sociology with an emphasis in Social Work. Some of the early courses offered were: Social Casework (1939); Community Organization (1941); Introduction to Groupwork (1948); Social Work as a Social Institution (1966); and Social Welfare Legislation (1966). Field-based education for prospective social workers began being offered in 1944. In the fall of 1969, a Social Work major was established for the first time in the Sociology Department at The College of St. Catherine.

In the spring of 1974, a combined major in Social Work was established for The Colleges of St. Catherine and St. Thomas. At the time, neither school was co-ed; St. Catherine was a women-only institution and St. Thomas was men-only. The joint Social Work program at both institutions received its first joint accreditation in 1974 from the Council on Social Work Education (CSWE). In fall, 1976, social work changed from a major at The College of St. Catherine and from an area of emphasis at the College of St. Thomas to a Department of Social Work jointly run by both schools. Students from both institutions took courses together and learned together. In 1979, we extended our social work program to Weekend College through St. Catherine allowing students to earn a degree in Social Work by attending classes only on weekends. The BSW program continually received very positive reaccreditation (called "reaffirmation" by our accrediting body) evaluations and reaffirmation status.

The Master of Social Work (MSW) Program with an emphasis in clinical social work practice was implemented in the 1990-91 academic year and accredited for the first time by the Council on Social Work Education in 1992. It was collaboratively operated by the College of St. Catherine and the University of St. Thomas (formerly the College of St. Thomas). The joint Master of Social Work (MSW) began in 1990 as the first clinical social work program in the region, preparing mental health professionals for clinical practice and licensure (LICSW level in MN).

The Department of Social Work became the School of Social Work in 1996. The Council on Social Work Education continued to reaffirmed accreditation of the BSW and MSW programs on a regular cycle to the present date. In 2002, the School of Social Work was granted a charter for Beta Epsilon Chapter of Phi Alpha, the National Social Work Honor Society. This changed to Epsilon Zeta Eta Chapter of Phi Alpha in 2019.

In May 2014, the joint School of Social Work received approval from the Higher Learning Commission, a commission of the North Central Association, to offer a Doctorate in Social Work (DSW) with a focus on Education as Practice. Our DSW started in 2014-15, a first-of-its-kind online doctoral program focused on preparing social work educators specifically for teaching and leadership in teaching-intensive universities. The first cohort of 18 students graduated in 2017.

In late-spring of 2018, the two universities announced that the partnership would end and each would offer its programs independently after summer 2019. As of March 9, 2020, the St. Thomas

BSW and MSW programs are fully accredited with CSWE. CSWE does not currently accredit doctoral programs.

Mission of the University of St. Thomas

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Mission of the Morrison Family College of Health

Informed by Catholic social teaching, the University of St. Thomas Morrison Family College of Health will educate health providers and leaders to skillfully, compassionately and collaboratively advance the physical, mental, social and spiritual well-being of individuals, families and communities.

BSW Educational Intent

Social Work majors are prepared as entry-level generalist social workers upon graduation with a bachelor's degree from the University of St. Thomas. Our graduates are highly regarded by the social services community and are sought to fill the social work needs in our metropolitan area. Students are also prepared for graduate studies upon graduation.

Graduates of the Social Work program have been consistently successful in finding employment. The majority of our job-seeking graduates tend to be employed in professional jobs within six to eight months of graduation and all job-seeking generalist social work graduates usually attain professional employment within ten months after graduation. Our BSW students average a higher than the national average pass rate on the Association of Social Work Boards (ASWB) undergraduate licensure exam (LSW).

Our school is dedicated to providing education and training for students to fill jobs in traditional and newly emerging areas where a bachelor's degree is considered the appropriate degree and practice expertise. Some of the traditional areas are: children and families, gerontology, people with disabilities, military, veterans and military families, immigrants and refugees, substance use and abuse, health care, mental health care, schools, public health social work, political social work and community practice.

The University of St. Thomas awards the Bachelor of Arts degree (BA) but graduates from our program may use the title "Bachelor of Social Work (BSW)" because of our accredited status with the Council on Social Work Education.

Nondiscrimination and Human Diversity

The School of Social Work conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. (See Appendix 2: Position Statement on Discrimination)

II. THE SOCIAL WORK PROGRAM

A. Vision and Mission of the School of Social Work

We envision a world that affirms and sustains the inherent dignity and worth of all humans, that distributes resources and power equitably, and where all life flourishes. Grounded in social justice and inspired by Catholic social thought, we educate and engage students to learn, grow, and develop their professional skills as they prepare for social work practice in support of health, well-being, and the common good.

B. Principles held by the School of Social Work

1. Places emphasis on the inherent worth of the individual, the value of human life and the attainment of a high level of social functioning.
2. Provides services to promote a high level of social functioning for individuals, groups, family units and communities.
3. Provides the opportunity for growth toward self-actualization for the clients as well as the social workers.
4. Uses principles from the behavioral social sciences to meet the needs of individuals and groups.
5. Recognizes the universality of social problems and their varied impacts, as well as the role of diversity, difference, and privilege.
6. Functions cooperatively with other disciplines to make provisions for the individualized and continuous care of individuals, groups, family units and communities.
7. Has responsibility to the profession and the community for continued learning, utilization of research and evaluation of practice.
8. Stems from societal needs and has the responsibility to change itself when the needs of society change.
9. Has responsibility to initiate change for the common good within its sphere of influence and in cooperation with other disciplines.
10. Is concerned with local, national and international aspects of social justice and social welfare.

C. Mission of the Bachelor of Social Work Program

Grounded in social justice and enriched by the liberal arts, we educate students to advance the common good through generalist social work practice that values human relationships, community engagement, and systems change.

D. As a reflection of the mission, the overall goals of the BSW Program are:

The overall goal of the BSW program is to create a community of life-long learners and leaders equipped with the knowledge, values, and skills for generalist social work practice. We prepare students:

1. For generalist social work practice with client systems of all sizes: individuals, families, groups, organizations, and communities.
2. To integrate the values and ethics of the social work profession into generalist practice.
3. To engage diversity and difference in practice with all client systems.
4. To understand bio-psycho-social, spiritual, and cultural functioning and apply it to all client systems.
5. To engage in research informed practice and practice-informed research.
6. To engage in policy and community practice to promote social and economic justice and human rights.

E. The BSW Program Core Competencies for Generalist Social Work Practice:

The following are the Generalist Social Work Core Competencies and Practice Behaviors for the BSW Program. The BSW Curriculum is based on these Competencies and Practice Behaviors. These Competencies and Practice Behaviors are based upon the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) for 2022. You can find the Council on Social Work Education's Educational Policy and Accreditation Standards for 2022 [here](#). Below we list the nine social work competencies that inform our curriculum.

Preamble: Inherent to the curriculum and philosophy of the University of St. Thomas School of Social Work BSW Program is the idea that none of these competencies stand alone. Social workers must synthesize social work knowledge, values, skills, theory, research and policy in competent ethical practice. Students are therefore expected to integrate each of these competencies and component behaviors in order to practice as informed, culturally responsive, ethical social workers.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles

of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers

can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Social Work for Social Justice: Ten Principles

Human Dignity

Dignity of the human person is the ethical foundation of a moral society. The measure of every institution is whether it threatens or enhances the life and dignity of the human person. Social workers respect the inherent dignity and worth of all individuals. Social workers treat each person in a caring, respectful manner mindful of individual differences and cultural and ethnic diversity. Social workers seek to promote the responsiveness of organizations, communities and social institutions to individuals' needs and social problems. Social workers act to prevent and eliminate domination of, exploitation of, and discrimination against any person or group on any basis.

Community and the Common Good

All individuals by virtue of their human nature have social needs. Human relationships enable people to meet their needs and provide an important vehicle for change. *The family, in all its diverse forms, is the central social institution that must be supported and strengthened. The way in which society is organized – in education, economics, politics, government – directly affects human dignity and the common good.* Social workers promote the general welfare and development of individuals, families and communities. Social workers seek to strengthen relationships among people at all levels to promote the well being of all.

Rights and Responsibilities

People have a right and a responsibility to participate in society and to work together toward the common good. *Human dignity is protected and healthy community can be achieved only if human rights are protected and responsibilities are met.* Accordingly, every person has a fundamental right to things necessary for human decency. *Corresponding to these rights are responsibilities to family, community and society.* Social workers, mindful of individual differences and diversity, respect and promote the right of all individuals to self determination and personal growth and development. Social workers provide education and advocacy to protect human rights and end oppression. Social workers empower individuals/groups to function as effectively as possible.

Priority for the Poor and Vulnerable

A basic moral test of any community or society is the way in which the most vulnerable members are faring. In a society characterized by deepening divisions between rich and poor, the needs of those most at risk should be considered a priority. Social workers advocate for living conditions conducive to the fulfillment of basic human needs and to promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice. Social workers pursue change with and on behalf of vulnerable and oppressed individuals and groups to: address poverty, unemployment, discrimination and other forms of social injustice; expand choice and opportunity; and promote social justice.

Participation

All people have a right to participate in the economic, political and cultural life of society. Social justice and human dignity require that all people be assured a minimum level of participation in the community. It is the ultimate injustice for a person or a group to be excluded unfairly. Social workers strive to ensure access to equal opportunity and meaningful participation for all. Social workers empower individuals and groups to influence social policies and institutions and promote social justice. Social workers advocate for change to ensure that all people have equal access to the resources and opportunities required to meet basic needs and develop fully.

Dignity of Work and the Rights of Workers

In a marketplace where profit often takes precedence over the dignity and rights of workers, it is important to recognize that the economy must serve the people, not the other way around. If the dignity of work is to be protected, the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative. Social workers challenge injustice related to unemployment, workers' rights and inhumane labor practices. Social workers engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

Solidarity

We are our brother's and sister's keeper. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. An ethic of care acknowledging our interdependence belongs in every aspect of human experience including the family, community, society and global dimensions. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process and seek to strengthen relationships among people to promote well-being at all levels.

Stewardship

It is incumbent upon us to recognize and protect the value of all people and all resources on our planet. While rights to personal property are recognized, these rights are not unconditional and are secondary to the best interest of the common good especially in relation to the right of all individuals to meet their basic needs. Stewardship of resources is important at all levels/settings: family, community, agency, community and society. Social workers strive to ensure access to needed information, services and resources; equality of opportunity; and meaningful participation for all people. Social workers promote the general welfare of people and their environments.

Governance/Principle of Subsidiarity

Governance structures in all levels/settings have an imperative to promote human dignity, protect human rights, and build the common good. While the principle of subsidiarity calls for the functions of government to be performed at the lowest level possible in order to insure for self-determination and empowerment, higher levels of government have the responsibility to provide leadership and set policy in the best interest of the common good. Social workers engage in social and political action in order to promote equality, challenge injustice, expand opportunity and empower individuals, families and groups to participate in governance structures at all levels.

Promotion of Peace

In light of the human dignity and worth of all and the ethical imperatives of solidarity and stewardship, we are called to promote peace and non-violence at all levels – within families, communities, society and globally. *Peace is the fruit of justice and is dependent upon the respect and cooperation between peoples and nations.* Social workers promote peace and the general welfare of society from local to global levels.

Social Work for Social Justice

“The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ “needs and social problems.”

– Preamble, NASW Code of Ethics

Social work practice at all levels strives towards social justice.

Social work practice:

- | | |
|------------------------|---|
| ■ direct service | i advocacy |
| ■ community organizing | ■ social and political action |
| ■ supervision | ■ policy development and implementation |
| ■ consultation | ■ education |
| ■ administration | ■ research and evaluation |

At all levels:

- with individuals, families and groups -- at the micro level
- organizations and communities -- at the meso level
- society and the global community -- at the macro level

Strives toward social justice through these principles which are articulated by numerous faith traditions:

- | | |
|--|---|
| i Human dignity | i Dignity of work and the rights of workers |
| ■ Community and the common good | ■ Solidarity |
| ■ Rights and responsibilities | ■ Stewardship |
| ■ Priority for the poor and vulnerable | ■ Governance/subsidiarity |
| ■ Participation | ■ Promotion of peace |

Social Work for Social Justice

*Social justice means loving people so much that
I work to change structures that violate their dignity.*

Peter Henriot S.J.

Philosophy Statement

The *NASW Code of Ethics* identifies the profession's core values as service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. The Code goes on to discuss numerous specific ethical principles and standards in the context of the service function. It provides, however, far less detail related to the justice function. The Code states that

“social workers challenge social injustice” as follows:

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issue of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, service and resources; equality of opportunity; and meaningful participation in decision-making for all people.

(NASW Code of Ethics, 1999)

Out of its firm commitment to social justice and by virtue of the Catholic mission of our sponsor, St. Catherine University and the University of St. Thomas, the School of Social Work recognizes Catholic Social Teaching as a rich resource to inform and further specify social justice goals of social work education and practice. Catholic Social Teaching (CST) represents a tradition of social ethics which has derived from multiple sources, including scripture, papal encyclicals, episcopal statements and writings of theologians. Catholic Social Teaching, which addresses the challenges of economic and political life and global harmony, defines standards that universally apply to all human beings and provide guidance as to how people should interact and treat one another within the economic and political spheres of our communities and world. As such, these social teachings provide direction on how to live out the Judeo Christian mandate ‘love one another.’ Thus, Catholic Social Teaching is relevant to all people, not just Catholics. While all faith traditions make a contribution to social justice, the words of Brian Rusche, Executive Director of Minnesota’s Joint Religious Legislative Coalition (JRLC) articulate the gift rendered by Catholic Social Teaching:

Catholic Social Teaching is the most systematic and thorough attempt by a religious faith to articulate its positions on social policy. For JRLC's interfaith work, it provides a first lens to look at nearly every social justice issue and seriously influences all our position statements.

Catholic Social Teaching is a gift to the world and people of all faiths.

Through careful analysis and extensive discussion, the social work faculty has examined the convergence between the *NASW Code of Ethics* and Catholic Social Teaching. This exercise has led to the development of *Social Work for Social Justice: Ten Principles*. The integration of these principles into the curriculum recognizes and acknowledges the universality of these principles across numerous other faith traditions. As social work educators, we are bound by the *NASW Code of Ethics* and therefore responsible to teach our students to become professionals dedicated to service and justice. *Social Work for Social Justice: Ten Principles* provides a framework for strengthening the way in which we educate for justice and prepare students for competent and ethical social work practice dedicated to both service and justice.



Finding Common Ground...

as we work together to build a program and a profession which more strongly articulate a commitment to social justice ...

1. We will recognize that no single voice/view has a monopoly on the truth. We will remind ourselves that solutions to our challenges will emerge from dialogue that embraces diverse perspectives.
2. We will not envision ourselves or anyone as 'having all the answers.' No one person/group will judge itself alone to be possessed of enlightenment or spurn others as wrong or misguided.
3. We will test all ideas/proposal for their truth, value and potential impact on our program, on our students and on the clients they will serve. This is our responsibility as ethical social work educators.
4. We will presume that those with whom we disagree are acting with good intentions. We will extend civility, courtesy and genuine effort to understand their concerns. We will not diminish nor trivialize their ideas or concerns with labels, abstractions or blanket terms (such as she/he 'just doesn't get it', 'is a sellout', 'has been led astray', 'is misguided', etc). Instead, we will embrace the complexity of the realities we face and examine their various and multiple dimensions.
5. We will put the best possible construction on differing positions, addressing their strongest points rather than seizing upon the most vulnerable aspect in order to discredit them. We will detect the valid insights and legitimate worries that may underlie even questionable arguments.
6. We will be cautious in ascribing motives. We will not impugn another's motives, loyalties, opinions or comprehension. We will not rush to interpret disagreements as conflicts of starkly opposing principles rather than as differences in degree or in prudential judgment about the relevant facts.
7. We will embrace the realities of our institutional cultures, not by simple defiance nor by naïve acquiescence, but acknowledging both their valid achievement and real dangers.

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Sources: NASW Code of Ethics, U.S. Conference of Catholic Bishops, Office of Social Justice - Archdiocese of St. Paul and Minneapolis

UNIVERSITY OF
St. Thomas

Generalist Social Work Practice

Generalist social work practitioners seek to enhance the well-being of client systems of all sizes including individuals, families, groups, organizations, and communities in a variety of settings, acknowledging the interconnectivity and interdependence of these systems. The social worker understands that humans function together in a network of systems. Each person's life is influenced by biological, psychological, social, cultural, and spiritual factors, and each person lives in a matrix involving families, groups, and communities. These social environments differ in many aspects: 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 to name a few. Understanding the intersections of these systems is a key element of the generalist perspective and demands the ability to use multiple theories, methods, and research findings to understand client systems.

Guided by the National Association of Social Workers (NASW) Code of Ethics, generalist social workers promote social justice with an emphasis on an appreciation for diversity, cultural responsiveness, elimination of systems of oppression, and realization of human rights and social, economic, and political justice at the micro, mezzo, and macro levels. Integral to generalist social work practice are the professional values outlined by the NASW Code of Ethics:

- Service
- Social justice
- Dignity and worth of the individual
- Centrality of human relationships
- Integrity
- Competence

Generalist practice is further defined as ethical social work practice grounded in the knowledge, values, skills, and cognitive and affective processes associated with a set of professional competencies characterized by the following:

- Ethical and professional behavior
- Engagement of diversity and difference in practice
- Advancement of human rights and social, economic, and environmental justice
- Engagement in practice-informed research and research-informed practice
- Engagement in policy practice
- Engagement, assessment, intervention, and evaluation with client systems of all sizes (planned change process)

IV. Curriculum

Coursework

The academic classroom and field components of the School of Social Work have been developed to flow from the mission of the institutions, to be consistent with the Educational Policy and Accreditation Standards for the undergraduate and graduate program established by the Council on Social Work Education, and to operationalize the overall program goals and objectives.

The social work curriculum is based on a liberal arts foundation. Along with these requirements, specific to each of the universities, students complete specific supporting course requirements in other disciplines: psychology, sociology, and human biology.

The coursework within our social work program reflects a progression of learning, which we believe will best prepare competent generalist practitioners who have the knowledge, values and skills necessary to demonstrate the core competencies of generalist practice. The program is designed to prepare the student for beginning level professional practice as a BA Social Worker (BSW level) as well as for graduate study. The purpose of our undergraduate curriculum is to prepare students for beginning professional generalist practice with client systems of all sizes (individuals, families, small groups, organizations, and communities).

A variety of elective courses in social work are also offered. Social work students are able to complete double majors or minors in other academic areas.

Included in the major requirements is a minimum of 475 hours of field education: 75 hours in the junior year and 400 hours in the senior year. Field education provides the opportunity to integrate and apply the knowledge, values, and skills learned in academic courses to actual social work situations to develop the core competencies identified as essential for beginning generalist practice.

Core Curriculum Requirements

The University of St. Thomas is strongly committed to the total development of the student through a liberal arts education. The basis of this commitment and the purposes of the liberal arts education are stated in the institution's catalog. Students can view the undergraduate catalog and description of the core curriculum on the University's website. As well, students are able to view their own degree progress and requirements through the Degree Evaluation tool on Murphy.

St. Thomas catalog: <https://www.stthomas.edu/catalog/current/socialwork/>

BSW Major Requirements

Social Work Courses

SOWK 181: Introduction to Social Work
SOWK 240: People and the Environment: Theories of Behavior, Justice, and Impact
SOWK 355: Communication and Interviewing Skills
SOWK 380: Social Work Research
SOWK 385: Group Work Skills
SOWK 391: Social Policy for Social Change
SOWK 375: Junior Field Placement and Integrative Seminar (2 credits)
SOWK 401: Practice with Individuals and Families
SOWK 402: Practice with Organizations and Communities
SOWK 405: Senior Field Placement and Integrative Seminar (4 credits)
SOWK 406: Senior Field Placement and Integrative Seminar (4 credits)
****A Required SOWK Elective

Required Elective

There is a required SOWK elective. Below are the four electives being offered this year:

SOWK 291: The Anatomy of Violence (4cr)

SOWK 292: Loss, Grief, Resilience and Transformation (2cr)

SOWK 293: A Celebration and Critical Analysis of race & self, social work, and social movements (2cr)

SOWK/PHIL 297: Dying in America (2cr)

Contact your advisor if you would like to enroll for more than two of the above electives. (St. Thomas students need 84 credits outside of the major to fulfill the graduation requirement.)

Required Supporting Work

SOCI 100: Introduction to Sociology
PSYC 111: General Psychology
PSYC 202: Lifespan Development Psychology
BIOL 105/106: Human Biology/Women, Medicine, and Biology

Required Field Experience

These experiences, arranged by the School of Social Work, provide practical learning in social work agencies, institutions, and/or departments to complement the student's academic work. Students have the opportunity to apply theory to real work situations. Field is graded on a S/U Credit basis in both the Junior and Senior experiences.

Junior Year

Students register for Junior Field Practicum & Integrated Seminar (SOWK 375) in either the fall or spring semester of their junior year. They will complete 75hours in an off-campus agency

placement with a well-established agency partner in the Metro area. Students will also attend a weekly on-campus field seminar class. All students must attend a Jr field information session prior to registering for SOWK 375. They must also agree to complete all onboarding steps prior to the start of SOWK 375. If you are planning a semester abroad during your junior year, consult with your academic advisor as early as possible. **NOTE:** The requirement for junior field (SOWK 375) can be met by participating in the Mexico Study Abroad experience (offered spring semester only).

Senior Year

Students register for Senior Field Placement & Integrated Seminar -- SOWK 405 (fall semester) and SOWK 406 (spring semester). They are typically expected to remain in the same class section for both fall and spring semester. They complete a total of 400 hours in a single off-campus agency practicum and attend a weekly on-campus field seminar class. In the student-agency matching process, seniors will be able to choose from a wide range of agency settings. Students must register and complete their senior field placement/seminar concurrently with senior practice courses (SOWK 401 & SOWK 402).

Suggested Schedule for Completing a Social Work Major

Year	Fall	J-term	Spring	Credits
First Year	SOWK 181: Intro Social Work PSYC 111: General Psychology Core: 3 courses* 16 credits		SOCI 100: Intro to Sociology PSYC 202: Lifespan Development Core: 3 courses 16 Credits	32
Sophomore	BIOL 105 Human Biology or BIOL 106: Women, Medicine Core: 2 courses 16 Credits	Liberal Arts Core: 1 course 4 Credits	SOWK 240: People and the Environment Core: 2 courses 16 Credits	36
Junior	SOWK 355: Comm. & Interv. Skills SOWK 391: Social Policy SOWK 375: Junior Field Practicum Choose a SW elective: SOWK 291: Anatomy of Violence (4 credit elective) or SOWK 292: Loss, Grief, Resilience (2 credit elective) Core: 1 or 2 courses 12-18 Credits		SOWK 385: Group Work Skills SOWK 380: Social Work Research SOWK 375: Junior Field Practicum Choose a SW elective: SOWK 293: A Celebration and Critical Analysis of Race and Self (2 credit elective) SOWK 297: Dying in America (2 credit elective) Core: 1 or 2 courses 12 - 18 Credits	24 - 36
Senior	SOWK 401: Practice with Individuals and Families SOWK 405: Senior Field Practicum Core: 2 courses		SOWK 402: Practice with Organizations and Communities SOWK 406: Senior Field Practicum Core: 2 courses	32

	16 Credits		16 Credits	
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*Core = Liberal Arts Core Requirements

**Student must register for the same section (e.g., section 01 or 02) across fall and spring semesters.

NOTE: Students need a total of 129 credits to graduate.

Declaring The Social Work Major

Declaring your major may occur after your first semester of enrollment at St. Thomas. Please read the [Declaring an Academic Major or Minor KB article](#) for complete instructions regarding declaring, adding, changing or removing a major. Social Work students at St. Thomas will receive a BA in social work at graduation.

Admission to BSW Program

When students declare a social work major, they will be assigned a social work advisor. However, there is a formal application to the program in the second semester of junior year. Students must be formally accepted into the BSW program before they can advance to senior year content. Advisors in the major are assigned at this time if they have not been already assigned.

Requesting an Override

To request an override at St. Thomas for a social work course, send an email to the BSW Program Director and copy your advisor. Include the name and CRN number of the course you need to override. Also provide your St. Thomas ID number. The BSW Program Director will request an override through the registrar's office. She will cc you on this email and the registrar will email you when your override has been approved.

Social Welfare Minor

Overview

A minor in social welfare is not accepted by the Council on Social Work Education as preparation for beginning-level generalist social work practice, nor is it accepted by Master of Social Work (MSW) programs to qualify for Advanced Standing status. A minor is offered for your own learning in the area of social welfare. There are 20 credits in the minor.

- SOWK 181: Introduction to Social Work (4 credits)
- SOWK 240: Human Behavior and the Social Environment (4 credits)
- SOWK 391: Social Policy for Social Change (4 credits)

Plus, eight credits from the following:

- PSYC 202: Lifespan Development (4 credits)
- PSYC 207: Alcohol, Other Drugs and Behavior (4 credits)
- SOCI 251: Race and Ethnicity (4 credits)
- SOWK 380: Social Research (4 credits)

Program Admission Requirements

Students take some social work courses prior to admission to the BSW Program, which occurs in the spring of their junior year. To be formally accepted into the BSW Program, the student will:

1. Have junior standing.
2. Have a cumulative GPA of 2.25 at time of admission to the BSW Program.
3. Have declared social work major with university.
4. Achieve a C- or above in all social work courses to date.
5. Submit signed copies of the Junior Field Practicum Learning Assessment (JFPLA) Form to advisor.
6. Submit completed Student Information Form to advisor.
7. Complete an interview with academic advisor.
8. Be reviewed and approved by social work faculty.

Assessing One's Aptitude and Motivation for a Career in Social Work.

We provide our students with extensive opportunities in both academic and field areas to assess their motivation for a career in Social Work and their aptitude for the profession. Through informal discussions with faculty, agency staff, fellow students, classroom discussion, junior field seminars, and independent papers or projects, students are confronted with re-examining their attitudes, expectations and motivations. The Social Work faculty spends time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self-direction is brought about through classroom assignments focusing on one's own personal philosophy of helping, role-plays, simulations, audio and videotaping in the classroom (with verbal and written feedback), oral course evaluations, field related goal conferences, weekly supervisory conferences with agency field instructors and final written field evaluations and conferences. All students meet with their faculty advisor in their junior year to discuss their aptitude and motivation for a career in social work and review their current transcript and GPA. This is the formal process for admission to the social work major. If the student has not yet received a handbook from his/her advisor, the student receives it at this time, along with discussion of pertinent items in the grievance procedure.

Our focus is to help the students see that they are part of the change system in the social work profession. To be effective in such a role, one must have self-awareness about their prejudices, strengths, weaknesses, unique skills and talents. Students are consistently encouraged to focus on these prejudices, strengths, weaknesses, unique skills and talents for further growth.

To support this focus on self-awareness, the program has a strong emphasis on its own program evaluations. In expecting feedback from students on our teaching style, course content, assignments, etc., we have maintained our philosophy that we all need continuous evaluation to obtain feedback in how we are functioning within the social work profession. Only through feedback and educational resources can we change and grow toward our fullest potential.

Admissions Procedures

The Admission to The BSW Program process includes the following steps:

1. Admission to Information Forms and requirements are distributed and explained in spring semester of junior year.
2. Students complete the Student Information Form; their completed JFPLA Form. Student submits materials to academic advisor at least one week prior to meeting.
3. Student meets with academic advisor to discuss each component of the application.
4. Advisor brings the student's application for admission to the full BSW Program Committee for consideration.
5. Student will be notified via email by the BSW Program Director by the end of the spring semester.

A. Purposes of Advisor Meeting

1. To meet with the student individually to discuss educational plans and needs.
2. To assess the student's academic and social potential for successful completion of the social work program.
3. To make a recommendation about acceptance into the major.

B. What can you expect to happen during the interview with your academic advisor?

1. A review of your Information Form, degree evaluation, and JFPLA form.
2. During the meeting, your advisor will consider factors such as academic functioning, motivation, commitment, experience, background, existence of any patterns of inappropriate behavior and future goals.
3. Students are encouraged to ask questions and share concerns.
4. If your advisor has a concern in any area, that concern is shared openly and discussed.
5. Your advisor will forward the recommendation to accept you into the major to the full-time faculty.

C. Review and approval by social work faculty in the decision about accepting you into the major will be made in a meeting of the full-time faculty.

1. If you are accepted, an official letter of acceptance will be emailed to. You.
2. You may be accepted conditionally pending satisfactory completion of an identified requirement (e.g., improvement in one or more of the Standards for Retention).
3. If you are not accepted, because a requirement is not met or for some other concern, you will be asked to reschedule with your advisor, and possibly the BSW Program Director, to discuss the issues and your options.

If you are not satisfied with the decision made by the faculty you may proceed with your grievance through the normal grievance procedure as outlined later in this handbook.

Retention in the BSW Social Work Program: Standards of the BSW Social Work Program for Continuance and Graduation (Approved by the Faculty 2/19/19)

Students are expected to adhere to the **Student Conduct Code and Non-Academic Conduct Procedures** of the University of St. Thomas.

<https://www.stthomas.edu/media/officeofgeneralcounsel/policies/Student-Conduct-Code-and-Non-Academic-Conduct-Procedures.pdf>

The following standards apply to all undergraduate students enrolled in the University St. Thomas School of Social Work. Standards are broader than academic performance due to the nature of Social Work practice and the expectations of a professional program. All undergraduate Social Work students are required to comply with the *Standards of the BSW Social Work Program*, the *National Association of Social Workers (NASW) Code of Ethics* and the Minnesota Social Work Licensing Standards of Practice, as well as related policies in the program and field handbooks. These materials have been shared during your coursework.

- The Code of Ethics can be found here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- The Minnesota Social Work Social Work Standards of Practice can be found here: <https://mn.gov/boards/social-work/lawsandregulations/>

Faculty regularly evaluates academic and professional performance in several areas, including but not limited to the demonstration of basic professional practice skills, stress management and emotional self-awareness, professional judgment, and scholastic performance. Criteria defining each of these four primary areas are identified below.

A. Basic Professional Practice Skills:

1. Communication: practices using effective oral and written skills; uses existing technologies as appropriate; employs effective interpersonal skills including the ability to take appropriate responsibility for one's own actions and decisions and their potential impact on others; and possesses the ability to identify and acknowledge limitations.
2. Ability to Exercise Critical Thinking: demonstrates the ability to plan, monitor and evaluate practice interventions and overall practice; articulates the problem-solving process.
3. Physical Skills: demonstrates sufficient motor, sensory and speech and language skills to actively attend and participate in class and practicum sites with or without accommodations (refer to section on Accommodations for Students with Disabilities).

B. Stress Management and Emotional Self-Awareness:

1. Effective Self Care and Coping Skills: handles stress appropriately by use of self-care techniques and supportive relationships; recognizes personal needs and plans accordingly.
2. Emotional Maturity: demonstrates understanding of appropriate self-disclosure; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support toward peers.
3. Uses assertive problem-solving strategies rather than aggressive or passive actions. Seeks professional help for medical or emotional issues that interfere with professional and scholastic performance.

C. Professional Judgment:

1. **Comprehension of Ethical Behavior:** demonstrates adherence to the *NASW Code of Ethics*, state licensing laws and practicum site policies and procedures; practices within the competencies and limits of a generalist BSW practitioner.
2. **Committed to Professional Learning:** takes responsibility for learning and seeks feedback and/or supervision from field instructors, faculty, peers and colleagues; participates in classroom discussions and stays engaged in learning; holds self-accountable for work assigned.
3. **Self-Awareness:** demonstrates awareness of one's own attitudes and beliefs (economic status, age, ethnicity and lifestyle differences) and their impact on professional practice; acknowledges when personal values interfere with professional practice and client relationships and makes appropriate referrals or takes appropriate action.

D. Scholastic Performance

1. Earns a grade of C- or better in the four supporting courses and in all social work courses and maintains a cumulative GPA of at least 2.25.
2. Satisfactory completion of junior practicum that demonstrates both satisfactory progress and a reasonable expectation of success in a senior practicum site.
3. Fulfills the expectations and standards detailed in the BSW Social Work Field Education Manual.
4. Obtains a mid-year evaluation from the Senior Agency Field Instructor and Faculty Field Liaison that satisfactory progress is being made towards competent, ethical practice; earns a final evaluation in Senior Field that affirms the student is adequately prepared to graduate as a beginning generalist Social Work practitioner. Specific expectations and standards are detailed in the BSW Social Work Field Education Manual.
5. Adherence to Academic Integrity statement in completion of academic assignments, both individual and group assignments.
6. Any student who fails a pre-practice or practice course (SOWK 355, 385, 401, 402) twice will be terminated from the social work program. Any student terminated from a field placement will be placed on probationary status. Termination from a second field placement will result in termination from the program.

Procedures for Adjudication of Student Grievances

Student grievances, instances where student rights have been allegedly denied or violated are handled in accordance with the policies set forth by the University of St. Thomas.

Student policies: <https://www.stthomas.edu/deanofstudents/studentpolicies/>

Grievance Procedure for Field Education. Student grievances related to field education will be handled within the School of Social Work according to the following procedures:

1. If the **problem is in the field agency**, the student must first discuss the problem with the agency field instructor. If it is not resolved, the student should discuss the problem with the field faculty liaison who may arrange a meeting at the agency with the student and field instructor.

If the student is not satisfied with a decision made by the field faculty liaison to resolve a problem at the field agency, the student may submit a written petition to the Director of BSW Field Education for reconsideration of the decision.

If the **problem is in the field seminar**, the student must first meet with the Field Faculty Liaison to discuss the difficulty. If a satisfactory resolution does not result from that meeting, the student may submit a written petition to the Director of BSW Field Education for reconsideration of the decision.

2. If the student is not satisfied with the decision of the Director of BSW Field Education, the student may schedule a meeting with the Director of BSW Field Education and the BSW Program Director.
3. If the issue is still not resolved to the student's satisfaction, the student may schedule a meeting with the Director of the School of Social Work.
4. If the grievance is concerning an academic matter (classroom or field) and is still unresolved after steps 1-3, the student may petition the Vice-President for Academic Affairs at the University of St. Thomas.

If the grievance is non-academic, and it is not satisfactorily resolved in steps 1-3, the student may bring the grievance to the Vice-President for Student Affairs at the University of St. Thomas. <https://www.stthomas.edu/deanofstudents/studentpolicies/>

Grievance Procedure for Non-Field Related Matters. Student grievances related to academic or other concerns within the BSW program will be handled in accordance with University of St. Thomas policies and procedures. Information can be found here: <https://www.stthomas.edu/deanofstudents/studentpolicies/>

University of St. Thomas Policies on Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policies under "Discipline: Rules of Conduct" will automatically result in failure for the work involved. But academic dishonesty could also result in

failure of the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism*

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

*Reprinted with permission from *Writing: A College Handbook* by James A.W. Heffernan and John E. Lincoln. W.W. Norton & Co. Inc., Copyright 1982.

Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:

A) Sanctions

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

B) Previous incident

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policies. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing. in either situation, A or B

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policies. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

Committee on Discipline

A student may appeal the dean's decision to the Committee on Discipline. To appeal, the student must send written notice to the chair of the Committee on Discipline within seven days of the date of the dean's letter notifying the student of the penalty. If the chair of the Committee on Discipline receives no written request within the time specified, the penalty shall be imposed, and the action shall be considered final. If a written request of appeal is received within the time specified, the hearing procedures of the Committee on Discipline will be followed.

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

1. Affirm the original decision and sanction.
2. Affirm the original decision and reduce or increase the original sanction.
3. Reverse the original decision.
4. Disallow the original decision and order a new hearing by the dean (or designee).

For more information go to:

<https://www.stthomas.edu/catalog/undergradinfoandpolicies/dfcinfoandpolicies/academicintegrity/>

Policies and Procedures for Academic or Disciplinary Probation, Suspension or Termination

All faculty are involved in the formation of students' professionalism and are responsible for reporting concerns to the BSW Program Director and other faculty as appropriate to assure ethical practice and academic achievement. The specific process employed for reporting and reviewing a concern relative to a student's performance will be based on the severity of the issue. Relevant information may be disclosed to the practicum site per the Informed Consent Policy (*BSW Social Work Field Education Manual*), if the concern is field related or is affecting field performance.

In most situations, a faculty member will address concerns directly with a student and establish a plan of action with that student to resolve the concern. Faculty will inform the student's advisor, the BSW Program Director and the BSW Field Education Director of the concerns so that any pattern of behavior or issue is identified and addressed in a timely manner. Any other faculty may be informed of these concerns on a consultative basis. Documentation of individual meetings, concerns addressed, and plans of action will be completed if appropriate and maintained by the

concerned faculty member. If the concern is field related, the field faculty member may offer to meet with the Agency Field Instructor and the student. The faculty member who called the meeting will inform the academic advisor and BSW Field Education Director of the concerns and may also recommend a meeting of the student with their academic advisor regarding these concerns.

In the event the concerns are unresolved or of a more serious nature, a meeting will be conducted with the student, faculty member(s) and/or the academic advisor, and the BSW Program Director. If the problem is related to the field practicum, the meeting may include the Agency Field Instructor and BSW Field Education Director. In these situations, the Agency Field Instructor or the field faculty member has the authority to suspend the student's placement until the concern is resolved. The student will be advised in writing of the performance and/or behavioral concerns to be addressed and will be requested to attend this meeting. Disciplinary action, can include any of the following:

1. Continuation in the program with no restrictions
2. Probationary status
3. Suspension
4. Termination from the program with no readmission

Subsequent to the meeting, a letter will be written by the BSW Program Director documenting the outcome of the meeting and any determination of action. In the event of probationary status or suspension, the student will be advised in writing of the actions they must take to address the concerns and a timeframe for doing so in order to regain full program status. This may include future meetings with their advisor, seeking outside assistance, re-evaluating academic load and readiness for the major, meeting a minimum GPA standard in the next 12 credit course load, a specific performance level in field placement and/or continuing in the Social Work Program at a later date. This letter will be sent to the student, the concerned faculty member, the academic advisor, BSW Field Education Director and the Dean of the School of Social Work. If the matter is related to field performance, a copy will also be sent to the Agency Field Instructor containing relevant information. The BSW Program Director will also write a summary of the meeting. This summary and any related documentation will be maintained by the BSW Program Director.

Compliance with other Policies, Laws and Regulations: Institutional policies of the University of St. Thomas define student misconduct as student behavior that is in violation of regulations established by the Boards of Trustees, of college/university regulations and of rules governing residence on college/university property. Social Work majors as citizens are subject to all federal and state laws in addition to all college/university regulations governing student conduct and responsibility. A student may be suspended or terminated from the Social Work major/program for violating said laws, rules or regulations.

Social Work students may also be suspended or dismissed from the major for violations of the *NASW Code of Ethics*:

- Students who are placed on probationary status, suspended or terminated may use the institutional grievance policy and procedures of their respective school to appeal that decision.

- This policy does not supersede any or replace any applicable College or University wide process or policy.
- There may be circumstances that warrant immediate discipline including termination from the program. At all times, the School has the right to discipline or terminate a student during the course of or in lieu of the process described herein.

Probationary status limits the social work courses for which a student can register. While under suspension, the student may not register for any social work courses.

Conditions of Status

Probationary Status occurs for one or more of the following reasons:

- Failing a required social work course (below C-)
- Termination/Unsatisfactory grade from your field practicum
- Unprofessional judgment in the academic setting
- Difficulties with stress management and emotional self-awareness
- Falling below a 2.25 GPA

Consequence: Student may still register for some social work courses as determined through a contract with their advisor and the BSW Program Director.

Suspended Status for one or more of the following reasons:

- Investigation into concerns at the agency regarding ethical behavior
- Investigation into concerns regarding conduct at your academic institution
- Falling below the 2.25 GPA

Consequence: Student cannot register for any social work courses.

Terminated Status occurs for one or more of the following reasons:

- Failing a required social work course twice (below C-)
- A second termination/unsatisfactory grade from your field practicum
- A violation of the NASW Code of Ethics

School of Social Work Statement on Writing

The School of Social Work is committed to encouraging and developing excellent writing skills on the part of its students. Writing, an essential communication tool, is critical for effective work with all client systems involved in professional practice. In work with other individuals, social workers are expected to formulate written assessments, record observations, and document services. For these tasks, they have an ethical obligation to communicate clearly, purposefully, and thoughtfully. As social workers interact with groups and on the community level, they require good writing skills to explain agency programs, propose needed services, request funding, and represent the profession as an educated contributor to community life. Social workers also work for societal reform and provide leadership in democratic processes. They contribute their

expertise to influence public opinion and public policy on the multiple issues that affect client groups, vulnerable populations, and the quality of life for all citizens. They are also responsible to share research findings and practice wisdom with others through scholarship and publication.

Writing is an essential tool for these professional tasks, but each of these tasks relies on the social worker's use of self. Good writing not only communicates effectively with others, but enhances one's own ability for self-awareness, reflection on experience and critical thinking. These are essential for growth of the practitioner as a human being, and thus enhance our ability to connect and understand the human experiences of these with whom we work.

Social work majors meet the writing-intensive requirement through SOWK 380: Social Work Research. In this case, specific assignments develop writing skills for reflection, documentation, advocacy, and integration.

Guidelines for Citing Sources in Social Work Papers

The School of Social Work requests students to use APA style when citing sources. The APA manual is in the library.

Plagiarism

Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material. If you do not, you are plagiarizing and in conflict with the academic standards of both institutions and will face disciplinary actions.

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Avoid plagiarizing

- Put the words of an author in quotation marks, record them accurately, and follow the quotation with a citation that indicates your source. And use quotation marks even when you borrow a phrase or a single, special word from another person. (Follow the style of citation recommended by your professor. MLA, APA, and Turabian are three common styles)
- Write a summary or paraphrase in your own words and sentence patterns. Follow it with a citation. Just changing some words does not make a paraphrase; the ideas must be digested, understood, and written in your own words.
- In addition, it is wise to lead into your quotation or paraphrase by using the author's name. For example, you can write, "According to Deborah Tanner," followed by a quotation from

Tanner or your paraphrase or summary of Tanner's ideas.

- Be careful not to plagiarize your professor or colleagues, as well. If you borrow words or ideas from anyone be sure to give them credit by quoting and citing them or paraphrasing and citing. They will thank you for it.
- And a final note concerning plagiarism and the Internet: To avoid plagiarism, cite the source of anything that you borrow from the Internet, including material from Web pages, e-mail, and newsgroups. These materials are the words and ideas of people who deserve to be given credit.

Copyright 1997, Bemidji State University, Writing Resource Center. May be used freely for non-profit educational use as long as credit is given for source.

The student is responsible for understanding and following the University policy on academic integrity including plagiarism. Students who violate the policy on academic integrity will face disciplinary action as determined by the course instructor in congruence with the policy of the university. Disciplinary action may range from reduced grade on the assignment, zero credit on the assignment, to a failing grade in the course. Plagiarism will be reported to the Dean of Students at the student's university and to the BSW program. Students with second offenses of plagiarism will be referred to the Director of the School of Social Work for further disciplinary action, which may include dismissal from the School of Social Work.

Accommodations for Students with a Disability

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, Autism, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at www.stthomas.edu/student-life/resources/disability

Attendance

Students are expected to follow the attendance policies of the University of St. Thomas.

Students are expected to attend the first class meeting of a course for which they are registered. Thereafter, regular attendance at classes is expected. Attendance regulations for specific courses are determined by the instructor for that course. While instructors have the authority to drop a student from a class if the student does not attend on the first day, students cannot assume that this will happen and are responsible for following the appropriate steps to withdraw from a course they do not attend. Non-attendance or minimal attendance of a class does not justify a tuition refund for the course if the instructor does not drop the student from a course and the student does not withdraw using Murphy online or the Add/drop form.

Absences

Students have the responsibility to attend their classes and complete their coursework. If a student wishes to receive an excuse from the equivalent of *one full week of class or less* per semester due to illness, a family or parenting-related emergency, or a St. Thomas-sponsored event, it is the responsibility of that student to inform his or her instructor(s) of the absence as soon as possible and negotiate the terms regarding coursework during that absence.

In the case of excessive absences (total absences amounting to the equivalent of more than one full week of class per semester), students must inform their instructor(s) of the situation responsible for the absences as soon as possible and comply with verification requests or requirements that the instructor(s) may have. Instructors will use their discretion to determine whether the absences warrant a grade penalty, an incomplete status, a recommendation of withdrawal from the course, or the completion of coursework missed (or an appropriate equivalent) without grade penalty for late submission. The student and instructor may consult with staff members in Academic Counseling to discuss the student's enrollment options.

Incompletes

For classes at St. Thomas, an incomplete is used if the student has not completed the work of the course, has good reason for delay, and has made arrangements with the instructor before the date grades for the course are due to be submitted. Ordinarily, good reason will involve matters not wholly within the control of the student, such as illness. The mark may not be used to allow a student to improve a grade by additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor. The mark of "I" should not be used without prior arrangement between instructor and student. If a mark of "I" is assigned, an incomplete form must be submitted to the Registrar:

<https://www.stthomas.edu/registrar/student/forms/>. This form includes a description of work left to complete, a deadline for completion, the option for an instructor to provide a provisional grade based on work the student has completed to date, and signatures of both the student and instructor.

Social Media Expectations

Social media technologies can be powerful tools for communication. While specific tools continue to evolve, this technology is now part of our daily personal and professional interactions. It is the expectation of the BSW program that all forms of communication engaged in by students in the School of Social Work will be in line with our profession's values and ethics of tolerance, respect, human dignity, and confidentiality. As social workers, we act with integrity in both public and private spheres. Therefore, communication in both spheres should be consistent with our social work code of ethics. We encourage you to hold yourself to the same standards of social work values and ethics in all forms of communication while being aware of professional and personal boundaries.

This is an opportunity for you to continue developing your professional persona as you move into professional spheres. Thinking critically about how you present yourself, the school, University, and profession via public platforms is part of that process. This includes considering privacy and

confidentiality for yourself and those with whom you work – clients and colleagues. Given the frequency with which we now rely on technology to communicate, it is critical that our behavior aligns with our professional code of ethics. Review the content of any communication prior to sending it and ensure it reflects these values and is the best representation of yourself.

VI. Field Education

Overview

Field Education bridges classroom learning and real-life social work practice. The School of Social Work at the University of St. Thomas offers a broad range of field practicum opportunities at a variety of social service agencies. Professional social workers in these agencies (known as Field Instructors) are responsible for overseeing and supporting the student's learning in the host agency. They are carefully screened and selected in accordance with criteria that comply with accreditation standards set by the Council on Social Work Education. Coordination, monitoring, and final grading are done by the program's Field Faculty Liaisons, who meet regularly with a small group of students in campus field seminars. Learning Conferences are scheduled with the student, Field Instructor, and Field Faculty Liaison to individually plan the student's field learning activities, navigate challenges that may arise, and evaluate the student's professional development.

Scheduling Time for Field

A minimum of 475 hours of field education is required for all Social Work majors – 75 hours in the junior year and 400 hours in the senior year. Students are expected to participate in field in agencies off campus during the same semesters that they are registered for field classes (SOWK 375, SOWK 405, SOWK 406). This means that students will need free blocks of time within their academic, personal, and employment schedule to provide for field hours. For the Junior practicum, students schedule 6 hours/week in the host agency. For the Senior practicum, students schedule 12-14 hours/week in the host agency. Transportation time from campus varies with the distances and accessibility to freeways and public transportation.

Placement and Mentorship in Practicum Sites. Juniors are placed in a cohort model with one of the School of Social Work's select agency partners. Seniors can interview with a wide range of agencies, and efforts are made to match them with practicum opportunities well aligned with their professional practice interests. Throughout the field program, continuous and intensive involvement provides students with a continuity of contact with the social work profession. Familiarization with routines and procedures helps students identify and develop a sense of belonging with the agency, professionals, clients, and service delivery systems. Each student has on-going supervision from agency staff and faculty to address a variety of issues and needs such as consulting on client cases, monitoring learning progress, integrating course assignments, applying academic theory in a "real world" setting. The relationships between student, Field Instructor, and Field Faculty Liaison provide consistent opportunities for feedback regarding effective professional practice. Details of the field placement process, forms, responsibilities, policies and procedures are contained in the *BSW Field Education Manual*.

Course Grades. Junior and senior field course (SOWK 375, SOWK 405, SOWK 406) are graded on a Satisfactory/Unsatisfactory basis. The student's Field Faculty Liaison assigns the grade based on the student's performance in the agency, the student's performance in seminar groups, and the

student's completion of field course requirements as described in the course syllabus.

Agency performance is evaluated by the Field Instructor using the program's evaluation forms with the student's Learning Agreement as a guide.

VII. Student Advising, Transfer Credits and Opportunities

Advising Information

From the information provided on admission forms, all students at St. Thomas are assigned an advisor when they enroll at the institution. St. Thomas students are assigned a major field academic advisor after completing 48 credits and filling out a major declaration form indicating their intention to complete a social work major.

The responsibilities of the advisor include: assisting the student with academic program planning, preparation of requests for any modification or requirements, job or career advice, and interpretation of catalog statements on requirements. The procedures for academic advising within the School of Social Work are consistent with those St. Thomas. For more information about advising at the University, visit: <https://www.stthomas.edu/academiccounseling/> .

The basic premises of the advising policies and procedures of the School of Social Work are: that students know what courses are available within the School and supporting work, what courses they wish to take, what area they wish to emphasize and the amount of time and commitment they desire to put into their study process. Students are advised on possible alternatives and the possible ramifications of their choices. The School of Social Work is not designed to limit a student's program but rather to encourage individual program planning to meet student academic needs. Students, in selecting courses, are encouraged to talk with the instructor before the course is taken to assess whether course objectives, assignments or projects and teaching style will meet the student's needs. Students who express interest in other academic fields such as psychology, sociology, theology, etc., are encouraged to take courses within that area and/or to consider a double major.

The advisor is available upon student request but may also initiate contacts with students to assist them with problems that are interfering with academic or field performance, educational or career planning. This advising role is designed to offer support and encouragement to the student. The Social Work School faculty can access academic information on their advisees at any time via the computer system. Faculty routinely contacts students with marginal and/or failing grades. Conferences are scheduled focusing on identification of learning difficulties and referral is made to the appropriate resource. Individual encouragement and support is given at this time.

All students petitioning to major in social work complete an interview with their assigned academic advisor in the School of Social Work. This affords an opportunity to discuss educational

plans and needs and assess the student's academic and social potential for successful completion of the program.

During the interview, the student and advisor review the student's information form, degree evaluation, Junior Field Practicum Learning Assessment (JFPLA) form. The student and advisor explore the student's academic functioning, motivation, commitment, experience, background, behavior patterns, strengths, interests and future goals. School procedures, policies and expectations of professional education are reviewed. The advisor and student work together to discern the "goodness of fit" between the student's interests, skills, and values and the profession of social work. The advisor forwards his/her recommendation regarding the student's acceptance to the major to the BSW Admission Committee.

All social work faculty and agency field instructors are responsible for advising students about educationally related community experiences.

Transferring Credits into the Institutions

As institutional policy, the University of St. Thomas accepts credits in transfer from other nationally recognized accredited institutions if the course is found compatible with overall institutional curriculum. Technical courses offered in vocational schools or remedial courses are not accepted for academic credit. The institutions have a variety of procedures for students to obtain credit for prior educational achievement.

The BSW program does not accept transfer credits toward the social work curriculum for any practice or field-related course from a non CSWE-accredited institution. Courses from non CSWE-accredited institutions may be accepted as elective courses.

It is the policy of the School of Social Work that transfer credit for courses taken in another institution for required social work courses be accepted under the following conditions. The BSW Program Director makes decisions on social work courses accepted for transfer. **Please note:** The BSW program does not accept transfer credits toward the social work curriculum for any practice or field-related course from a non CSWE-accredited institution. Courses from non CSWE-accredited institutions may be accepted as elective courses. Transfer of credit is not permitted for SOWK 401: Practice with Individuals and Families, SOWK 402: Practice with Organizations and Communities, or SOWK 405 and 406: Senior Field Practicum and Integrated Seminar.

1. Transfer from CSWE Accredited Program:

- Courses must be similar in content and credit value to those they replace, and the student must have earned at least a grade of "C".
- A copy of the course syllabus may be requested. It is the student's responsibility to obtain and provide the syllabus for review.

2. Transfer from a Non-Accredited Social Work Program:

- Credit may be granted on a case-by-case basis after careful examination by the social work faculty. They must agree that the course for which the student wishes to receive

social work credit contains content comparable to the School offering and the student must have earned at least a grade of “C”.

- Be sure to include any previous name used while attending an institution.
- Students are asked to provide course syllabi and/or examples of their work from the course. The qualifications of the faculty who taught the course at the institution from which transfer of credit is being requested will also be evaluated.

Except under unusual circumstances, testing out of required social work core courses is not allowed.

Life and Work Experience

The School of Social Work does not grant academic credit, course waivers, or field practicum credit for life experiences or previous work experience for courses in the professional foundation areas.

Specialized Learning Opportunities

Students within the School of Social Work have opportunities available to them to pursue special fields of interest and also to broaden their knowledge of Social Work. These opportunities, which include Experiential Learning, January Term Proposals, Independent Study, Special Majors, and Course Offerings through other Schools are not included in the required Social Work curriculum but are available to all Social Work majors.

- The faculty of the School of Social Work supports and strongly encourages students to become involved in these opportunities for the following reasons:
 - student initiated projects enhance individual growth,
 - increase professional and personal self-confidence,
 - provide excellent shared learning experiences for faculty and other students,
 - help the student develop his/her awareness of feelings and attitudes relative to social issues and problems, provide a good learning experience in organizing, and
 - seeking out community resources and providing new ideas and materials for curriculum development.

See specific sections of this Chapter entitled:

- Experiential Learning
- Individual Study
- January Term
- Semester in Mexico

Experiential Learning

In Experiential Learning the student is actively engaged in the process of integrating theoretical knowledge with practical experience. Practical experience is that which involves the student in a

work setting in either a salaried or a volunteer basis, normally off campus. The student may gain credit for certain college supervised non-classroom experiences. In assessing the appropriateness of a work experience for credit, the faculty supervisor and student must pay attention to:

- the suitability of the experience for the student at her/his stage of development;
- the possibility of planning for the experience in advance and of securing definite faculty approval;
- the relationship between credit and the time and work involved;
- careful evaluation on the basis of goals which have been agreed upon by the student, faculty supervisor, and when possible, the actual work-supervisor;
- the opportunities Experiential Learning offers for self-evaluation.

See St. Thomas catalog for more information. The BSW Program Director can provide additional information on the process. Permission from the Director of the School of Social Work is required to register for Experiential Learning credit.

Individual Study

Individual Study Course Credit in the traditional view is initiated, planned and carried out by the student with minimal direction by the faculty member sponsoring the work. In a tutorial kind of study, the faculty sponsor gives greater assistance in planning and directing the project. Depending upon the type of study, meetings with student range from a few times in the semester to bi-weekly meetings.

Guidelines for an Individual Study Project which the student and faculty supervisor must consider are:

1. The subject area and topic of the study;
2. The academic and personal background for the study;
3. Specific objectives of the study;
4. Procedures to be followed;
5. Resources to be used;
6. Types of evaluation.

See institution catalogs for more information. The BSW Program Director can provide additional information on the process. Permission from the Director of the School of Social Work is required to register for Individual Study credit.

January Term

The University of St. Thomas sets aside the month of January for January Term. This term provides opportunities for intellectual endeavors that are ordinarily not possible during the regular semesters. Students and faculty have an opportunity to pursue a specialized area in depth or to study at an off-campus site.

Global Opportunities in Social Work Education

Through migration, immigration, and political asylum the cultures of the world are now found in every community. Social work is often the major interface for people in transition, helping to solve

the complex problems involved in coming to a new country. As an international profession, social workers can learn a lot by living and working in other countries. Study abroad expands cultural and linguistic awareness and develops cross-cultural competencies for professional social work practice. St. Thomas has an excellent center that offers many opportunities for international education during J-Term, semester abroad, and summer seminars. In the School of Social Work, J-Term courses have been taught in Nicaragua, Bahamas, and Australia. Experiential learning in another country enhances the global content in the classes taken on campus and provides an exciting way to compare and contrast life and professional social work between the USA and other countries. There are also other wonderful opportunities to study abroad with UMAIE and HECUA; other schools of social work offer summer programs to the U.K., Norway, and Germany. Study Abroad at St. Thomas: <https://www.stthomas.edu/studyabroad/>

Semester in Mexico

In the Mexico Semester abroad program in Cuernavaca, Mexico, St. Thomas is part of a consortium of eight Minnesota social work BSW programs that combine with the Center for Global Education and Experience at Augsburg University to provide the spring junior semester studying Spanish and taking required social work courses. Becoming bilingual and competent in working cross-culturally is urgently needed in social work today. This semester long program includes a family home stay, exchange with University of Mexico School of Social Work, intensive Spanish, as well as three required courses in the major (group work, social policy, and field internships). Check with your advisor as soon as possible if you are interested in this global opportunity.

Student Course/Instructor Evaluations

Course evaluations are a vehicle used to garner student opinions and feelings regarding policies and procedures. Evaluations are completed by all students in social work classes at least once a semester (program policy). These evaluations are reviewed by the course instructor and the Director of the School of Social Work. Students are not required to identify themselves on the evaluation form. The evaluations are seriously assessed and used in policy formulation and curriculum revisions.

All faculty are open to informal, on-going feedback to help give input that can modify a course appropriately while it is being offered. The Social Work faculty is also open to input on the teaching methods, evaluation methods, etc., being used.

Student Participation in BSW Program Decisions and Opportunities for Feedback

All social work students are invited to participate BSW Curriculum Committee meetings. These meetings are scheduled once per semester. Students will receive an email invitation from the BSW Program Director two weeks prior to the meeting, inviting them to participate. Interested students will be asked to RSVP to the Program Director and will be added to the meeting agenda. Students who are unable to attend the scheduled meeting time but wish to share feedback or suggestions are encouraged to do so via email at any point in the semester.

Student Participation in Hiring Social Work Faculty

When faculty positions become available, social work students participate in the hiring process that provides an indirect policy route to the school. Students participate in one of two ways. Candidates for full-time positions are asked to present to a student audience. Students then provide an evaluation of the candidate's teaching style and presentation of content. Students may also serve as members of the interview committee and share responsibility for questioning the candidate as to qualifications, teaching experience, motivation, teaching practices, etc. Students then provide faculty with feedback and their impressions of the candidate. Following the interview process, the search committee then makes a recommendation to the administrations for hiring.

Professional Employment Assistance

There are a variety of efforts to provide information regarding employment opportunities for the students graduating from the School of Social Work. The University of St. Thomas Career Services office is available to students and graduates. Career Services personnel also attend local and national meetings and seminars on job opportunities, application processes, creating resumes, etc.

The social work faculty believes that employment after graduation should receive high priority in program planning and in reaching out to local agencies and/or institutions. We attend to this priority in many ways throughout both junior and senior year. The [Office of Career Development](#) supports students and alumni who are ready to work, and their website is available for use by all. As part of senior seminars, students discuss informational interviews, networking, job interviewing, resumes, and employment-related correspondence. Another excellent source of employment opportunities for our students is through field agencies. Each year some students are hired by the agencies where they did their field, both junior and senior placements (10-15%). We believe and have received agency feedback that our reputation for upholding high standards of performance and education has increased the number of employment opportunities.

Announcements of job openings and personal letters of request arrive frequently at both institutions seeking our graduates as prospective employees in social work. Alumni(ae) of our program, who are working as professional social workers, frequently employ our graduates in their agencies/institutions and/or inform our School of openings in the community.

Social Work Career Resources: <https://www.stthomas.edu/jobs/>

Confidential Personal Counseling

Confidential personal counseling is available to students at the University of St. Thomas.

- To schedule an appointment at St. Thomas, go to Counseling and Psychological Services, located in the [Center for Well-Being](#), or call us at (651) 962-6750.

If you or a friend are in a crisis situation and experiencing any of the following:

- unable to stop crying
- thoughts of hurting yourself or others
- have not eaten in a few days (not due to illness)
- have not slept in a few days (not due to illness)

- unable to go to classes (not due to illness)

Please call St. Thomas' Counseling and Psychological Services at (651) 962-6750 to set up an appointment. Counselors are available for emergencies during office hours 8-4:30. After hours, if you live in a Residence Hall, please contact your RA or Hall Director, who can contact Counseling and Psychological Services if necessary or call Public Safety at 651-962-5555.

If you do not live in the Residence Halls, please contact one of the following crisis numbers. These hot lines each have trained professionals staffing the phones who are available 24 hours a day.

Crisis Line for Women's Shelters
(612) 646-0994

Rape & Sexual Assault Center
(612) 825-4357

Crisis Line
988

Regions Hospital Crisis
640 Jackson Street, St. Paul, MN
(651) 254-5000

Hennepin County Crisis Intervention Center
(612) 596-1223

Suicide Prevention
(612) 873-2222

Ramsey County Adult Mental Health Crisis Center
(651) 266-7900

SOS Sexual Violence Services
555 Cedar Street St Paul, MN 55101
(651) 266-1000

VIII. Social Work Program Personnel
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IX. Discrimination Position Statements

Value Statement/Program Philosophy: The School of Social Work is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program.

The overall objective of the social work program is the preparation of students for practice with diverse populations. A major program outcome is to “employ an ethnic-sensitive generalist practice with diverse and oppressed populations, including women.” The School of Social Work has a strong commitment to these goals both in relation to curriculum development and in relation to the needs of social work students.

The School of Social Work is committed to making extensive efforts to address ethnic, racial, cultural, gender and lifestyle diversity issues in each course. Major objectives in each course include: recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity; and understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the School of Social Work is committed to:

- understanding the implication of living in a diverse society;
- developing self-awareness of all actors in the educational program of their own attitudes and prejudices;
- promoting the role of the social worker in working for social justice and resolving social problems.

Problem Definitions: Concerns of the School of Social Work which are addressed in this position statement are based on the following definitions:

Racism, Sexism, Ageism, and Other –isms: any attitude, action or institutional structure which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.

Prejudice: an unfavorable opinion or feeling toward a group or its individual members that is formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.

Discrimination: a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an “out-group.”

Position Statement

The School of Social Work does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The School of Social Work does not condone or accept any Prejudicial Attitudes in regard to any person because of that person's membership in a particular group. Consistent with the School's commitment to diversity and social justice, the development of the self-awareness of all actors in the educational program of their own attitudes and prejudices will be promoted.

In relation to Discriminatory Behaviors, more specific procedures and actions will be taken. The School of Social Work fully supports and adheres to the University of St. Thomas' non-discrimination policies:

"The University of St. Thomas does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, sex, affectional preference, disability, age, marital status, or status with regard to public assistance in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. As permitted by applicable statutes and regulations, the university reserves the right to consider gender as one factor in its undergraduate admissions policy in order to effect a desired balance in the proportionate representation of sexes in the student body." (St. Thomas Affirmative Action Statement)

The School of Social Work reaffirms its commitment to non-discrimination in the following statement:

"The School of Social Work conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation."

X. Sexual Harassment, Sexual Assault and Sexual Violence Policies & Institutional Contacts

Sexual Misconduct Policy

The BSW program follows the Sexual Misconduct Policy as outlined by the University of St. Thomas (UST).

The University of St. Thomas mission and convictions embody UST's commitment to promote and protect the personal dignity and well-being of every member of the UST's community. Sexual harassment, sexual assault and other forms of sexual misconduct are antithetical to the commitment. Moreover, they constitute unlawful sex discrimination. All forms of sexual misconduct, as defined in this policy, are prohibited by UST.

The St. Thomas mission and convictions also embody St. Thomas' strong commitment to academic freedom, rigorous thinking and the free and full pursuit of knowledge and truth by every member of the St. Thomas community. The prohibition on sexual misconduct is critical to and consistent with these commitments. St. Thomas cannot achieve its educational objectives in an environment in which sexual harassment or other forms of sexual misconduct are tolerated.

This policy defines the forms of sexual misconduct prohibited by the University, describes reporting options, and identifies the procedures the University will use to resolve reports of sexual misconduct. This policy reflects the University's commitment to: (1) fostering an environment where sexual misconduct is not tolerated and where all members of the community are well-informed and supported in reporting sexual misconduct, and (2) resolving reports of sexual misconduct in a prompt, impartial and equitable manner.

The Sexual Misconduct Policies and Procedures can be found in its entirety at <https://www.stthomas.edu/title-ix/sexualmisconduct/>

St. Thomas 24-hour Emergency - 651-962-5555

Off Campus Confidential Reporting

Places to report sexual violence off-campus:

- Police: 911
- RAINN (Rape, Assault, and Incest National Network; www.rainn.org
800-656-HOPE: 24-hour hotline; free and confidential
- *Sexual Offense Services*; St. Paul, MN; <https://www.ramseycounty.us/your-government/departments/health-and-wellness/social-services/directory> 651-266-1000:
24-hour hotline - free and confidential
- *Sexual Violence Center*, Minneapolis, MN; www.sexualviolencecenter.org
612-871-5111 24-hour hotline - free and confidential
- *United Hospital Emergency Room*, St. Paul; SANE (Sexual Assault Nurse Expert) Program
www.unitedhospital.com 651-241-8755 - connects directly to the Emergency Room

If you are a crime victim or witness and you believe your rights have been violated, call:

Office of Crime Victims Ombudsman
Toll-Free - 1- 800-247-0390
or your local victim assistance program

For financial assistance, crime victims may contact:

Minnesota Crime Victims Reparations Board
1821 University Ave., Suite N465
St. Paul, MN, 55104, 1-800-247-0390.

XI. Miscellaneous

Licensing. Graduates of the University of St. Thomas BSW Social Work Program are eligible for licensing at the LSW level in the state of Minnesota. All social workers in the state of Minnesota

are required to be licensed by the Board of Social Work **prior to** beginning employment in any social work position, **whether or not** the employer requires licensure. Licensing at the LSW level includes 2+ years of continuing education requirements and supervised practice. Students are urged to attend in order to acquire first-hand and reliable information about compliance with the requirements of licensed practice.

For specific information about licensure, contact [The Minnesota Board of Social Work](#).

Phone: 612.617.2100 Toll Free: 1.888.234.1320 Email: social.work@state.mn.us

- If a student plans to seek licensure in another state, they should research those state requirements as soon as possible and discuss them with their field faculty liaison. *Students should understand that not all states license BSW practitioners.*
- If a student is concerned that they may not be eligible for licensure because of a previous experience or a criminal record, they should consult with the compliance officer at the Board of Social Work in the state where they will seek licensure.

Effective July 1990, an individual who desires to practice as a school social worker must also be licensed by the Minnesota Department of Education. For more information regarding school social work licensure, contact: Minnesota Department of Education, 1500 Hwy 36 West, Roseville, MN 55113-4266 or visit <https://education.mn.gov/mde/index.html>

IRB (Institutional Review Board for the Protection of Human Research Subjects) The mission of the IRB at the University of St. Thomas is to assist faculty, staff, and student researchers in meeting the highest ethical and professional standards for the use of human subjects in scientific research. Research involving human subjects may not begin prior to IRB review and approval. Student researchers are advised to consult with a faculty advisor and secure the needed forms and other information from the [IRB Web site](#) early in the research planning process.

Policies Concerning the Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended:

A. Written Institutional Policy

The university presents, in this document, its policies and procedures covering privacy rights of students. The document will be revised as circumstances warrant. It is available to students and other interested parties in the School of Social Work office.

B. Annually the university will inform students of their rights in the weekly Bulletin and the BSW student handbook.

1. Written notice will cover the rights of students to:
 - a) inspect and review information in their educational records;
 - b) challenge the contents of their educational records;
 - c) request a hearing if they consider the outcome of the challenge unsatisfactory;
 - d) submit an explanatory statement for inclusion in the educational record if they consider the outcome of the hearing unsatisfactory;
 - e) prevent disclosure of personally identifiable information with the exceptions explained in #2 below;
 - f) secure a copy of the institutional policy;
 - g) file complaints with the US Department of Education concerning alleged failures

to comply with the Privacy Act.

2. Directory information categories that will be released to the public, unless the student specifically excludes certain categories, are: student name, address, telephone number, class year, current schedule of classes, major field of study, dates of attendance, degrees and awards, current membership in clubs or and other colleges attended, and parents' names and address. To withhold certain categories of directory information from the public, the student must fill out the form available from the BSW office within one week from the beginning of the fall semester, or the semester in which the student enters. These requests are to be filled out annually and will remain in effect until the first day of the following fall semester.

C. Students' Access to Their Educational Records

1. Students and former students have the right to review their educational records. They should fill out a request for inspection and designate the educational records to be inspected. The official in charge of the records will set a time for this review, normally within a week but within a maximum of 45 days as required by the Act, and will provide an explanation of any items on request.
2. A student has the right to a copy of an educational record provided:
 - a) it is an original record (e.g., copies of records from high school or other colleges must be obtained from the original source);
 - b) the university has not put a hold on the release of his or her records for reasons published in the university catalog or weekly Bulletin (e.g., balance owing on account); and
 - c) a reasonable charge established by the university to cover the costs of reproducing documents is paid.
3. A student may not inspect:
 - a) financial information submitted by parents;
 - b) confidential letters of recommendation placed in the file prior to January 1, 1975;
 - c) confidential letters or recommendations to which the student has waived rights of inspection as explained below;
 - d) private records of instructors, counselors or administrators kept for their own use;
 - e) alumni records that contain only directory information and information collected after the student has left the university; or medical, psychiatric, psychological or similar records.
4. Location of educational records:
 - a) Bachelor of Social Work admission and academic records -- Registrar's Office
 - b) Master of Social Work records -- SSW Office
 - c) Financial and business matters -- Business Office, Controller's Office
 - d) Financial aid -- Financial Aid Office
 - e) Student medical/health records -- Health Services

D. Release of Personally Identifiable Information from Educational Records

1. Personally Identifiable Information from a student's educational records with the exceptions noted in Section D, items b, c, d below will be disclosed only if the student submits a written request that indicates the records to be released, the party or the class of parties to whom disclosures may be made, and the purpose of the disclosure where this

is pertinent. The requests must be signed and dated by the student. Personally Identifiable Information includes but is not limited to:

- a) the student's name
- b) the name of the student's parents or other family members
- c) the address of the student or the student's family
- d) a personal identifier such as the student's social security number or student number
- e) a list of personal characteristics that would make the student's identity easily traceable
- f) other information that would make the students identity easily traceable

The most frequent request is for a transcript of the individual's academic records of courses and grades to be sent to a designated party. For a student who is on campus, a request for transcript form is used. Written requests received by mail and signed by students or former students are also accepted. Telephone requests are not accepted. The student designates whether the transcript is to be mailed or picked up personally. The other common request is for a letter of recommendation. If a student asks a person, whether or not associated with the university, to send a letter of recommendation directly to a designated party, the university is not involved in the transaction. If a student requests that a letter of recommendation be kept in his/her file and sent out by the university, the request must indicate the person or classes of persons and the purpose for which it should be sent.

2. The university must disclose educational records without a student's written consent to:
 - a) authorized representatives of the following for audit and evaluation of federal and state supported programs: Comptroller General of the United States; Secretary of Education; director of the National Institute of Education; state educational authorities
 - b) State and local officials to whom disclosure is required by state statute adopted prior to November 19, 1974.

- c) Veterans' Education and Employment Assistance Act of 1976 provides for review of education records as follows:

Records and accounts of education institutions pertaining to any veteran or eligible person as well as the records of other non-veteran students that are determined by VA to be necessary to determine Institutional compliance with the requirements of law must be available for examination by duly authorized representatives of the government. The records that may be examined include financial records (including accounts receivable ledgers), the school's basic records (not just consolidated office records or file copies), classroom roll books, financial aid records, progress records, enrollment agreements/applications and employment placement records.

3. The university will disclose education records without written consent of students to the following:
 - a) personnel within the university who maintain educational records and those with a legitimate educational interest, including faculty or staff who deal with the student or carryout educational studies, and employees designated by them to assist in these tasks;
 - b) officials of other colleges or universities in which the student seeks to enroll, with

- a notice of the disclosure being sent to the student's last known address;
 - c) organizations conducting studies approved by the university having educational value or concerning financial aid, provided the university receives written assurance that no personally identifiable information will be disclosed;
 - d) accrediting organizations approved by the university carrying out their accrediting functions;
 - e) parents of students as identified on the university verification form; except that students will be given an opportunity to fill out a form stating that they do not consider themselves dependent according to the IRS code of 1954 (section 152), in which case education records will not be disclosed to the parents. A notice will be placed in the weekly Bulletin at the beginning of each semester restating this policy and giving students until a specified date to fill out their declaration of financial independence;
 - f) persons in compliance with a judicial order or a lawfully issued subpoena, with a notice of the disclosure being sent to the last known address of the student;
 - g) persons in an emergency if, in the judgment of an official in charge of the records, knowledge of the information is considered necessary to protect the health or safety of the student or other person.
4. Directory information will be released to the public without written consent of the students. Directory information was defined in Section b #2. Students may refuse disclosure of one or more categories of the directory information by filling out the appropriate form within one week after beginning of the fall semester of each academic year (or the semester in which the student is admitted). Students may not pick the individual items to be withheld or released but may choose the category to which the item belongs.
 5. When personally identifiable information other than directory information is released, a notice will be given that the recipients are not permitted to disclose the information to unauthorized persons without the written consent of the student. University personnel will be informed annually of this restriction and their other responsibilities under this Act so that individual notices will not be required.

E. Records of Request and Disclosure

Although not required by the Act, the university will keep a record of requests by students for release of transcripts of their academic records. A record of disclosures made under Section D #2 above will be kept and also disclosures and Section D #3b, e, f, and g. Where studies having education value involve a large group, a record of the group concerned will be kept but not individual notices: e.g., the University of Minnesota requests GPR of all Minnesota students to study the validity of the PSAT tests. Telephone requests for non-directory information are not granted and no record is kept.

F. Challenge of Content of Educational Records

1. If a student considers information in his/her records to be inaccurate, misleading or in violation of his or her privacy rights, the student should discuss the matter with the official in charge of maintaining these records. That person will check the information in question and correct any inaccurate or improper information.
2. Normally this verification will be done within 30 days unless the process involves

communication with other persons or institutions and there is a delay in receiving a response. The student will be notified in writing of the result of any changes made to the records. If the requests are not granted in full, the student will be informed of his or her right to a formal hearing.

3. A student who is not satisfied may appeal to the director of the program.
4. The student will be informed that if the decision of the Grievance Committee is unsatisfactory, he/she may place in the record a statement giving any reasons for disagreeing with the decision. This statement will remain a part of the record and will be included in any disclosure of the record.

G. Complaints

If a student has questions on provisions of the Privacy Act or thinks that the university has failed to comply with the Act, he/she should discuss the matter with the director of the program. If not satisfied, the student has the right to file a complaint with the Family Education Rights and Privacy Act Office (FERPA).

Appendices

A. Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly on February 19, 2021, and November 6, 2020.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

To view the entire Code of Ethics:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

B. Minnesota Board of Social Work Standards of Practice & Compliance Standards

The following rules constitute standards of practice and ethical conduct. Violation of the rules is grounds for disciplinary or corrective action as a violation of a "rule enforced by a board." The most recent standards can be found at <https://mn.gov/boards/social-work/licensees/standardsofpractice/>.

C. Social Work Licensure

Changes enacted by the 2007 Legislature will increase standards for clinical practice, including academic coursework, supervision, licensing supervisors, and continuing education (CE). The provisions are based on the DHS Task Force Report on Clinical Standards and do not take effect until August 1, 2011.

Technical/housekeeping changes were made during the 2009 Legislative session which provide transition language for increased supervised practice and continuing education for all licenses and provide clarification of the increased standards for clinical supervised practice requirements, including the direct clinical client contact requirement effective August 1, 2011. Note: All new applicants for licensure must have a criminal background check completed as part of their application. For more information regarding licensure, contact:

Minnesota Board of Social Work
2829 University Ave. SE, Suite #340
Minneapolis, MN 55414-3239
(612) 617-2100 (main) (888) 234-1320 (toll free)
(800) 627-3529 (TTY) (612) 617-2103 (fax)
<http://www.socialwork.state.mn.us/>

An individual who desires to practice as a school social worker must be licensed by the Minnesota Department of Education, Educator Licensing. For more information regarding school social work licensure, contact:

Minnesota Department of Education, Educator Licensing
1500 Hwy 36 West
Roseville, MN 55113-4266
(651) 582-8691
http://education.state.mn.us/mde/teacher_support/educator_licensing/index.html

D. Council on Social Work Education Standards



Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

For a complete copy of the Educational Policy and Accreditation Standards:

<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

Social Work Program Plan Worksheet

Name: _____ ID # _____

Date: _____

Academic Year: _____

Fall	Credits	J-Term	Credits	Spring	Credits	Summer	Credits	Total

Academic Year: _____

Fall	Credits	J-Term	Credits	Spring	Credits	Summer	Credits	Total

Academic Year: _____

Fall	Credits	J-Term	Credits	Spring	Credits	Summer	Credits	Total

Academic Year: _____

Fall	Credits	J-Term	Credits	Spring	Credits	Summer	Credits	Total

Total Credits: _____

(St. Thomas student: 129 credits)