School of Social Work
St. Catherine University/University of St. Thomas

2015-2016

DSW Student Handbook
School of Social Work

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Current edition available on the web at: http://www.stthomas.edu/socialwork

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Dear DSW Student:

Welcome to the Doctorate in Social Work Program at St. Catherine University and the University of St. Thomas! We are pleased to present you the DSW Student Handbook. This handbook is intended to help you understand the program, its mission, philosophy, goals, requirements and procedures.

In addition to program information, your rights, as well as your obligations, as a student, are outlined. Please read this handbook carefully and note the schedules and sequencing that need to be followed in order to plan for and maximize your educational experience with us. This manual is posted on our website at http://www.stthomas.edu/socialwork/dsw. Updates to policies and procedures are published in the online (and only) version and represent current policy for which students are accountable.

Advising is an important component of your DSW education. We urge you to contact your academic advisor as questions or concerns arise. Your advisor is available to assist you in planning your progress through the DSW program.

The companion documents to this handbook are the University of St. Thomas Graduate Student Policy Book website, the NASW Code of Ethics, and the APA Manual. These documents should be used along with this handbook. For unanswered questions, please contact your academic advisor, the DSW Program Director or the DSW Academic Program Manager.

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

Sincerely,

Barbara W. Shank, Ph.D.
Dean & Professor, School of Social Work

Carol F. Kuechler, Ph.D.
DSW Program Director & Professor, School of Social Work
Table of Contents

SCHOOL HISTORY ................................................................................................................. 5
MISSION STATEMENT - ST. CATHERINE UNIVERSITY .......................................................... 5
MISSION STATEMENT - UNIVERSITY OF ST. THOMAS ...................................................... 5
MISSION STATEMENT FOR THE SCHOOL OF SOCIAL WORK ............................................ 5
MISSION STATEMENT FOR THE DOCTORATE IN SOCIAL WORK PROGRAM .... 6
ACCREDITATION STATUS ........................................................................................................ 6

DSW PROGRAM ..................................................................................................................... 6
ADMINISTRATIVE STRUCTURE ............................................................................................ 6
ADMISSION TO THE DSW PROGRAM .................................................................................. 6
ADMISSION CRITERIA ............................................................................................................ 7
DSW PROGRAM CHARACTERISTICS ................................................................................... 7
DSW TEACHING AS PRACTICE: COMPETENCIES AND PRACTICE BEHAVIORS. 8

DSW PROGRAM POLICIES .................................................................................................... 12
ACADEMIC ADVISING ......................................................................................................... 12
ACADEMIC INTEGRITY ......................................................................................................... 12
Plagiarism ............................................................................................................................... 13
ACADEMIC STANDING ......................................................................................................... 13
BANDED DISSERTATION ....................................................................................................... 14
CHANGING PROGRAM SEQUENCE ..................................................................................... 15
CLASS ATTENDANCE ........................................................................................................... 15
Synchronous Session Times ................................................................................................. 15
CREDIT HOUR POLICY (DSW) .............................................................................................. 15
UST CREDIT HOUR POLICY ................................................................................................. 16
CURRICULUM AND DEGREE REQUIREMENTS ................................................................... 16
DISABILITY STATEMENT – ACCOMMODATIONS ................................................................. 17
DISCRIMINATION POSITION STATEMENT – DSW PROGRAM ......................................... 17
DSW RESIDENCY .................................................................................................................. 18
Summer Housing .................................................................................................................... 19
E-MAIL .................................................................................................................................. 19
Student Email ......................................................................................................................... 19
Faculty/Staff Email ................................................................................................................ 19
ENGLISH LANGUAGE .......................................................................................................... 20
GRADING AND CHANGE OF GRADE .................................................................................. 20
GRADUATION, COMMENCEMENT AND DIPLOMAS .......................................................... 21
GRIEVANCE POLICY FOR THE DSW PROGRAM ............................................................... 21
GRIEVANCE APPEAL PROCEDURE .................................................................................... 22
INCOMPLETES ....................................................................................................................... 22
LEAVE OF ABSENCE ............................................................................................................. 23
CONTINUOUS ENROLLMENT ................................................................................................. 23
**HEALTH INSURANCE** ................................................................. 39
**HEALTH SERVICES** ................................................................. 39
**ID CARDS** ............................................................................ 39
**INTERCAMPUS SHUTTLE INFORMATION** .................................. 39
**INTERNATIONAL STUDENT SERVICES** ................................. 40
**IRB (INSTITUTIONAL REVIEW BOARD) FOR THE PROTECTION OF HUMAN RESEARCH SUBJECTS** .................................................. 40
**LIBRARIES** ............................................................................. 40
**LOST AND FOUND** ................................................................. 41
**MULTICULTURAL STUDENT SERVICES** .................................... 41
**PARKING** ................................................................................. 41
**SECURITY** ............................................................................... 41
**WRITING ASSISTANCE** ............................................................. 42

**SCHOOL OF SOCIAL WORK DIRECTORY** ................................. 42

**FREQUENTLY CALLED NUMBERS** ........................................... 42
  Dean, School of Social Work ...................................................... 42
  DSW Program Director .............................................................. 42
  DSW Academic Program Manager .......................................... 42
  St. Catherine University ........................................................... 42
  University of St. Thomas ........................................................... 42
  Bookstore ................................................................................. 42
  Business Office (billing related questions) University of St. Thomas .... 43
  Emergency Campus Contacts .................................................. 43
  Financial Aid office ................................................................. 43
  Libraries .................................................................................... 43
  Personal Counseling ............................................................... 43
  Public Safety/Parking Services ............................................... 43

**APPENDICES** ............................................................................. 43

A. **DSW COURSE DESCRIPTIONS** ............................................. 43
  DRSW 700: History of Social Work and Social Work Education ........ 43
  DRSW 710: Social Work Education ........................................... 44
  DRSW 716: Roles and Responsibilities of the Professoriate ............... 44
  DRSW 717: Pedagogies in Social Work Education: Theory and Practice 44
  DRSW 718: Mission and Purpose through Curriculum Development ...... 44
  DRSW 719: Creating Hybrid, Online Course Formats ..................... 45
  DRSW 720: Social Work Theoretical Perspectives .......................... 45
  DRSW 721: Teaching Social Work .............................................. 45
  DRSW 723: Engaged Scholarship ............................................... 46
  DRSW 724: Interprofessional Education/IPC Experiential .................. 46
  DRSW 725: Teaching Practicum ............................................... 46
DRSW 790: DSW Capstone Seminar: Writing for Publication .................. 46
DRSW 800: Banded Dissertation.......................................................... 47
ELECTIVE COURSES ........................................................................ 47
  DRSW 730: Designing & Implementing a Field Education Program ...... 47
  DRSW 731: Grant Writing.................................................................. 47
  DRSW 732: Program Evaluation & Assessment ................................ 47
  DRSW 733: Program Administration................................................ 48
  DRSW 734: The Arc of Supervision, Mentoring & Faculty Development . 48
  DRSW 735: Independent Study ......................................................... 48
  DRSW 736: International Social Work and Global Perspectives ........ 48
B. DSW PROGRAM SAMPLE COURSE SCHEDULE................................. 49
C. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)................................................................. 49
D. GLOBAL DEFINITION OF SOCIAL WORK ........................................ 53
School History

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. 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, the Colleges of St. Catherine and St. Thomas established a combined major in Social Work. Social Work changed from a major at the College of St. Catherine and from an emphasis at the College of St. Thomas to a joint department of the Colleges of St. Catherine and St. Thomas in the fall of 1976.

In the fall of 1990, the College of St. Catherine and the University of St. Thomas (formerly the College of St. Thomas) implemented the Master of Social Work program with an emphasis in clinical social work practice. The Department of Social Work became the School of Social Work in 1996.

School of Social Work faculty have offices and teach on both campuses – currently the St. Catherine University and University of St. Thomas.

Mission Statement - St. Catherine University
St. Catherine University educates students to lead and influence. Inspired by its visionary founding in 1905 by the Sisters of St. Joseph of Carondelet, more than a century later the University serves diverse students, with a baccalaureate college for women at its heart and graduate and associate programs for women and men.

At all degree levels, St. Catherine integrates liberal arts and professional education within the Catholic tradition, emphasizing intellectual inquiry and social teaching, and challenging students to transformational leadership. Committed to excellence and opportunity, St. Catherine University develops ethical, reflective and socially responsible leaders, informed by the philosophy of the women’s college and the spirit of the founders.

Mission Statement - 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 Statement for the School of Social Work
Drawing from the Judeo-Christian traditions of social caring, we prepare students to use social work knowledge, values and skills to demonstrate the intrinsic value of all humankind as they serve those in need and promote social justice and human rights.
Mission Statement for the Doctorate in Social Work Program
The St. Catherine University/University of St. Thomas School of Social Work Doctorate in Social Work prepares students to teach and lead in the social work profession with a particular focus on teaching as social work practice. We partner with students to prepare graduates to assume the roles of faculty to teach, develop an identity as a scholar practitioner, write for publication and other forms of dissemination, and pursue social justice through service and leadership in the academy and community.

Accreditation Status
St. Catherine University and University of St. Thomas are accredited by the Higher Learning Commission and are members of the North Central Association: www.ncahlc.org or (312) 263-0456. The Higher Learning Commission of the North Central Association of Colleges and Schools has approved this Doctorate in Social Work (DSW) program.

The BSW program has been in place since the 1970s and accredited since 1974. The MSW Program accepted its first students in 1990, and was granted accreditation retroactively for all graduating students. At this time there is no accreditation through the Council on Social Work Education (CSWE) for doctoral programs.

DSW Program

Administrative Structure
The DSW Program Director appointed by the Dean is charged with responsibility for coordinating curriculum development, addressing student needs and supporting/facilitating faculty development. Although formal open meetings with students may be scheduled, the Director maintains an open door policy to encourage students to voice their ideas, feedback and concerns. The DSW Program Committee consists of the DSW Program Director, DSW Academic Program Manager, and all faculty teaching in the DSW program.

Admission to the DSW Program
The School of Social Work is committed to the selection of a student body which is culturally, racially and ethnically diverse as the best teaching and learning mix and the best potential leadership group for social work in the future. The DSW Admissions Committee aims to recruit, screen and admit those individuals with the greatest potential to be engaged in social work as teachers, scholar practitioners and leaders in the academy, community and profession.

The St. Kate's - St. Thomas DSW program admits up to 20 DSW students for each incoming cohort. The program will start one cohort of students each year beginning in the summer of the year of admission.

The objectives of the admissions process include:
- Develop a pool of applicants valued because they bring diverse understandings to the program by virtue of cultural, ethnic and racial backgrounds and varying levels of skills.
• Facilitate the enrollment and retention of students described above.
• Support the achievement of excellence and the successful completion of the program by all students admitted to the DSW program.

Admission Criteria
• MSW degree from a program accredited by the Council of Social Work Education (CSWE)
  o Transcript evaluation and acceptable test scores for proof of English proficiency, as detailed on the UST International Admissions Graduate Application Checklist.
• Minimum of two years post-MSW social work practice experience
• Minimum cumulative grade-point average of 3.0 on a 4.0 scale for previous graduate work
• Three letters of recommendation
• Writing sample
• Personal statement
• Commitment to teach and lead in the social work profession

For more information, please visit our website at http://www.stthomas.edu/socialwork/dsw.

DSW Program Characteristics
Curriculum focus:
Education as Practice: Exceptional preparation for the practice of teaching

Distinguishing characteristics:
• Three-year curriculum; 45 semester credits (15 courses) required.
• Cohort model: Students move through the program as a group, forming strong personal and professional connections
• Online synchronous and asynchronous instruction
• On-campus residency each summer in St. Paul, MN (2 weeks) (see DSW Residency under DSW Program Policies)
• Fall and Spring semesters comprised of two successive, 8-week sessions
• EITHER a teaching practicum OR an interprofessional education experience completed during final summer residency
• "Banded" dissertation (see Banded Dissertation under DSW Program Policies)

While the Council on Social Work Education (CSWE) does not accredit doctoral programs, the St. Kate’s – St. Thomas DSW program is grounded in the council’s perspective on curriculum.

_The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally. 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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes. (CSWE, EPAS 2015, p. 5, http://www.cswe.org/Accreditation/EPASRevision.aspx).

DSW Teaching as Practice: Competencies and Practice Behaviors
In the context of Teaching as Practice, the St. Kate’s-St. Thomas DSW Program has adopted a set of core competencies and definitions that are congruent with the Council on Social Work Education (2008) and the graduate college of St. Catherine University. The competencies and associated practice behaviors are threaded throughout the curriculum and form the basis for the assessment of students’ progress throughout the program.

Teaching as Practice

Teaching is a form of social work practice. Though students are not clients in the conventional sense, we believe that social work education ought to model and facilitate the development of social work practice principles, values and ethics, and that how we teach ought to be congruent with what we teach. For example, in social work practice we start where the client is. So in this doctoral program, we start where our students are. As with social work practice, our assessment processes are characterized by mutuality and respect, as well as by person-in-environment and strengths perspectives. As with social work practice, our goal is the empowerment of student learners into transformative teachers and scholars.

Just as in social work practice, transformation takes place in diverse contexts across a range of diverse experiences; that same diversity is evident in both our students and our faculty. Since the full research spectrum includes research from positivist, critical/ideological, and constructivist ontologies, epistemologies and methodologies, our faculty members bring expertise from various points along that continuum -- and we anticipate that our students will do the same. Navigating these complexities in the context of a hybrid, on-line format is not for the faint of heart. Students and faculty members will need high levels of engagement in the process in order to produce the anticipated outcomes of such a rigorous course of study.

We take seriously the competencies and practice behaviors we’ve identified below, which include identifying as a social work educator, applying critical thinking, engaging diversity and difference, advancing human rights and social and economic justice, and developing leadership, collegiality and stewardship. These competencies and practice behaviors also form the structure of our program assessment. The specific social work and educational knowledge and skills that will ground the expression of these practice behaviors will emerge from course work, student interest and research, and collegial exchanges and networking throughout the program.

Competencies and Practice Behaviors for Doctorate of Social Work

C1. Identify as a Social Work Educator
Social work educators serve as representatives of the profession, its mission, and its core values. They understand the profession’s history, the roles and responsibilities of the
professoriate and commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social work education is a form of social work practice. Identifying as a social work educator means that teaching is about the transformation of learners into empowered practitioners, teachers and scholars. Students in this DSW Program will:

a. Develop skill in using theory-based models of social work education  
b. Critique and demonstrate the connection between social work practice and scholarship  
c. Identify and assess professional strengths, limitations, and challenges as a teacher/learner  
d. Develop and maintain empowering relationships with students and peers using the person-in-environment and strengths perspectives  
e. Critically analyze multiple pedagogical approaches, methodologies and practices in social work education.  
f. Understand the critical role social work that educators play in the academy.

C2. Embody Ethical and Professional Behavior  
Social work educators have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social work educators are knowledgeable about the value base of the profession and its ethical standards. Social work educators recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social work educators understand emerging forms of technology and the ethical use of technology in social work practice and education. The same values and ethical principles that guide social work practitioners also guide social work teaching practice. Social work educators embody these ethical principles in their work with students. Students in this DSW Program will:

a. Recognize and manage personal values as they guide work with students and colleagues  
b. Tolerate ambiguity in resolving ethical conflicts  
c. Use technology ethically and appropriately to facilitate teaching and learning outcomes  
d. Apply knowledge of relational dynamics, including power differentials in relationships with students, colleagues and administrators  
e. Conscientiously manage and analyze general and discipline specific ethical dilemmas and behavior.

C3. Apply Critical Thinking  
Social work educators are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Doctoral level thinking about social work education includes awareness and skill in navigating the complexities of various ontological, epistemological and methodological approaches to teaching and scholarship. Students in this DSW Program will:

a. Distinguish, appraise, and integrate multiple sources and ways of knowing
b. Utilize skills and processes of critical thinking for oral and written communication and decision-making
c. Engage in critical self-reflective practice
d. Clearly articulate issues and questions central to social work education and actively engage in addressing them
e. Create, understand, analyze and synthesize original work.

C4. Engage Diversity and Difference

Social work educators understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social work educators understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Engaging diversity and difference in teaching practice means that we attend to the many ways that students differ and create inclusive learning environments that facilitate opportunities for growth and development. Students in this DSW Program will:

a. Recognize the extent to which educational structures, culture and values create or enhance privilege and power among student learners
b. Critically engage with students in a shared learning process, acknowledging differences in experience, power and privilege
c. Work sensitively and effectively with diverse student populations, with an appreciation for student strengths across cultures
d. Identify and respond to student/faculty differences using a strengths perspective
e. Develop the capacity to differentially apply knowledge related to diverse groups and contexts in teaching practice.

C5. Advance Human Rights and Social and Economic Justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social work educators recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work educators model this practice competency in how they teach their courses as well as in the content they identify in the courses they teach across the social work curriculum. Students in this DSW Program will:

a. Understand the forms and mechanisms of oppression and discrimination in higher education
b. Advocate at multiple levels for policy change that improves the lives of students and colleagues as a reflection of institutional mission and professional values
c. Assess how social work practice and education, institutional and governmental policies impact access to education and its delivery
d. Advocate for and co-create policies with administrators to create more just educational systems and student services

C6. Identify as a Scholar Practitioner
Social work scholar practitioners refine and advance the quality of social work practice and social work education. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. Identity as a scholar practitioner is critical to the role that social work educators play in the academy and includes proficiency in multiple approaches to research and scholarship that enhance the credibility of the social work profession. Students in this DSW Program will:

a. Use practice and teaching experiences to inform scholarly work
b. Use research findings to inform social work practice and teaching as practice
c. Engage in critical analysis of research methods and findings across the research spectrum
d. Use research methodology in evaluation of student and program outcomes
e. Assume active roles and responsibilities as a scholar practitioner, including the generation of new knowledge and public dissemination of one’s work.

C7. Integrate with Broader Context
Social work educators are informed, resourceful and proactive in responding to evolving organizational, community and societal contexts. Social work educators recognize that the context of education is dynamic and use knowledge and skill to respond proactively. Social work educators must engage beyond their immediate context, program, and school and integrate with university and higher education systems in order to advance social work practice and education within the academy. Students in this DSW Program will:

a. Understand the impact of professional and university-wide accreditation
b. Understand the responsibilities and limitations of academic freedom as it applies to efforts by faculty to advocate for social justice in local, national and international arenas
c. Critically analyze the factors transforming higher education in the US and internationally
d. Understand the impact of national, international, political, social and regulatory factors on social work education.

C8. Demonstrate Leadership, Collegiality and Stewardship
Social work practice includes assessment, engagement through thoughtful participation, informed action and ongoing evaluation. Leadership in social work and social work education emanates from this core to promote the values of the profession and to motivate movement through vision, collaboration and risk-taking. The leader takes charge in crises to achieve resolution, while balancing individual and collective needs with professional ethics and the common good. Students in this DSW Program will:

a. Demonstrate flexibility and initiative by taking leadership roles when needed
b. Work effectively with others in the classroom, university and profession
c. Uphold academic freedom and support peers in this endeavor
d. Embody faculty roles and respectfully address issues within the university

e. Develop a sense of responsibility for maintaining the integrity of the social work profession

f. Assume responsibility for advancing social work education

DSW Program Policies

Academic Advising
Upon admission to the DSW program, each student is assigned an academic adviser. Academic Advisers assist in developing a greater understanding of the program and the profession of teaching, provide consultation about concerns that may arise related to students’ participation in the program, and facilitate any changes in student standing. Advisers also serve as student advocates. The DSW Program does not require students to obtain academic advising as a condition of registration; students are strongly encouraged to contact their advisors for consultation on questions related to professional development. Once assigned (in Year 2) the Banded Dissertation Adviser will work with the student to complete this program requirement.

Academic Integrity
Opportunities for learning at the School of Social Work include students’ rights to express their views and to take reasoned exception to the view of the faculty, to examine all questions felt to be appropriate to a course of study, to be protected from improper disclosure of their views and beliefs, to be examined in a fair and impartial manner and to be treated with dignity and respect. Students are responsible, however, for learning the content of any course of study outlined by their instructors, regardless of any views or judgments privately held, and for demonstrating their attainment in an honest manner.

Students who compromise the integrity of the class are subject to disciplinary action on the part of the graduate faculty. Violations of classroom standards include:

- Cheating in any form, whether in formal examinations or elsewhere;
- Plagiarism, using the work of others as one’s own without assigning proper credit to the source;
- Misrepresentation of any work done in the classroom or in preparation for class;
- Falsification, forgery or alteration of any documents pertaining to academic records;
- Disruptive behavior in a course of study or abusiveness toward faculty or fellow students;
- Unauthorized copying of computer software.

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students violating such standards must accept the consequences. Appropriate classroom instructors, the advisor, the DSW faculty and the DSW Program Director assess penalties. Serious cases may result in discipline at the school or university level and may result in automatic failure of the class, suspension and/or dismissal. Students who are accused of violating a standard of honesty may
protect themselves through established appeal procedures and are assured of due process and the right of appeal to address accusations or penalties felt to be unjust.

**Plagiarism**
The DSW program follows the definition of plagiarism from Hefferman and Lincoln (1982). 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. (Reprinted from “Writing: A College Handbook” by James A.W. Hefferman and John E. Lincoln. By Permission W.W. Norton & Co. Inc., Copyright 1982 by W.W. Norton & Co. Inc.)

You can avoid plagiarizing if you are careful to follow these guidelines from the Writing Resource Center (1997):

Put the words of an author in quotation marks; record them accurately; and follow the quotation with a citation that indicates your source. Use quotation marks even when you borrow a phrase or a single, special word from another person. Follow the APA style of citation.

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 Tanner," followed by a quotation from Tanner or your paraphrase or summary of Tanner's ideas.

Be careful not to plagiarize your teacher 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.)

Students are required to use the most current APA Publication manual in all classes. Along with our Universities, the DSW Program takes academic integrity seriously and documented incidents of plagiarism will be addressed and are subject to disciplinary action as noted above.

**Academic Standing**
There are six categories of academic standing, one related to admission status and five that are assigned at the end of each grading period.
At Admission:
- **Provisional Admission** – A student is considered a provisional admit if the student has any outstanding official transcripts.

After each semester and final grading period:
- **Good Standing** – To maintain good standing in the DSW program a student must achieve a minimum cumulative GPA of 3.0 or higher and successfully complete all program requirements.

- **Probation (academic or disciplinary)** – A student who is not maintaining the requirements of Good Standing will be placed on academic probation. Disciplinary probation may be assigned for conduct or other non-academic related behaviors.

- **Suspension** – A student on academic probation for more than two semesters may be placed on suspension. A student who earns more than one grade of “C” or lower may be suspended from the program. A suspended student is not allowed to register for future terms until the conditions of the suspension have been addressed in a satisfactory manner.

**Academic Dismissal (termination)** – Any student who fails a required course twice or receives more than one “F” and/or “R” on their transcript may be terminated from the DSW program.
- **Non-Academic Dismissal (termination)** - Any student who fails to meet the non-academic standards as addressed in this handbook may be terminated from the DSW program.

Terms for readmission to the program after suspension or dismissal are outlined in the *Retention in the DSW Program* policy section and communicated, along with specific conditions, to the affected student in the academic standing notification letter.

**Banded Dissertation**
Each graduate leaves the St. Kate’s – St. Thomas DSW program with three critical works of scholarship:

Three distinct, solo-authored publishable* articles with a unified theme (content, problem, population, etc.); one article must be research-based

**OR**

Two distinct, solo-authored publishable articles* and one (also distinct, solo-authored) regional or national peer reviewed presentation, completed, with documentation of materials used**; all three works have a unified theme (content, problem, population, etc.). One article must be research-based.

*Meets the criteria for publication, not necessarily that it is published; must be created during DSW program

**Student provides documentation of acceptance and presentation (conference communication and program) and submits materials used for the presentation (formal paper, annotated PowerPoint, with annotated reference list) and feedback from attendees (program evaluation form, or student-provided); must be created during DSW program.
Candidates for the DSW degree must satisfactorily complete one research-based article as part of their Banded Dissertation. Research projects may be completed with permission in the context of a doctoral course, and/or in consultation with the student’s advisor. Students must adhere to ethical research parameters as outlined by the appropriate Institutional Review Boards (IRB) at St. Catherine University, the University of St. Thomas, and as relevant at any other collaborating agencies or institutions.

**Changing Program Sequence**

In the event that a student must take a leave of absence, the student, advisor and DSW Program Director will consult about the implications for the student’s progression/continuous progress in the program. The Program Director, after consultation with the advisor, reviews the impact on course enrollment, as well as on the student, before making a decision. The student, academic advisor, and DSW Program Manager are advised of the decision in writing.

**Class Attendance**

Regular attendance at synchronous sessions is expected. Attendance is measured by active, consistent and thoughtful participation in the work of the course and interaction with the instructor and student colleagues, e.g. discussion board posts, team-based assignments, etc. The instructor may determine specific attendance requirements and/or sanctions for absences. Full participation, preparation and attendance are expected in all courses as a reflection of professional commitment. The time in synchronous sessions is key to effective communication and learning. Students are expected to adjust their schedules to accommodate the synchronous schedule and to promptly notify the instructor when conflicts arise. The School of Social Work recognizes that an unexpected circumstance beyond a student’s control may occur that makes attendance impossible, such as serious illness, family emergency, or other circumstances. When students must miss a synchronous session, they are expected to contact the faculty to discuss how to meet the expectations for that class. The student carries the primary responsibility for timely contact with the instructor and arranging any make-up work to be performed and dates for completion of that work.

**Synchronous Session Times**

Synchronous sessions are offered on weekday evenings from 7:00-8:30 PM CST, unless otherwise noted in the syllabus; e.g. some sessions involve student presentations and may be scheduled for longer periods of time and in some courses, other schedules may be deemed advantageous to the work of the course, or mutual agreement. All courses will have four synchronous sessions; schedules are posted in the syllabi. Synchronous sessions require participation through Adobe Connect, the use of a headset and a stable internet connection. Students are responsible for having technology that meets the criteria established to facilitate online interaction.

**Credit Hour Policy (DSW)**

During Spring 2012 UST adopted a new credit hour policy. The minimum definition of a credit hour each course includes a minimum combination of one contact hour (50 minutes minimum) and two to three hours of outside work (i.e.: reading, writing, research, etc.) for a 15-week semester. A course meeting for less than 15 weeks must contain the equivalent combination of contact hours,
outside work, content, and requirements as a course offered during a 15-week term. Courses offered through distance learning must contain the equivalent combination of contact hours, outside work, content, and requirements as a course offered during a 15-week term. Courses offered as independent study, directed study, dissertation/thesis must contain the equivalent combination of contact hours, outside work, content, and requirements as a course offered during a 15-week term. These definitions are equivalent to a minimum expectation of 45 academic hours of student work for each credit hour earned.

Each DSW syllabus will include an amount of work required to reasonable demonstrate meeting the minimum work requirement, i.e.: research, papers, reading, activities, etc. to meet these standards. Assessments will be based on the average learner; for some students, the activities, readings, assignments, etc. may take more or less time depending on the strengths and challenges of the student and the nature of the material and outcomes. These policies are congruent with the UST Credit Hour Policy.

**UST Credit Hour Policy**
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and other academic work leading toward the award of credit hours. This policy is intended as a minimum definition.

**Curriculum and Degree Requirements**
The design of the curriculum for the DSW program is consistent with the mission and focus of the DSW program. At this time the Council on Social Work Education (CSWE) does not accredit doctoral programs. The program is based on the view of social work as a profession that builds on social science knowledge and educates for increased development of practice knowledge and competence. The model upon which this program is built proposes that education for social work practice is conducted at three distinct levels: undergraduate (entry-level practice), masters (advanced practice) and doctoral (scholarship oriented). All social work education is based upon a foundation of liberal arts education. A common core of values, knowledge, and skills unifies professional practice at all three levels.

The DSW program launched in 2014 has a focus of teaching as practice. All students in the program will graduate with a Doctorate in Social Work degree from the joint St. Catherine University and University of St. Thomas School of Social Work. The total number of credits required for completion of the program is 45 credits.

A program outline for the DSW program sequence can be found in Appendix B of this handbook.

The DSW program is designed to be completed within a three-year time span. Any extension beyond this time frame must be approved by the DSW Program Director and may not extend...
beyond a 5-year limit from the time of enrollment in DRSW 700, including any leaves of absence. Any extensions are subject to the Continuous Enrollment policy. Failure to complete the DSW within these parameters will require re-application. Students are expected to maintain a 3.0 (B) GPA and must have this as a cumulative GPA in order to graduate. The program may change curriculum requirements at any time.

Students must complete all graduation requirements before the degree can be certified and posted to university records. A degree cannot be awarded until the student completes all work that might affect his/her qualifications for the degree. The date of commencement and documentation of the banded dissertation are included on the transcript.

**Disability Statement – Accommodations**

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, 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 [http://www.stthomas.edu/enhancementprog/](http://www.stthomas.edu/enhancementprog/).

**Discrimination Position Statement – DSW Program**

*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 doctoral program is to prepare students to engage diversity and difference in the practice of teaching. The School of Social Work has a strong commitment to the development of competency in the engagement of diversity and difference both in relation to curriculum development and in relation to the needs of social work students.

The School of Social Work is committed to recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity, understanding the patterns and consequences of discrimination and oppression, and integrating these values and knowledge in the practice of social work.

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

- understanding the implications 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

*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.

Stereotyping is one prejudicial attitude that superimposes on a total race, sex, age, religious or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same stereotyping process operates with people who are elderly, disabled, homosexual, of a certain religion, ethnic group, etc.

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 about their own attitudes and prejudices will be promoted.

In relation to DISCRIMINATORY BEHAVIORS, on the other hand, more specific procedures and actions will be taken. The School of Social Work fully supports and adheres to the non-discrimination policies of the St. Catherine University and the University of St. Thomas as outlined in the policy section: Non-Discrimination Statements – Universities.

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.

DSW Residency
The DSW Residency is a two-week on-campus experience of living and working together. All students will live in dormitory housing facilitated by the School of Social Work.
Our vision for and articulated purpose of the summer residency in this DSW online program is to create a learning community based on in-person interaction among students, students and faculty, students and staff. This vision is grounded in our social work identity and values for human relationships. Certainly the groundwork for this experience will have started during the off-site orientation program in Year 1; on-going collaborations in the context of coursework and synchronous opportunities will enrich the experiences of community and engaged learning.

As in life, making our goals real begins with the work that is the heart of the DSW program. The residency weeks provide opportunities for working together to learn about, access, and test resources – technological, personal, professional – while negotiating student roles and developing working relationships.

**Summer Housing**
The on-campus residency will be at the University of St. Thomas, St. Paul, MN campus, with on-campus residence hall housing. Residence Life determines fees on an annual basis. Students should budget for the residency. Please be aware that due to the program’s unique academic timeline, summer housing charges will appear on the tuition bill for the fall semester, following completion of residency. This ensures that you will be billed only for the number of days you are on campus. If you plan to use your financial aid assistance for residency housing, we recommend that you speak to your financial aid counselor.

**E-mail**
**Student Email** - DSW students must activate and use their e-mail account at the University of St. Thomas. The School of Social Work uses e-mail as an official method of communication and students are expected to respond and communicate through their St. Thomas account.

Activating your account will allow you to access Blackboard and Murphy sites and to receive required e-mail correspondence from the School of Social Work. For questions on setting up your St. Thomas e-mail, please contact the St. Thomas Tech Desk at 651-962-6230.

All codes of conduct, including those related to plagiarism and harassment, apply also to all technology resources including student email. These policies are based on respect for the work and privacy of other St. Kate’s/ St. Thomas community members.

Students should also set up an e-mail account at St. Catherine University, but it will not be used as a means of communication from the program or faculty. Students will need this account to access computer labs, off campus access to digital resources at the library, and to use the Grammarly service through St. Kate’s.

**Faculty/Staff Email:** Although all students have email through St. Thomas, faculty/staff have offices at St. Kate’s and St. Thomas. If the faculty/staff member is based at St. Kate’s, their primary email is @stkate.edu. If they are based at St. Thomas, their email is @stthomas.edu. Please check the online faculty directory if you are unsure what address is used by the faculty/staff member: [http://www.stthomas.edu/socialwork/faculty/default.html](http://www.stthomas.edu/socialwork/faculty/default.html)
English Language
Applicants whose native language is not English must submit acceptable test scores for proof of English proficiency, as detailed on the UST International Admissions Graduate Application Checklist.

Grading and Change of Grade
Most courses in the DSW program are taken on a letter-grade basis; exceptions include: DRSW 717 Pedagogies in Social Work Education: Theory and Practice; DRSW 724 Interprofessional Education/ IPC Experiential Education; DRSW 725 Teaching Practicum; DRSW 790 DSW Capstone Seminar: Writing for Publication; and DRSW 800: Banded Dissertation. These courses are graded on a "Satisfactory” or "Unsatisfactory" (S/R) basis and do not affect the student’s cumulative GPA.

Below are the grade scale and GPA calculation as they appear on the back of the University of St. Thomas transcript and as implemented in the Banner student record system.

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<tr>
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I = Incomplete        IP = In progress
W = Withdrawal        NR = Not reported
R = Registered, no credit AU = Audit, no credit
S = Satisfactory

GPA: The quality point total is the sum of quality points multiplied by total credits. The grade point average (GPA) is determined by dividing the quality point total by the number of courses assigned quality points. Marks of ‘W’, ‘I’, ‘R’ and ‘S’ are not assigned quality points and are not calculated in the GPA.

The School of Social Work requires that grades for DSW courses are due no later than 2 weeks after the last date of each course term. Grade changes after that deadline, for that term, must be submitted on the Official Change of Grade Form by the faculty and sent to the DSW Academic Program Manager. An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. The mark of I is not to 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.
Graduation, Commencement and Diplomas
DSW students will participate in the commencement ceremony at St. Catherine University or the University of St. Thomas as designated by the School of Social Work. In some cases, students may be eligible to participate in commencement prior to completing all course requirements. Students may only participate in one commencement ceremony.

Students will receive their DSW diploma when all requirements for the degree are completed, verified and posted to their record, approximately six to eight weeks after the end of the term. Final transcripts are not available until degrees are posted. Official transcripts must be ordered through the Registrar’s Office at St. Thomas. Any transcripts ordered before the degree posting will not have an award date.

If students need evidence of their completion of graduation requirements before the degree is awarded, they should contact the DSW Academic Program Manager.

Grievance Policy for the DSW Program
The procedure for addressing grievances in any aspect of the social work program will be based on the following criteria:

1. Complaints will be taken seriously and investigated in a matter that provides equal access and responsiveness to all parties with attention to the principles of fairness and equanimity;
2. Respect for all involved parties will be communicated throughout the process, including validation of feelings;
3. A win-win solution will be sought wherever possible; i.e., a solution that provides validation, respect and positive consequences for all parties;
4. Social work values and ethics will be adhered to;
5. Resources outside the school, such as Personal Counseling, may be suggested as appropriate.

Grievance Procedure
1. The student is asked to speak directly with the person with whom he/she has a grievance;
2. If a satisfactory resolution has not been reached, a meeting is scheduled with the student, faculty person and the student’s academic advisor for further discussion;
3. If a satisfactory resolution does not come forth from that meeting, the matter is brought in writing to the DSW Program Director. The DSW Director may request further written documentation or meetings with the involved parties and consultation with the DSW Program Committee as needed.
4. If the issue remains unsettled, a meeting is scheduled with the Dean for a final decision;
5. If the grievance is concerning an academic matter (classroom or field) and is still unresolved after steps 1-4, the student may see the Vice President for Academic Affairs at the University of St. Thomas, who will in turn submit the grievance to the Grievance Committee.
6. If the grievance is non-academic, and it is not satisfactorily resolved in steps 1-4, the student may bring the grievance to the Vice-President for Student Affairs at the University of St. Thomas (see below), who will in turn submit the grievance to the Grievance Committee.

**Grievance Appeal Procedure**
The DSW program follows the Grievance Policy as outlined by the University of St. Thomas.

Either interested party (defendant or plaintiff) may appeal a decision of the Grievance Committee to the executive vice president of the university within five days from the receipt of the decision. The executive vice president will choose an appeal board of three members. The appeal board will not rehear the case, but will consider evidence of a violation of the proper procedures or manifest partiality. The appeal board will bring its recommendation to the executive vice president, whose decision will be final.

(http://www.stthomas.edu/policies/graduate/billofrights/)

![Diagram of Grievance Appeal Procedure](http://www.stthomas.edu/policies/graduate/billofrights)

**Incompletes**
Students must request an incomplete from their instructor before the date grades are due, detailing the work to be completed and the completion date. The mark of ‘I’ should not be used without prior arrangement between instructor and student. In order to be granted an incomplete, the student must have completed a minimum of 50% of the required course work and the work must be "B" quality or above. The mark of ‘I’ is not to 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.

An instructor reporting a mark of ‘I’ will complete an Assignment of Incomplete form and submit it to the DSW Program Manager. One copy will be mailed to the student as an indication of the terms under which the work is to be completed. When the student has completed the work, the instructor will sign the form, with the final grade filled in. The form is kept on file with the DSW Program Manager.
The student must complete the designated work and submit it to the instructor no later than the middle of the next course. Students may not carry an “I” beyond the end of the next course. Students may not register for additional courses if they have more than two outstanding Incompletes. In the absence of a final grade report on or before the deadline, the mark of ‘I’ will be automatically changed to a grade of F.

Permission to extend the time allowed to finish the requirements of the incomplete may be granted through the DSW Program Director only in cases of mitigating circumstances. Extension requests must be received by the DSW Program Director two weeks before the incomplete deadline. Students with more than one incomplete must obtain permission of the DSW Program Director before beginning the next semester’s courses. Courses must be completed in sequence in order to proceed in the program. For example, DRSW 700 must be completed before starting DRSW 710.

**Leave of Absence**

A leave of absence may be granted to a student who wishes to interrupt her/his education temporarily, that is, for no more than one academic year (two semesters). An official leave means that student is kept on the active list, receives materials regularly, and can register without going through a readmission process. Students considering a leave of absence must consult with their academic advisor and submit a formal request accompanied by a clear program of study outlined on the Leave of Absence Request form. A leave of absence is only effective after the student’s written request has been considered and approved by the DSW Program Director. The student must confirm the return date with the program before returning to classes. Failure to notify the program and return to classes after the approved duration of the leave of absence will result in the cancellation of your enrollment in the program. Re-entry into the program requires reapplication.

Students are required to make consistent progress toward the completion of their degree. This includes active enrollment in courses and/or an approved Leave of Absence (policy above). Students who fail to register for courses in the DSW Course Sequence and are not on an approved leave will be terminated from the program. The termination status will be effective on the first day of classes of the second semester they are not enrolled. Re-entry into the program after termination requires reapplication.

**Continuous Enrollment**

Students must maintain continuous registration enrollment from the time of matriculation to graduation, with the exception of formal leave of absence status, which may be granted for one year. If a student does not complete the doctoral program requirements for courses and the banded dissertation by the end of the third year this policy goes into effect. Continuous registration is defined as registering for a minimum of one credit per 8-week session until completion of all degree requirements, within the four-year limit.

**Non-Discrimination Statements – Universities**

St. Catherine University admits students regardless of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, status with regard to public assistance, membership or activity in state or local commission and sex* to all the rights, privileges, programs and activities generally accorded to or made available to students at the University. The University
does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, status with regard to public assistance, membership or activity in state or local commission and sex* in administration of its education policies, admission policies, scholarship and loan programs and athletic and other school-administered programs. The University does not discriminate on the basis on handicap in admission or access to, or in treatment in, its programs and activities.

*The St. Paul Campus of St. Catherine University does not admit men to its baccalaureate programs.

The University of St. Thomas does not discriminate on the basis on handicap in admission or access to, or in treatment in, its programs and activities.

Online Learning Expectations
A student registering for online courses is expected to have access to a computer with the required hardware, software, internet connection speed, AND the ability to control settings on the computer. Therefore, the use of computers in your workplace, at public libraries, or other locations where you have no control over computer settings, firewall settings, etc., is not recommended.

The School of Social Work can assume no responsibility for the inability of computers to connect to St. Catherine University-University of St. Thomas websites or course delivery sites. Students are responsible for keeping computers in good working order and notifying instructor(s) when any computer issue interferes with their ability to participate fully in course activities.

Computer Checklist
Registering for online or hybrid courses implies that a student has access to a computer with the recommended hardware, software, and internet connection speed. Refer to the Computer Checklist to ensure you meet the minimum requirements.

Netiquette Policy
Students are expected to use common courtesy and standards for professional behavior whenever emailing, posting, or chatting online. The following etiquette rules apply for online learning (Netiquette).

- Follow the same guidelines for respect and dignity as you would in a face-to-face classroom.
- Recognize that conveying meaning through words is important since online communication lacks the visual cues of seeing someone’s facial expression, hand gestures, tone, and other forms of nonverbal communication. Emoticons can convey some of the nonverbal, but not all.
- Use common sense and good manners at all times.
- Remember that humor is OK if it is respectful and not excessive.
- Realize that chat rooms and discussion boards are not anonymous. The faculty has access to all chat rooms and discussion boards, even those set up for specific groups.

Reference Virginia Shea’s “The Core Rules of Netiquette.”

Resource on Blackboard Orientation Site
Students are expected to read, review and check the “Technology” section under the Resources tab in the Blackboard Orientation Site for their cohort on a continuous basis to note updated reference information related to technology.

- **Adobe Connect** is the School of Social Work’s official web conferencing application for all synchronous classes. Read and review the participant guide to familiarize yourself with the participant role when in a synchronous class.
  - The use of a headset with microphone and audio capability, and a USB connector, is a critical element of an enriching synchronous experience for all students in the session. The School of Social Work highly recommends the Logitech H390.
- **Information Resources and Technology (IRT)** at the University of St. Thomas offers a myriad of services and support for students, including tutorial videos. The School of Social Work encourages you to thoroughly read their website to learn more about what is available to you.
  - The School of Social Work is aware that occasional systems interruptions may occur during use. If this happens, we will work to get any information out to you in a timely manner via the Blackboard Orientation Site or through your University of St. Thomas email.
  - If you experience an issue, FIRST check the IRT site for the most recent news in addition to reporting the issue to irthelp@stthomas.edu. This is good practice for tracking issues and concerns.
  - Notify your instructor and the DSW program about extenuating circumstances that may affect your participation.

**Plagiarism (see Academic Integrity)**

**Professional Commitments (see Retention in the DSW Program)**

**Registration Policies**

**Registration** – The registration process follows the University of St. Thomas guidelines and is handled by the DSW Program Manager through the University of St. Thomas and Murphy online. Returning and newly admitted students will receive registration materials two to three weeks prior to registration via email. Complete instructions on how to register for courses are included in the registration materials.

Attending class is prohibited unless the student is officially enrolled in that class. Admission to a class or particular section of a class is the sole prerogative of the registration process as administered by the Dean, DSW Program Director and the DSW Program Manager. All instructors have been notified to admit only those students whose names are on the class roster unless the student has proof of enrollment. Under no circumstances will credit be issued to anyone who attends a class for which he/she is not officially registered.

A student must register for a course before attending and will not receive credit unless registered. Class registrations may be cancelled for students who fail to complete registration or otherwise fail
to begin the work of the class as evidenced by non-attendance in class or otherwise not undertaking course requirements in a timely fashion. Students should not assume that non-attendance of a class will automatically result in their being dropped from the class. To officially withdraw from a class, the student must notify the DSW Program Manager in writing of the intent to withdraw, on or before the published deadline for withdrawing. If no official withdrawal is received after the term begins and registration still exists for the term, the student may be responsible for all billing associated with the course and a notation of F will appear on the academic transcript.

Refund Schedule
In the event that students drop a course or withdraw officially from the program, the tuition and fees refund will be calculated according to a schedule set by the DSW program (subject to federal regulations regarding Title IV federal financial aid). Schedules are posted for each summer and summer terms.

The effective date of tuition refunds will be the date of Murphy transactions or the date written notification to the DSW Program Director, or the DSW Academic Program Manager.

Retention in the DSW Program
Standards for Continuance and Graduation

The following standards apply to all DSW students enrolled in St. Catherine University and University of 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. In addition to the DSW Student Handbook, all DSW students are required to comply with the each term’s registration policies, the University of St. Thomas Graduate Student Policies, and the NASW Code of Ethics.

Faculty regularly evaluates professional behavior and scholastic 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. Along with the relevant competencies and practice behaviors outlined in this handbook, criteria defining each of these four primary areas are identified below.

Professional Behavior
A. Basic Professional Practice Skills:
   1. Communication: practices 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 understands 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; is able to articulate and participate fully in 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 with Disability Statements).

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; renegotiates commitments appropriately and in a timely manner.

   2. Emotional Maturity: demonstrates understanding of appropriate self-disclosure; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and 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 university policies and procedures; practices within the competencies and limits of a graduate practitioner.

   2. Committed to Professional Learning: takes responsibility for learning and seeks feedback and/or supervision from faculty, peers and colleagues; participates in classroom discussions and stays engaged in learning; holds oneself accountable for work assigned.

   3. Self Awareness: demonstrates awareness of one’s own attitudes and beliefs (e.g. 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.

Scholastic Performance
   1. Students must earn a grade of C or better in each Social work course. Students must also maintain a cumulative GPA of at least 3.0 (B). Students who have a cumulative GPA less than 3.0 will automatically be placed on academic probation. If students earn more than one grade of “C” or lower, they may be suspended or asked to withdraw from the program.

   2. Adherence to the academic integrity statements at the University of St. Thomas and St. Catherine University in completion of academic assignments, both individual and group assignments.

   3. Any student who fails a required course twice or receives more than one “F” and/or “R” on their transcript may be terminated from the DSW program.

Policies and Procedures for Academic or Disciplinary Probation, Suspension or Dismissal -
All faculty are involved in the formation of students’ professional identity and performance and are responsible for reporting concerns to the DSW Program Director and other faculty as appropriate to
assure ethical practice and successful academic achievement, including concerns related to academic integrity. 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. 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 and DSW Program Director of the concerns so that any pattern of behavior or issues is identified and addressed in a timely manner. Any other DSW program 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. As needed, the student’s academic advisor and DSW Program Director will be informed and consulted.

In the event the concerns are unresolved or are of a more serious nature, a meeting will be conducted with the student, faculty member(s) and/or the academic advisor, and the DSW Program Director. 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:

1. Continuation in the program with no restrictions,
2. Probationary status (academic or disciplinary),
3. Suspension, or
4. Termination from the program with no readmission.

Subsequent to the meeting, a letter will be written by the DSW 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 active program status. This may include meeting minimal GPA requirements in the next 12 credits of coursework, a specific performance level, future meetings with their advisor, seeking outside assistance, and/or re-evaluating academic load and readiness for the program.

This letter will be sent to the student, the concerned faculty member, the academic advisor, and the Dean of the School of Social Work as needed. The DSW Program Director will also write a summary of the meeting. This summary letter and any related documentation will be maintained in the student’s record.

A student who is suspended is not eligible to register for courses. A suspended student may apply for readmission to the next cohort sequence or as specified in the suspension letter. To be readmitted, the student must submit a petition to the Dean of the School of Social work via the DSW Program Director describing why he or she will be successful if readmitted and address any other stipulations included in the suspension. The Dean will confer with the DSW Program Director and faculty. The student will be informed of the decision in writing.

A readmitted student is automatically placed on probation, and the terms of probation will be provided in writing to the student. A readmitted student must achieve a minimum GPA of 3.0 in the next 12 credits of coursework taken and meet the professional behavior and scholastic performance
standards for continuance and graduation. Should the student fail to achieve a 3.0, or meet the professional behavioral performance standards, he or she will be terminated from the DSW program with no option for re-admission.

**Compliance with other Policies, Laws and Regulations**

Institutional policies of St. Catherine University and the University of St. Thomas define student misconduct as student behavior that is in violation of regulations established by the Boards of Trustees, of university regulations and of rules governing residence on university property. Social Work students as citizens are subject to all federal and state laws in addition to all university regulations governing student conduct and responsibility. A student may be suspended or terminated from the Social Work program for violating said laws, rules or regulations. Social work students may also be suspended or dismissed from the program 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 the University of St. Thomas to appeal that decision. See *Grievance Appeal Procedure* section in this handbook. This DSW policy does not supersede or replace any applicable University-wide process or policy. There may be circumstances that warrant immediate discipline including termination from the program. At all times, the School of Social Work has the right to discipline or terminate a student during the course of or in lieu of the process described herein.

**Rules of Conduct for Graduate Students**

St. Catherine University and the University of St. Thomas are private, Catholic, liberal arts universities. As such, they expect all members of its community, regardless of age, to act reasonably, maturely and appropriately at all times both on and off campus. Students are subject to disciplinary sanctions for conduct that occurs on or off campus when that conduct is detrimental or disruptive to the purposes and/or goals of the universities. As stated in the *Graduate Student Policy Book* (linked below), the following actions constitute behavioral misconduct for which students may be penalized by sanctions as described below.

1. Actions that violate the human rights of any member of the university community; use of or threatened use of physical force or violence to restrict the freedom of action or movement of another; or to endanger the physical health, psychological health or safety of any person, including oneself.

2. Conduct, on or off campus, that is detrimental to the good of the university or which discredits the university. Such conduct off campus includes, but is not limited to: hosting house parties that are disruptive to the community; and violating laws. Such conduct on campus includes, but is not limited to: behavior or language disrespectful of university employees or students; interference with faculty, administrators, security officers or staff.

3. Misrepresentation and/or academic dishonesty such as cheating and plagiarism; knowingly furnishing false information; and fraud, forgery, alteration or unauthorized use of university correspondence, documents, records, identification or property.

4. Unauthorized taking or possession of university property or services or the property or services of others.
5. Intentional damage to or destruction of university property or the property of others on university premises (including vandalism and tampering with fire alarms or extinguishers).

6. Excessive consumption of substances that results in irresponsible behavior, continued consumption in and of itself, or the possession of such substances on university property contrary to law or university regulations.

7. Possession, use or trafficking of illegal substances.

8. The possession or use of explosives, fireworks, firearms, knives, ammunition, or other dangerous weapons or materials on university property.


10. Failure to comply with the directives of university officials and their authorized agents acting in the performance of their duties; failure to appear before the head of a graduate unit when properly notified to do so.

11. Students, when on campus, must be able to produce their joint St. Kate’s-St. Thomas ID card, when requested to do so by any official representative of the university including security, resident assistants, dining hall authorities, library personnel, et al.

12. Violations of federal, state, city laws/ordinances. Should an act violate both university regulations and public law the student is subject to the jurisdiction of both.

Source: Graduate Student Policy Book

Schedule Changes
St. Catherine University and University of St. Thomas reserve the right to change the schedule of class offerings at any time during the registration period and reserve the right to cancel any class that has insufficient enrollment.

Sexual Misconduct Policies and Procedures
The DSW program follows the Sexual Harassment Policy as outlined by the University of St. Thomas. The University of St. Thomas (UST) mission and convictions embody UST’s commitment to promote and protect the personal dignity and well-being of every member of the UST community. Sexual harassment, sexual assault and other forms of sexual misconduct are antithetical to that commitment. Moreover, they constitute unlawful sex discrimination. All forms of sexual misconduct, as defined in this policy, are prohibited by UST.

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

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

Beginning with the 2015-16 academic year, the university is implementing an online education program on sexual misconduct for undergraduate and graduate students. Both federal and state laws require colleges and universities to provide students with education on how to prevent sexual misconduct and information on policies and resources specific to each program.
The Dean of Students office at St. Thomas will handle all communication for this required training, including the initial email informing students of the requirement on August 31, 2015 and reminder emails. For fall 2015, all graduate and undergraduate students registered for a class at St. Thomas will complete the training. Students will access the program through Murphy Online; complete the training online, on their own time. The program should take about 45-60 minutes to complete.

### Resources

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<thead>
<tr>
<th>St. Kate’s On-campus Resources</th>
<th>St. Thomas On-campus Resources</th>
<th>Off-campus Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-hour Emergency (651) 690-8888</td>
<td>24-hour Emergency (651) 962-5555</td>
<td>St. Paul or Minneapolis Police - 911</td>
</tr>
<tr>
<td>Department of Safety (651) 690-8888</td>
<td>Department of Public Safety (651) 962-5100</td>
<td>United Hospital SANE (Sexual Assault Nurse Expert) (651) 241-8755 (directly to the emergency room)</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Dean of Students (651) 690-6778</td>
<td>Dean of Students (651) 962-6050</td>
<td>St. Paul Sexual Offense Service (SOS) – (651) 298-5898</td>
</tr>
<tr>
<td>Student Life (651) 690-6617</td>
<td>Associate Dean of Students (651) 962-6052</td>
<td>Minneapolis Sexual Violence Center (612) 871-5111</td>
</tr>
<tr>
<td>Campus Ministry (651) 690-6724</td>
<td>Assistant Dean of Students /University Ombudsperson (651) 962-6076</td>
<td>Rape &amp; Sexual Assault Center (612) 825-4357</td>
</tr>
<tr>
<td>Health &amp; Wellness (651) 690-6714</td>
<td>Student Health Services (651) 962-6750</td>
<td></td>
</tr>
<tr>
<td>Counseling Center (651) 690-6805</td>
<td>Personal Counseling Center (651) 962-6780</td>
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### Social Media Guidelines

The purpose of these guidelines is to highlight the importance of attention to conscientious use of social media; it is not intended to be comprehensive, since the definition of social media is ever evolving. Students in the DSW program are expected to comply with all social media policies of our sponsoring institutions and the profession (E.g. NASW Code of Ethics, the Minnesota Board of Social Work Code of Ethics/Ethical Standards). Compliance is grounded in the basic principles of ethical practice in the use of social media. Universal principles include honesty, transparency, thoughtful consideration of what you do and say online, and respect for the law and professional relationships. Likewise several basic assumptions need to be kept in mind: assume nothing stays private, assume everything is permanent and that you can be held responsible for what is said and done.
In addition to these basic principles, as a doctoral student you have responsibilities related to your professional identity and status as a social worker. It is important to keep in mind your professional social work role when posting or communicating anything through social media. In the social media world, your personal and professional identities are likely to intersect. Guidelines from professional organizations and agencies continue to evolve; students are expected to adhere to those relevant to their status.

**Social Work Licensure**
For specific information regarding social work licensure, contact: Minnesota Board of Social Work, [http://www.socialwork.state.mn.us/](http://www.socialwork.state.mn.us/) or the governing board in your state.

**Syllabi**
All course syllabi are posted on their respective course Blackboard sites.

**Student Rights and Responsibilities**
The DSW program follows the Student Bill of Rights and Responsibilities as outlined by the University of St. Thomas.

**Student Rights**
1. Students have the right to receive regular and organized instruction and guidance consistent with the aims of the course for which they have registered.
2. A student's grade in a course would be determined only by academic achievement consistent with the aims and content of that course. At the beginning of the course, the instructor should make known the factors that will be considered in determining the grade such as class attendance, class participation, papers, examinations, projects and/or presentations.
3. A student has the right to have papers and tests graded and returned within a reasonable amount of time, generally before the next assignment is due. In the case of final exams, students should be allowed access to their exam scores and final grades.
4. A student has the right to meet with his or her instructor to ask questions about or discuss course material, either during office hours or during a scheduled appointment.
5. All students have the right to use the educational resources of the university in accordance with the rules concerning their use.
6. A student has the right to the opportunity to participate in student government, athletics and other activities on campus (as set forth in this Student Policy Book).
7. The University of St. Thomas recognizes that free inquiry and free expression are indispensable elements for the achievement of the goals of an academic community. Students have the right to freedom of expression, including the right to dissent, protest and/or take reasoned exception to the information and views offered in any course.
8. Financial regulations are set forth in the university catalog and the award form. Financial aid offered and officially accepted according to these conditions will not be revoked except for serious cause after a hearing by an ad hoc Financial Aid committee. The students will be notified and/or allowed to be present at this hearing. An exception to the above may occur when the funding for any kind of aid does not cover the amounts awarded. In this case, the Committee may modify awards without a hearing in order to reduce awards to the amount of funds available.
9. Each student has the right to fair and reasonable treatment by other members of the university community.
10. All students have the right to the opportunity to participate in and receive the benefits of the programs at St. Thomas. No one may be excluded on the basis of disability, race, ethnicity, national origin, creed, gender, age, sexual orientation or economic status.
11. If a student feels that his/her rights have been violated in the process of attempting to resolve a grievance, he or she has the right to bring the case before the University Grievance Committee. ([http://www.stthomas.edu/policies/graduate/billofrights/](http://www.stthomas.edu/policies/graduate/billofrights/))

**Student Responsibilities**

1. Each student is responsible for learning the content and the skills required by his or her courses.
2. Each student is responsible for being honest in all of his or her classes. Students will not cheat on examinations, copy another student's work, plagiarize from secondary sources or from other students or engage in any other forms of academic dishonesty.
3. Students have the responsibility to attend their classes and to notify his or her instructors of extended absences due to illness or other allowable reasons. In this case, the student should consult with the advisor and/or the DSW Program Director.
4. If a student misses a synchronous session, he or she is responsible for contacting the instructor to address the requirements of that session.
5. The student is responsible for arranging with faculty any modifications of class requirements necessitated by special needs, such as medical conditions, physical disabilities, or learning disabilities. Students with physical or learning disabilities who desire accommodations are required to provide documentation of their disability before accommodations are provided.
6. Each student has the responsibility to treat other members of the university fairly, and respect their rights.
7. Students must use library and all educational resources of the university in a responsible manner. Students may not deface or vandalize books, periodicals, and/or computer resources in the St. Thomas libraries as well as computer lab hardware, software and related equipment.
8. While students have the right to freedom of expression, including the right to dissent, protest, or take reasoned exception to the information and views offered in any course, this expression cannot interfere with the rights of others, impede the progress of instruction, or disrupt the processes of the university. Students have the responsibility to express views in a reasonable and orderly fashion as further described in the Student Policy Book.
9. Each student has the responsibility to know and abide by what is contained in the Student Policy Book of the University of St. Thomas and all other applicable university regulations and policies. ([Adapted from: http://www.stthomas.edu/policies/graduate/billofrights](http://www.stthomas.edu/policies/graduate/billofrights))

**Transfer of Credit – Admitted Students**

Students who wish to have a course transferred for credit to the St. Kate’s – St. Thomas DSW program must contact the DSW Program Director. The course will be evaluated for congruence with the DSW program’s curriculum focus and mission and course content. Decisions are made in the context of the request.
Students may only request transfer of credits for courses taken in a social work doctoral program at another regionally accredited institution. Only courses with a letter grade of “B” (3.0) or better will be accepted, assuming that they meet criteria of the program for relevancy. No credits taken on an ungraded basis (S/N) may be transferred. Only doctoral level credits may be transferred. *A minimum of 30 credits must be taken at the University, thus, a maximum of 15 credits may be transferred toward the awarding of the DSW degree from the School of Social Work, St. Catherine University/University of St. Thomas. Only one elective course may be taken outside the School of Social Work and transferred in.

Doctoral social work credits must have demonstrated relevance to social work in the context of St. Kate’s – St. Thomas DSW program and include unique content not replicated by other electives. This will be determined by the DSW Program Director’s review.

Some courses are not eligible for substitute, e.g. DRSW 700 History of Social Work and Social Work Education, other residency courses, and the requirement for the banded dissertation. Since the banded dissertation may not include previously published work and we expect students to be creating this requirement during their time in the program, work published as part of any transferred credit is not eligible for meeting this program requirement.

For credits completed prior to admission to the DSW program, it should be understood that courses to be transferred would be applicable to the DSW degree only if they have been completed within the four-year period normally allowed for the completion of the degree. To request an exemption to this policy, the student should consult with the DSW Program Director and submit a written request to the Dean of the School of Social Work for a decision.

If you are requesting a transfer from another DSW program, your coursework must first meet ALL of the following criteria:

- Courses were taken in a doctoral social work program at another regionally accredited institution.
- Courses are doctoral level.
- A letter grade of B or better was earned for each course requesting transfer. Pass/Fail courses will not transfer.
- Credits were earned no later than 4 years prior to admission to the St. Kate’s – St. Thomas DSW program.

**Procedure for Obtaining Transfer of Doctoral Credit – new students:**

1. Submit for each course for which you’re requesting transfer of doctoral credit:
   a. Completed Petition for Transfer of Doctoral Credit form
   b. Course description, course number and course title
   c. Course syllabus, including description of assignments
   d. Official transcript reference

2. Email the materials to the DSW Program Director at dsw@stthomas.edu with the subject line “Petition to Transfer Doctoral Credit Request”
The review process can take 30-60 days. An email will be sent to student’s UST email address informing them of the outcome.

**Tuition and Fees**
Effective Summer 2014-Spring 2015 – subject to change annually
Cost per credit…………………………………………………………………….$1045.00/credit
Technology Fee (when taking 6 or more credits)…………………………..$99/semester
Student Activity Fee……………………………………………………………….$25/semester

**University Credit Transfer**
The University of St. Thomas and St. Catherine University are registered as private institutions with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institutions. Credits earned at the institutions may not transfer to all other institutions.

**University Graduate Student Policies**
In addition to the policies in this section, please refer to the list of policies, which can be found at http://www.stthomas.edu/policies/graduate/ or obtained by contacting the DSW Program Manager.

**Withdrawal from Classes/Withdrawal from the Program**
Students who wish to drop a course should do so by officially withdrawing from the class in writing through the DSW Program Manager. Grades and refunds for withdrawals will be determined by each semester’s refund/withdrawal policy deadlines set in the Academic Calendar for the DSW Program.

Students who plan to withdraw from the DSW program should confer with their advisor to assess decision options (change of program, leave of absence, withdrawal, etc). If the student is withdrawing from the program, they must notify the DSW Program Director and the DSW Program Manager in writing to be considered officially withdrawn from the institutions. Once students withdraw, re-entering the DSW program requires re-application.

Withdrawal from a class or from the program has implications for financial aid. Students planning to withdraw from a class or from the program are advised to check with Financial Aid to determine how the withdrawal will impact their financial aid status. It is the responsibility of the student to contact the financial aid office before they request the withdrawal from a class or the program.

**Graduate Student Services**

**Athletic Facilities**
*St. Kate’s:* The Butler Center for Sports and Fitness has a gym, eight-lane pool, running track, fitness machines, weightlifting equipment, walking/jogging track and locker rooms. Equipment can
be checked out with an ID card. Recreational swimming hours vary; free to St. Kate’s students (call ahead). Please call 651-690-8777 for hours of operation and answers to questions or check out the web at http://www.stkatesathletics.com/sports/2007/9/12/butler_center.aspx

**St. Thomas:** The athletic facilities available to students at the Anderson Athletic and Recreation Complex (AARC) are a weight room, swimming pool, racquetball courts, squash courts and field house—which includes volleyball, badminton, tennis, basketball, a jogging track, cardio equipment and fitness classes. Graduate students are charged a membership fee to use the AARC. For more information call 651-962-5900 or check out http://www.stthomas.edu/aarc/membership/graduate/

**Books**

Students are required to purchase the APA Publication manual for use in all classes.

**St. Kate’s Bookstore:** The bookstore is located on the second floor in the Coeur de Catherine. The bookstore has check cashing (up to $10 over purchase), computer software at educational prices, snacks, film processing, office supplies, clothing, gifts and online purchasing via the Web. For hours of operation call 651-690-6025 or check the Web at http://www.stkatebookstore.com/store1/ and click on St. Paul Campus.

**St. Thomas Bookstore:** The bookstore is located on the lower level of Murray-Herrick Campus Center. In addition to books needed for classes, the bookstore carries a wide variety of office supplies, clothing, cards and gifts, as well as magazines and best-selling novels. When commencement is held at St. Thomas, caps and gowns are picked up at the bookstore. For hours of operation call: 651-962-6850 or check the Web at http://tommiebooks.stthomas.edu/tommiebooks1/ and click on St. Paul Campus.

Students are able to charge purchases on their joint St. Kate’s-St. Thomas ID card at the University of St. Thomas bookstore. To do so, students must open an “EXpress Account” at St. Thomas, which works similar to a debit card and bills your student account. EXpress Account information is available at the ID card office, Murray-Herrick Campus Center, Room 101 or online at http://www.stthomas.edu/cardoffice/default.html.

**Box Office**

**St. Kate’s:** Buy movie tickets for $5 at the St. Mary Hall reception desk. Purchase tickets for the O’Shaughnessy Auditorium by calling 651-690-6700. Check the calendar of events on the web at http://oshaughnessy.stkate.edu/

**St. Thomas:** A sampling of the ticket offerings includes but is not limited to: General Cinema, Mann and United Artist movie tickets, Guthrie Theatre, Ordway, Timberwolves, Hey City Theatre, Valleyfair, Renaissance Festival, Minnesota State Fair, Minnesota Twins, Science Museum and Children’s Museum plus numerous St. Thomas campus events.

In addition to ticket sales, Tommie Central also rents - at very minimal cost - outdoor and recreational equipment. A sampling of the rental offerings includes but is not limited to: camping tents, backpacks, snowboards, in-line skates, golf clubs, basketballs, and mountain bikes. Tommie
Central is located at the main information desk in Anderson Student Center. Contact Tommie Central by phone 651-962-6137 or online at http://www.stthomas.edu/asc/facilitiesandservices/tommiecentral/.

**Business Office – Tuition payments and refunds**

Questions about the student payment agreement for the DSW program should be directed to the Business Office (Murray Herrick, 105), at the University of St. Thomas. Refunds are made on a pro-rated basis, depending upon the date on which a course is dropped. Complete information for DSW students on refunds and deadlines are noted on the refund schedule available on the DSW Orientation Blackboard site. Particular attention should be paid to deadlines and procedures. For more information, please call 651-962-5816.

**Campus Maps**

A campus map for St. Kate’s can be found at http://www.stkate.edu/pages/aboutstkates/locations.php

A campus map for St. Thomas can be found at https://www.stthomas.edu/campusmaps/stpaul/

**Campus Ministry**

_**St. Kate’s**: _Campus Ministry programs, liturgies and personal services are available to students of all faiths and denominations. Services include retreats, spiritual guidance, pastoral counseling consultation, celebration of Eucharist, communal and individual reconciliation and special community actions for justice. Liturgical Ministry, Peer Ministry, Volunteers in Action and Social Justice Outreach are open to students. Chapel Mass is held at 10:30 am on Sundays at Our Lady of Victory Chapel. For more information, call 651-690-6724 or check out the web at http://www.stkate.edu/pages/ministry/

_**St. Thomas**: _Campus Ministry programs and services are designed for members of the University community, regardless of their religious experience, to grow in their faith while encountering the vitality of the Catholic faith tradition. Through Campus Ministry, students, staff, and faculty have the opportunity to explore and discuss faith and spirituality, join together in prayer and worship, discover community and take action to transform the world. All are welcome to share in this endeavor. See the St. Thomas Campus Ministry Web page at http://www.stthomas.edu/campusministry for additional information. Campus Ministry is located in room 105 of the Murray-Herrick Campus Center and can be contacted at 651-962-6560.

**Career Services**

_**St. Kate’s**: _The staff and resources of Career Development are available to all St. Paul campus and all graduate program students who desire to work on their career plans. Services include individual career counseling, the Career Resource Library, job fairs, a credentials service, alumnae and parent resources and graduate school information. Located in Coeur de Catherine, room 460. Please call 651-690-8890 or check the Web at http://www.stkate.edu/career

_**St. Thomas**: _For assistance with resumes, cover letters, interviewing skills or additional job search resources, contact the University of St. Thomas Career Services Office at 651-962-6761 or check
the Web at [http://www.stthomas.edu/career](http://www.stthomas.edu/career). Career Services is located in Murray-Herrick Campus Center, Room 123.

St. Thomas Career Development maintains a job bank database that includes social work postings. You can find the job search site at [http://www.stthomas.edu/careerdevelopment/](http://www.stthomas.edu/careerdevelopment/) and click on Job/Internship Listings.

**Computing Services/Tech Help**  
*St. Thomas:* The University provides a variety of computing services free to students, faculty and staff. Through computer labs on all campuses, Information Resources and Technologies makes a combination of hardware and software packages available for word processing, spreadsheets, database management, statistics, electronic mail and computer assisted instruction. Computing labs are located in second floor Summit Classroom Building and in the libraries on the St. Thomas campus. Labs vary in the equipment they offer and the hours they are open. For hours of computer labs, call the Tech Desk at 651-962-6230. You can also check the Web at [http://www.stthomas.edu/irt/](http://www.stthomas.edu/irt/) for further information.

**Copy Machines**  
*St. Thomas:* Students will receive a supplied print/copy quota (allotment) of 400 pages for each semester of the academic year, (Fall, J-term/Spring, Summer). Copiers are located in Summit Classroom Building – lower level and O’Shaughnessy-Frey Library Center (lower level, level one and level two). Other machines are located throughout campus.

**Counseling Services**  
*St. Thomas:* Counseling and Psychological Services provides counseling and therapy services for the University of St. Thomas community. The St. Thomas Counseling and Psychological Services offers a full range of psychological services for students and limited services for faculty and staff. The staff of Counseling and Psychological Services helps students explore themselves, their thinking, feelings and how they relate to others. This exploration, a natural and necessary aspect of life, sometimes can feel overwhelming, frustrating or confusing. In these situations, the trained and experienced staff provides understanding, support and guidance. This service is located on the St. Paul campus, in Murray-Herrick Campus Center, Room 356. Please call 651-962-6780 or check the Web at [http://www.stthomas.edu/personalcounseling/](http://www.stthomas.edu/personalcounseling/).

**Disability Services/Resources**  
*St. Thomas:* The University of St. Thomas offers services to qualified students with disabilities and provides reasonable and appropriate accommodations necessary for physical, academic and social accessibility. Support services are provided to enrolled students and based on assessed needs. These services may include counseling, identification and referral services, accommodation and academic assistance, inter-agency coordination and advocacy services. Students requiring accommodations must contact the following office at the University of St. Thomas: Disability Resources (Murray Herrick, room 110) Phone: 651-962-6315 Website: [http://www.stthomas.edu/enhancementprog](http://www.stthomas.edu/enhancementprog)

Disability Resources does not automatically notify professors that students have a disability just because they have submitted documentation to the Enhancement Program. It is the students’
responsibility to disclose their membership in the Enhancement Program to their professors if they wish to request accommodations for their courses.

**Financial Aid**
All financial aid and subsidized loans for DSW students are allocated and administered through the Graduate Financial Aid office at the University of St. Thomas, 651-962-6550. Whenever you withdraw from a course, you should check with them to see how it affects your financial aid status. The web address for financial aid is [http://www.stthomas.edu/financialservices/graduate/](http://www.stthomas.edu/financialservices/graduate/)

**Health Insurance**
Graduate students enrolled in 9 or more credits are required to demonstrate health insurance coverage each fall semester. Students may voluntarily purchase the St. Thomas sponsored health insurance plan during the enrollment periods, and **students who do not complete the health insurance verification process by the 10th day of classes will be automatically enrolled in and billed for the St. Thomas sponsored plan.** Students must enter their information via Murphy Online at [http://banner.stthomas.edu](http://banner.stthomas.edu). Students can also learn more about the requirement and the health insurance plan at [http://www.stthomas.edu/studenthealth/Insurance/default.html](http://www.stthomas.edu/studenthealth/Insurance/default.html)

**Health Services**
**St. Thomas:** Limited Health Services are available during daytime hours on the University of St. Thomas campus, in the lower level of Brady Residence Hall on the West End. Nurse practitioners, registered nurses and physicians are available by appointment. Call 651-962-6750 or check the Web at [http://www.stthomas.edu/studenthealth/](http://www.stthomas.edu/studenthealth/)

**ID Cards**
DSW students get their joint St. Catherine/St. Thomas photo ID cards at the Card Office, Room 101, Murray-Herrick Campus Center, University of St. Thomas. **You need to specify that you are a Doctorate in Social Work student so that you receive the correct ID card that has the joint St. Catherine/ St. Thomas logos on it.** This ID card is required for libraries, athletic facilities, purchasing parking permits, check cashing, and any shuttles. For hours of operation, please call 651-962-6069.

Your St. Thomas ID number is a randomly generated nine-digit number that appears on the front of your ID card. The number listed on the back of your joint-ID card is your library identifier. If you have any questions about ID numbers, please call the DSW Program Manager at 651-962-5816.

**Intercampus Shuttle Information**
**St. Paul/Minneapolis Campus Shuttles:** St. Thomas operates a shuttle service between the St. Paul and Minneapolis campuses. Students are required to show their ID cards. St. Thomas (St. Paul/Mpls) shuttle schedules are available by calling 651-962-5100 or checking the Web at [http://www.stthomas.edu/parking/alternatives/ustshuttle/](http://www.stthomas.edu/parking/alternatives/ustshuttle/)
International Student Services

**St. Kate’s**: The Multicultural and International Programs and Services (MIPS) coordinates activities and educational events that allows multicultural/international students, or students interested in diversity issues, the opportunity to meet others with common interests or backgrounds. The office is responsible for increasing the college’s involvement in intercultural programs and for integrating a multicultural and international dimension into co-curricular activities. The MIPS office also serves as an advocate for multicultural and international students on campus. It is located in Coeur de Catherine, room 280. For more information please call 651-690-6784 or check the Web at [http://www.stkate.edu/pages/mips/](http://www.stkate.edu/pages/mips/).

**St. Thomas**: The mission of the Office of International Student Services (OISS) is to provide high quality services to international students and scholars to support them in pursuit of their educational, career, and personal goals, and to promote their full functioning in the US and integration into the University. OISS provides programs and training to foster intercultural awareness among all faculty, students and staff and work with related departments to promote the internationalization of the University. OISS is located at room 218 in Anderson Student Center. For more information, please call 651-962-6650 or check the Web at [http://www.stthomas.edu/oiss/](http://www.stthomas.edu/oiss/).

**IRB (Institutional Review Board) for the Protection of Human Research Subjects**

**St. Thomas**: 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. For further information, the IRB website is [http://www.stthomas.edu/irb/](http://www.stthomas.edu/irb/).

Libraries

**St. Kate’s**: Reference service is available most hours that the library is open. The librarians who staff the desk will help you find the best way to research your topic, teach you how to use CLICnet or CD-ROM indexes, or search remote databases to find information on your topic. Please call 651-690-6647 or check the web at [http://libguides.stkate.edu/socialwork](http://libguides.stkate.edu/socialwork) for more information, or go to the library and pick up a copy of the Guide to Services. The Social Work librarian liaison is Kathi Rickert. The library is located in Coeur de Catherine.

**University of St. Thomas**: The locations of the libraries are as follows:

- **O’Shaughnessy-Frey Library Center**, St. Paul, main campus
  651-962-5494 (circulation), 651-962-5001 (reference), 651-962-5400 (hours)
- **Charles J. Keefer Library**, Minneapolis campus
  651-962-4642 (circulation), 651-962-4664 (reference), (651) 962-4640 (hours)
- **Archbishop Ireland Memorial Library**, south campus 651-962-5450

For assistance in searching electronic databases and for further information regarding services available, please consult the reference librarians.
The Social Work librarian liaison is Jan Orf and she offices at the O’Shaughnessy-Frey Library on the St. Paul campus. The St. Thomas libraries are accessible on the web at http://libguides.stthomas.edu/socialwork.

Lost and Found

St. Thomas: Check with the Public Safety Office, located on the first floor of Morrison Hall at 651-962-5100.

Multicultural Student Services

St. Kate’s: The Multicultural and International Programs and Services (MIPS) office coordinates activities and educational events that allow multicultural/international students, or students interested in diversity issues, the opportunity to meet others with common interests or backgrounds. The office is responsible for increasing the college’s involvement in intercultural programs and for integrating a multicultural and international dimension into co-curricular activities. The MIPS office also serves as an advocate for multicultural and international students on campus. Located in Coeur de Catherine, room 280. For more information please call 651-690-6784 or check the Web at http://www.stkate.edu/pages/mips/

St. Thomas: The Student Diversity & Inclusion Services office exists to enhance the campus climate for diversity through programs and initiatives aimed at undergraduate students. Our work is based on four pillars: education, leadership, advocacy, and community. Our primary objective is to ensure the retention, graduation, and satisfaction rates of students of color are equitable to their peers. We also aim to increase the capacity of all students to work and serve in the diverse world in which we live. We strive to support the multiple events that happen on campus, off campus and in the community around diversity and inclusion. Located in room 224 of Anderson Student Center. For more information please call 651-962-6460 or check the Web at http://www.stthomas.edu/studentdiversity/

Parking

Students should be aware of the City of St. Paul residential permit regulations in the neighborhoods surrounding both campuses if they choose to forego a permit and park on St. Paul city streets. Check the street signs carefully!

Security

St. Thomas: Students can contact Public Safety by calling 651-962-5100, or stop by their office on the first floor of Morrison Hall. Public Safety is open 24 hours, 365 days a year. For emergencies call 651-962-5555. For additional information go to http://www.stthomas.edu/psps/.

Additionally, safety and security personnel provide the following services:

Emergencies and First Aid: A security officer will be dispatched to all emergency situations. All security officers are trained in First Aid and CPR and can administer aid until further help arrives. The security dispatcher will call 911 to summon police, fire and ambulance as needed. Emergency call boxes are located throughout campus and are denoted by a tall blue light on top of the call box. You are encouraged to use the call boxes in times of emergency. A security officer will respond immediately to a call from any of
these locations. For calling in an emergency from a cell phone on campus, dial 651-962-5555.

*Escort Service*: Escorts are provided upon request for students and employees on campus or to an adjacent street during the hours of darkness.

Students are urged to register their cell phone numbers with the St. Thomas’s Emergency Notification system. This system will only be used by the department of public safety to notify the community during weather closings or extreme cases involving the safety of the University community.

**Writing Assistance**

*St. Kate’s*: St. Catherine University has a campus-wide license for Grammarly, a grammar checking tool that can help improve writing mechanics and also an originality detection tool to audit citations and provide plagiarism alerts. Students may create a free Grammarly account. This is available through St. Kate's and will require that you activate your St. Kate's email if you have not already done so (contact the Help Desk @ 651-690-6402 to activate your email). Visit www.grammarly.com/edu after you have activated your St. Kate’s email to use Grammarly.

*St. Thomas*: The Graduate Writing Resource Center helps graduate students with writing skills through walk-in hours and special workshops/seminars. Check the web at http://www.stthomas.edu/writing/services/grad/default.html or call (651) 962-4405 for further information and location.

**School of Social Work Directory**

**Frequently Called Numbers**

<table>
<thead>
<tr>
<th><strong>Dean, School of Social Work</strong></th>
<th>651-962-5801</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Barbara Shank - <a href="mailto:bwshank@stthomas.edu">bwshank@stthomas.edu</a></td>
<td>651-962-5801</td>
</tr>
<tr>
<td><strong>DSW Program Director</strong></td>
<td>651-690-6719</td>
</tr>
<tr>
<td>Dr. Carol Kuechler - <a href="mailto:cfkuechler@stkate.edu">cfkuechler@stkate.edu</a></td>
<td>651-690-6719</td>
</tr>
<tr>
<td><strong>DSW Academic Program Manager</strong></td>
<td>651-962-5816</td>
</tr>
<tr>
<td>Hiyana Xiong – <a href="mailto:hiyana@stthomas.edu">hiyana@stthomas.edu</a></td>
<td>651-962-5816</td>
</tr>
<tr>
<td><strong>St. Catherine University</strong></td>
<td>651-690-6996 (phone)</td>
</tr>
<tr>
<td>Fontbonne Hall (FBH)</td>
<td>651-690-8821 (fax)</td>
</tr>
<tr>
<td><strong>University of St. Thomas</strong></td>
<td>651-962-5800 (phone)</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>651-962-5819 (fax)</td>
</tr>
<tr>
<td>Summit Classroom Building (SCB)</td>
<td>651-962-5819 (fax)</td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td>651-690-6729</td>
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<td>St. Catherine University</td>
<td>651-690-6729</td>
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<tr>
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<tr>
<td>University of St. Thomas</td>
<td>651-962-6850</td>
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<tr>
<td><a href="http://tommiebooks.stthomas.edu/tommiebooks1/">http://tommiebooks.stthomas.edu/tommiebooks1/</a></td>
<td>651-962-6850</td>
</tr>
</tbody>
</table>
For a complete directory listing of School of Social Work full-time faculty, adjunct faculty and staff, please visit [http://www.stthomas.edu/socialwork](http://www.stthomas.edu/socialwork).

### Appendices

#### A. DSW Course Descriptions

**DRSW 700: History of Social Work and Social Work Education**

This course will examine the history of social work and social work education. By reading and discussing influential historic social work texts, students will understand and consider the enduring tensions, achievements, and possibilities of the social work profession. The influences of socioeconomic class, race, and gender on the development of social work and social work education are considered. The longstanding tensions between theory and practice and between micro and macro practice are also addressed. The historical legacy of leadership provided by educators and other influential persons in the social work profession are examined. Students will take on the role of professor by presenting historic texts and leading thought-provoking and engaging discussions. Students will conduct a scholarly historic analysis of archival materials on a topic related to social work education that culminates in a research paper and review a peer’s final paper, as well. Students will develop a consciousness of their identity as a social work instructor and scholar and be able to identify and articulate the historic antecedents that have influenced this development.
**DRSW 710: Social Work Education**
This course provides a foundation for analyzing the continuum of social work education in the United States from baccalaureate to masters, through the doctoral degree. It explores the philosophy and process of accreditation both professional and regional. It examines generalist and specialized curriculum models (explicit curriculum) and context, faculty, financial resources (implicit curriculum). Special emphasis is placed on understanding the history, philosophy and values of social work education. The role of professional social work educational associations and their relationship to professional practice associations is reviewed. International social work education is explored.

**DRSW 716: Roles and Responsibilities of the Professoriate**
The role of a faculty member traditionally based on the three major responsibilities of teaching, research and service will be explored within the context of the college/university structure and the changing landscape of higher education, nationally and internationally. This course will explore how the role of the professoriate and active participation in the educational institution bridges the divide between faculty and university administration. In particular, the social work profession offers a lens of social justice and values the importance of a thorough understanding of and active participation in organizational management at multiple levels. Students will examine the committee and governance structures at their home institution – or an alternative - through the lens of university governance structures, analyzing approaches to academic administration that reflect the institution’s history, culture and educational goals. Students will consider their own obligations and aspirations to maximize the potential of the institution, their programs and colleagues in service of educating their students and thriving as members of the professoriate.

**DRSW 717: Pedagogies in Social Work Education: Theory and Practice**
This course provides a container for discerning one’s paradigm for teaching and learning, and for selecting teaching methods that are most congruent with that paradigm. Alternative pedagogies for teaching and learning have emerged in social work education, and four pedagogies representing the most traditional to the most radical will be examined. The ontological, epistemological and axiological assumptions of each will be explored as well as other pedagogical issues such as focus of teaching/learning, role of teacher, course structure and methods of evaluation.

**DRSW 718: Mission and Purpose through Curriculum Development**
The purpose of this course is to explore and address the role of curriculum – implicit and explicit – in operationalizing the mission and purpose of a social work program, regardless of level – BSW, MSW, and Doctorate. Social work programs ‘live’ in larger institutional, societal and cultural contexts. Based on the grounding provided in previous courses, students will consider the influences on and the role of curriculum in the institution at large, including faculty governance structures that guide curriculum development and changes, the influences of mission and goals on curriculum development at multiple levels, and the unique role of accreditation in the development of social work curriculum. Students will demonstrate their ability to participate in curriculum development through the application of current CSWE Education Policy and Standards (EPAS) to curriculum (explicit and implicit) development activities. Students will independently, and as a team member, implement and map this process from mission and purpose through delivery to include assessment and ongoing improvement.
DRSW 719: Creating Hybrid, Online Course Formats
This purpose of this course is to familiarize students with the principles of teaching social work content in online and blended formats. Garrison et al.’s Community of Inquiry model will serve as the conceptual framework for this course. Students in this course will develop competence creating and communicating online policies and procedures, orienting students to online learning, developing and communicating content in an online environment, developing online learning communities, developing an online presence for learners, maintaining student engagement, blending online and face-to-face learning, and assessing learning outcomes. The course will encourage students to re-think traditional teaching practices, consider flexibility in content delivery methods, and embrace innovation in teaching practices.

DRSW 720: Social Work Theoretical Perspectives
The intent of this course is for students to gain a mastery in the selection and application of theories, concepts and frameworks that serve as the grounding of social work and social work teaching. This course will provide the opportunity for students to identify their own bias in the selection and application of theory and the factors that contribute to this process. This course serves to inform the teaching of all social work practice courses (micro through macro), providing students the opportunity to develop skills in deconstructing and reconstructing key theories and frameworks that are utilized in both practice and classroom settings. This course will provide opportunities for students to critically analyze and compare theories from a variety of frameworks including ethics, diversity and social justice. These critical thinking skills will be exercised through students selecting potential theories and/or frameworks for use in their banded dissertations.

DRSW 721: Teaching Social Work
The purpose of this course is to understand the “living” nature of a teaching philosophy across a career, particularly as it applies to the education of social work practitioners. Students will identify and develop a variety of specific, concrete strategies for teaching and evaluating the practice of teaching. Several considerations for developing these strategies to address the complex system of concerns will be covered throughout the course, including: multiple learning styles; developmental needs of students, and diversity. Evaluating teaching will be addressed as a strategy for scholarship.

DRSW 722: Using Mixed Methods in Social Work Research
This course will provide an overview of mixed methods research, with an emphasis on its application in social work research. Students are expected to have a basic understanding of quantitative and qualitative research methods prior to beginning this course. “Mixed methods” refers to the intentional mixing of quantitative and qualitative approaches within one study or across a program of research. Engagement in mixed methods research is intended to enhance the researcher’s ability to study complex social phenomena holistically, while minimizing some of the limitations posed by mono-method (qualitative or quantitative) designs. The foundation for conducting mixed methods research in social work is laid by exploring the historical, philosophical, and epistemological, roots of this emerging research methodology. Methods for collecting, analyzing and presenting data will also be discussed.
DRSW 723: Engaged Scholarship
The purpose of this course is to engage directly with scholarly activities such as writing for publication, peer-review, and ongoing assessment of a scholarship agenda as the grounding for a student’s development of an identity as a scholar. The work of this course is grounded in the student’s Banded Dissertation Plan. Strategies and techniques for establishing, improving and maintaining types of scholarly activities are examined, discussed and implemented. Emphasis in this course is on the development and creation of a ready to submit for publication article. Each student will develop an outline for a proposal for a peer-reviewed presentation at professional conference(s), based on the topic of the manuscript. Professional ethics in scholarly activities such as writing for publication are addressed. Grant writing is described within the context of writing for publication. Students are expected to come to this course with a plan for writing based on their Banded Dissertation Plan.

DRSW 724: Interprofessional Education in Social Work
Social Work has a critical role in the development and practice of Interprofessional Education (IPE) grounded in its historical roles in interdisciplinary and multidisciplinary practice settings. In this course, students will explore and analyze the relationship of social work competencies with those currently articulated in IPE in both medical and non-medical settings. Students will consider these intersections in community settings such as the Interprofessional Center for Counseling and Legal Services (IPC) at the University of St. Thomas where faculty, staff and students from law, psychology and social work collaborate to address the needs of underserved clients. Students will analyze the challenges and opportunities provided by Interprofessional education and practice in the academy, the profession and practice.

DRSW 725: Teaching Practicum
In this course, students will develop their teaching skills and articulate their teaching identity to prepare for seeking a teaching position. The practicum environment will be based in summer sections of MSW courses on campus, seminar-based consultations with peers, faculty development and experienced teaching faculty along with feedback grounded in video, written and direct observation evaluations from peers, faculty and students. Students will develop their own plans for faculty development related to their role as teachers building on previous course work and their learning in this experiential seminar course.

DRSW 726: DSW Capstone Seminar: Writing for Publication
This course serves as a project-focused capstone seminar with the goal of preparing students to write for scholarly publication, as they begin to both (1) develop a scholarly agenda, and (2) prepare a banded dissertation (which takes the form of three articles suitable for submission for publication). Students will be invited to choose a paper from another course to develop into a scholarly manuscript. This paper will serve as a “real life” case example throughout the course and will serve as the final product for the course, itself. The manuscript will follow APA format and ideally will be able to serve as one of the three articles required for the banded dissertation. The instructor will share drafts and components of her or his own writing for critique and graduate faculty will be invited to serve as consultants to students in developing a successful and sustainable writing strategy.
DRSW 800: Banded Dissertation
Each graduate leaves the St. Kate’s – St. Thomas DSW program with three critical works of scholarship:

Three distinct, solo-authored publishable* articles with a unified theme (content, problem, population, etc.);
one article must be research-based

OR

Two distinct, solo-authored publishable articles* and one (also distinct, solo-authored) regional or national peer reviewed presentation, completed, with documentation of materials used**; all three works have a unified theme (content, problem, population, etc.). One article must be research-based.

*Meets the criteria for publication, not necessarily that it is published; must be created during DSW program

**Student provides documentation of acceptance and presentation (conference communication and program) and submits materials used for the presentation (formal paper, annotated PowerPoint, with annotated reference list) and feedback from attendees (program evaluation form, or student-provided); must be created during DSW program.

Elective Courses

DRSW 730: Designing & Implementing a Field Education Program
This course introduces students to the foundational requirements of any accredited field education program, a review of field education program models, and practices in implementing those models with students, community partners, and faculty.

DRSW 731: Grant Writing
It is essential to develop effective grant writing skills to acquire competitive funding from government agencies and private foundations. Writing a successful grant proposal is a blend of art and science. It requires basic know-how, content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience, and a great deal of luck. This course introduces students to the grant writing process and provides them with experience writing actual grant applications. It is intended to teach the Grant Writing process and to provide actual experience writing real, submitted-to-funding grants. The ability to write grants is a highly marketable skill, especially in today's political climate, which finds governments withdrawing support from education and social services, resulting in an increased need for faculty and students to find additional financial support. In this course, students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans.

DRSW 732: Program Evaluation & Assessment
This course focuses on assessment and program evaluation in the context of professional program accreditation and regional accreditation for colleges and universities. Colleges and universities have come under increasing pressure to demonstrate the effectiveness of their programs and to demonstrate accountability to a variety of internal and external constituencies to meet specific performance objectives set by state and university governing bodies and to demonstrate what students are actually learning. In some cases, a portion of a university’s funding may be tied to achievement of these performance objectives. Traditionally, higher education has not done a very good job of using evidence to plan programs, linking program planning with evaluation, assessing program results, and improving them based on evaluation data. This course will provide an overview of approaches to evaluation and assessment in higher education.
DRSW 733: Program Administration
Social work programs operate in the context of a rapidly changing higher education environment. In order to remain responsive to environmental changes, organizational structure and function must have sufficient flexibility to adapt, while maintaining a consistent focus on institutional and program mission. Designing and administering programs which have these qualities requires a knowledge and value base which, while drawing on traditional management theories, is in many important ways unique to social work. This course is designed to enable students to understand the knowledge base required for program management and to apply it in a manner consistent with social work values.

DRSW 734: The Arc of Supervision, Mentoring & Faculty Development
This course focuses on the theoretical and technical approaches to the educational, administrative and supportive functions of the supervisor, as well as roles and responsibilities related to mentoring, monitoring and evaluating faculty/staff performance. This course examines supervision and faculty/staff development as management functions within higher education, and within the context of social work values and ethics. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural faculty and staff, to effectively supervise varying levels of faculty and staff (full-time and adjunct faculty, student workers, staff) as well as programs, teams, and school/college units.

Analytical skills (e.g., conceptual and diagnostic skills) and application skills are addressed; supervisors/administrators must be able to both think and execute if they are to be effective. Students will be encouraged to think from an organizational systems perspective - managing and leading with a broad perspective and an emphasis on results and process, values and ethics. Action should be preceded by data collection and analysis; effective behavior depends on analysis of situational contingencies and action grounded in that analysis. Students will be encouraged to identify key elements and principles for effective, purposeful and responsive administration and organizational performance within the academic context.

DRSW 735: Independent Study
Independent study refers to a type of learning contract in which a registered student and/or professor have the responsibility for defining, organizing and evaluating a special project of limited scope (limited in content and in the time designated for its completion). Independent study provides an opportunity for students to receive one-to-one instruction and guidance, while pursuing a subject of special interest. This work is completed independently under the professor's personal direction.

DRSW 736: International Social Work and Global Perspectives
This course is designed for students interested in teaching about international social work, developing study abroad courses, and engaging in faculty exchanges. It is designed to prepare students for international social welfare practice abroad, for transnational work in the United States with immigrants, foreign students, international adoption, etc., and international social work research. This course is also relevant for international social work students who wish to apply social work principles to practice and education in their own countries.
B. DSW Program Sample Course Schedule

<table>
<thead>
<tr>
<th>Summer – Year 1</th>
<th>Semester I – Fall, Year 1</th>
<th>Semester II – Spring, Year 1</th>
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<tr>
<td>2 Week On-Campus Residency</td>
<td>DRSW 718: Roles and Responsibilities of the Professioniate</td>
<td>DRSW 718: Mission and Purpose through Curriculum Development</td>
</tr>
<tr>
<td>DRSW 700: History of Social Work and Social Work Education</td>
<td>DRSW 718: Mission and Purpose through Curriculum Development</td>
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<th>Semester III – Fall, Year 2</th>
<th>Semester IV – Spring, Year 2</th>
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<tr>
<td>2 Week On-Campus Residency</td>
<td>8-Week Online Courses: DRSW 719: Creating Hybrid, Online Course Formats</td>
<td>8-Week Online Courses: DRSW 723: Engaged Scholarship</td>
</tr>
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<td>DRSW 719: Creating Hybrid, Online Course Formats</td>
<td>DRSW 720: Social Work Theoretical Perspectives</td>
<td>DRSW 721: Teaching Social Work</td>
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<td>DRSW 722: Using Mixed Methods in Social Work Research</td>
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<tr>
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<th>Semester VI – Spring, Year 3</th>
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<td>2 Week On-Campus Residency</td>
<td>8-Week Online Courses: DRSW 724: Interprofessional Education/IPC Experiential Or DRSW 725: Teaching Practicum</td>
<td>8-Week Online Courses: DRSW 790: DSW Capstone Seminar: Writing for Publication</td>
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<tr>
<td>DRSW 724: Interprofessional Education/IPC Experiential Or DRSW 725: Teaching Practicum</td>
<td>DRSW 790: DSW Capstone Seminar: Writing for Publication</td>
<td>Elective Course</td>
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<td>DRSW 800: Banded Dissertation</td>
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<td></td>
<td>Elective Course</td>
<td>Graduation</td>
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C. Code of Ethics of the National Association of Social Workers (NASW)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly 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 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.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.
The Code offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review.
process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character, who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

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 issues 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, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.
**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.

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. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

The most recent and complete edition of the code is available on the NASW web site at [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp). NASW can also be reached by mail at: 750 First St. NE, Suite 700, Washington D.C., 20002-4241 or (202) 408-8600 and TTD at (202) 408-8396.

**D. Global Definition of Social Work**

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.

The above definition may be amplified at national and/or regional levels.

**COMMENTARY**

The commentary serves to unpack the core concepts used in the definition and is detailed in relation to the social work profession’s core mandates, principles, knowledge and practice.

**CORE MANDATES**

The social work profession’s core mandates include promoting social change, social development, social cohesion, and the empowerment and liberation of people.

Social work is a practice profession and an academic discipline that recognizes that interconnected historical, socio-economic, cultural, spatial, political and personal factors serve as opportunities...
and/or barriers to human wellbeing and development. Structural barriers contribute to the perpetuation of inequalities, discrimination, exploitation and oppression. The development of critical consciousness through reflecting on structural sources of oppression and/or privilege, on the basis of criteria such as race, class, language, religion, gender, disability, culture and sexual orientation, and developing action strategies towards addressing structural and personal barriers are central to emancipatory practice where the goals are the empowerment and liberation of people. In solidarity with those who are disadvantaged, the profession strives to alleviate poverty, liberate the vulnerable and oppressed, and promote social inclusion and social cohesion.

The social change mandate is based on the premise that social work intervention takes place when the current situation, be this at the level of the person, family, small group, community or society, is deemed to be in need of change and development. It is driven by the need to challenge and change those structural conditions that contribute to marginalization, social exclusion and oppression. Social change initiatives recognize the place of human agency in advancing human rights and economic, environmental, and social justice. The profession is equally committed to the maintenance of social stability, insofar as such stability is not used to marginalize, exclude or oppress any particular group of persons.

Social development is conceptualized to mean strategies for intervention, desired end states and a policy framework, the latter in addition to the more popular residual and the institutional frameworks. It is based on holistic biopsychosocial, spiritual assessments and interventions that transcend the micro-macro divide, incorporating multiple system levels and inter-sectorial and inter-professional collaboration, aimed at sustainable development. It prioritizes socio-structural and economic development, and does not subscribe to conventional wisdom that economic growth is a prerequisite for social development.

**PRINCIPLES**

The overarching principles of social work are respect for the inherent worth and dignity of human beings, doing no harm, respect for diversity and upholding human rights and social justice.

Advocating and upholding human rights and social justice is the motivation and justification for social work. The social work profession recognizes that human rights need to coexist alongside collective responsibility. The idea of collective responsibility highlights the reality that individual human rights can only be realized on a day-to-day basis if people take responsibility for each other and the environment, and the importance of creating reciprocal relationships within communities. Therefore a major focus of social work is to advocate for the rights of people at all levels, and to facilitate outcomes where people take responsibility for each other’s wellbeing, realize and respect the inter-dependence among people and between people and the environment.

Social work embraces first, second and third generation rights. First generation rights refer to civil and political rights such as free speech and conscience and freedom from torture and arbitrary detention; second generation to socioeconomic and cultural rights that include the rights to reasonable levels of education, healthcare, and housing and minority language rights; and third generation rights focus on the natural world and the right to species biodiversity and inter-generational equity. These rights are mutually reinforcing and interdependent, and accommodate
both individual and collective rights.

In some instances “doing no harm” and “respect for diversity” may represent conflicting and competing values, for example where in the name of culture the rights, including the right to life, of minority groups such as women and homosexuals, are violated. The Global Standards for Social Work Education and Training deals with this complex issue by advocating that social workers are schooled in a basic human rights approach, with an explanatory note that reads as:

Such an approach might facilitate constructive confrontation and change where certain cultural beliefs, values and traditions violate peoples’ basic human rights. As culture is socially constructed and dynamic, it is subject to deconstruction and change. Such constructive confrontation, deconstruction and change may be facilitated through a tuning into, and an understanding of particular cultural values, beliefs and traditions and via critical and reflective dialogue with members of the cultural group vis-à-vis broader human rights issues.

KNOWLEDGE

Social work is both interdisciplinary and transdisciplinary, and draws on a wide array of scientific theories and research. ‘Science’ is understood in this context in its most basic meaning as ‘knowledge’. Social work draws on its own constantly developing theoretical foundation and research, as well as theories from other human sciences, including but not limited to community development, social pedagogy, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. The uniqueness of social work research and theories is that they are applied and emancipatory. Much of social work research and theory is co-constructed with service users in an interactive, dialogic process and therefore informed by specific practice environments.

This proposed definition acknowledges that social work is informed not only by specific practice environments and Western theories, but also by indigenous knowledges. Part of the legacy of colonialism is that Western theories and knowledges have been exclusively valorised, and indigenous knowledges have been devalued, discounted, and hegemonised by Western theories and knowledge. The proposed definition attempts to halt and reverse that process by acknowledging that Indigenous peoples in each region, country or area carry their own values, ways of knowing, ways of transmitting their knowledges, and have made invaluable contributions to science. Social work seeks to redress historic Western scientific colonialism and hegemony by listening to and learning from Indigenous peoples around the world. In this way social work knowledges will be co-created and informed by Indigenous peoples, and more appropriately practiced not only in local environments but also internationally. Drawing on the work of the United Nations, the IFSW defines indigenous peoples as follows:

- They live within (or maintain attachments to) geographically distinct ancestral territories.
- They tend to maintain distinct social, economic and political institutions within their territories.
- They typically aspire to remain distinct culturally, geographically and institutionally, rather than assimilate fully into national society.
They self-identify as indigenous or tribal.
http://ifsw.org/policies/indigenous-peoples

PRACTICE
Social work’s legitimacy and mandate lie in its intervention at the points where people interact with their environment. The environment includes the various social systems that people are embedded in and the natural, geographic environment, which has a profound influence on the lives of people. The participatory methodology advocated in social work is reflected in “Engages people and structures to address life challenges and enhance wellbeing.” As far as possible social work supports working with rather than for people. Consistent with the social development paradigm, social workers utilize a range of skills, techniques, strategies, principles and activities at various system levels, directed at system maintenance and/or system change efforts. Social work practice spans a range of activities including various forms of therapy and counseling, group work, and community work; policy formulation and analysis; and advocacy and political interventions. From an emancipatory perspective, that this definition supports social work strategies are aimed at increasing people’s hope, self esteem and creative potential to confront and challenge oppressive power dynamics and structural sources of injustices, thus incorporating into a coherent whole the micro-macro, personal-political dimension of intervention. The holistic focus of social work is universal, but the priorities of social work practice will vary from one country to the next, and from time to time depending on historical, cultural, political and socio-economic conditions.

It is the responsibility of social workers across the world to defend, enrich and realize the values and principles reflected in this definition. A social work definition can only be meaningful when social workers actively commit to its values and vision.