

Jackson State University
College of Public Service

SCHOOL OF SOCIAL WORK



B.S.W. PROGRAM
STUDENT HANDBOOK

Jackson State University School of Social Work College of Public Service

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Dear Bachelor of Social Work Student:

Congratulations on your official admission to the Bachelor of Social Work Program in the School of Social Work at Jackson State University!

I wish you success as you embark on a career in social work and hope that this *B.S.W. Student Handbook* will help you in your pursuit of the Bachelor of Social Work degree. You are strongly encouraged to refer to it on a regular basis during your enrollment in the School of Social Work.

This handbook provides information on University, School of Social Work and B.S.W. Program policies, the curriculum, requirements for graduation, and additional information you may find useful. The School of Social Work expects you to consult with your faculty advisor at least once per semester to monitor your progress and keep you informed of any program developments or policy changes.

Please feel free to share with me your suggestions and comments regarding the handbook and any other areas of B.S.W. education at Jackson State University. I look forward to your active participation in the School of Social Work.

Sincerely,

Leon W. Chestang
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PREFACE

This handbook has been developed to supplement the Jackson State University *Undergraduate Catalog* and *Student Handbook* with important details about the B.S.W. Program. It is designed to ensure that B.S.W. students are informed of the School of Social Work and B.S.W. Program policies and procedures. Policies and procedures change from year to year, and in general, those that apply to an individual student are those that were operational in the year of admission. This does not prohibit the University, the School of Social Work, and the B.S.W. Program from revising policies and procedures during the student's tenure at the University. Therefore, forms and other processes may be revised, as necessary, for enrolled B.S.W. students. Moreover, students are advised to consult other sources, as needed, such as the most recent *Undergraduate Catalog* or *Student Handbook*, both of which are available on the University Web site, www.jsums.edu.

The faculty and staff of the School of Social Work are here to help students get the most possible benefit from their education. Students should consult with their advisor or the B.S.W. Program Director for advice and clarification of policies and procedures.

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Full-time Faculty in the School of Social Work
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I. GENERAL SCHOOL INFORMATION

A. Jackson State University

Jackson State University, located in Jackson, the capital city and the cultural, political, geographic and business center of Mississippi, is a comprehensive, public, urban institution offering degrees from the baccalaureate to the doctoral level. As the Urban University of Mississippi, Jackson State University emphasizes public service programs designed to enhance the quality of life and seeks solutions to problems in the physical, social, intellectual, and economic environments.

While Jackson State University has an outstanding heritage as one of America's leading Historically Black Colleges and Universities (HBCUs), it has become an increasingly diverse institution offering a myriad of opportunities for personal growth and achievement. Students come from every county in Mississippi as well as from more than 40 states and foreign countries. The faculty members are drawn to Jackson State University from prestigious institutions around the world and more than 70 percent hold a doctorate or terminal degree in their fields.

The campus is situated on a 125-acre tract only five minutes from downtown and less than twenty minutes from the Jackson International Airport. The tree-lined walkways and a large central plaza add to the atmosphere of a major university in a bustling capital city. In addition to numerous year-round activities on the campus, the city (with a metropolitan population estimated at 500,000) offers many concerts and other cultural events. Shopping centers and malls provide exciting excursions in search of great bargains. Museums, theaters, parks and restaurants abound.

B. History of Jackson State University

The struggle to achieve social, economic, and political justice in the midst of oppression and discrimination is central to understanding the rich heritage of Jackson State University. The distinguished history of Jackson State University began on October 23, 1877. The University began as Natchez Seminary, a private school under the auspices of the American Baptist Home Mission Society of New York, for the purpose of educating Mississippi's newly freed and underprivileged Blacks. Beginning with only twenty students, the school operated for sixty-three years as a private church school. In November of 1882, the Society moved the school to Jackson, to the site where Millsaps College is currently located, and renamed the school Jackson College. The College soon relocated from its site in North Jackson to a tract of land in the southwest section of the city. Construction on the new site began in 1902, and the University remains on this site today.

In 1924, the first bachelor's degree was awarded. During this period, the major educational activities were directed toward teacher education for in-service teachers. When the American Baptist Home Mission Society withdrew its support from the school

in 1934, it became apparent that state support was needed to sustain the institution. The school was transferred from the private control of the church to the state education system in 1940 and renamed Jackson State College in 1956.

Initially, the school had been specifically designated by the State to train elementary teachers in rural areas. In 1942, the Board of Trustees expanded the curriculum to a full four-year teacher education program that culminated with a Bachelor of Science Degree in Education. The students of the first four-year graduating class under state support received their degrees in May 1944. A Division of Graduate Studies was organized during the Summer of 1953 and the program of Liberal Arts started in the Fall of that year.

During the late sixties, the entire curriculum was reorganized and the following schools were established: School of Liberal Studies, School of Education, School Science and Technology, School of Business and Economics, and the Graduate School. Through a legislative act, Jackson State College was designated Jackson State University on March 15, 1974. The College gained university status in accordance with the expanded breadth and quality of its faculty and academic programs. From 1967-1977, the faculty tripled in size and the number of faculty members with graduate degrees increased eightfold.

It was in the 1970s that concerns relating to unequal access to higher educational opportunities for African American students resulted in a lawsuit against the State of Mississippi. The historic 1975 Ayers Case was based on the claim that historically Black state-supported institutions of higher learning were funded at significantly lower levels than predominantly white institutions, severely limiting the resources, facilities and degree offerings available to students. The case was eventually settled more than twenty-five years later. This makes the achievements of the University during this era even more remarkable and reflective of the resilience of the institution.

Social work courses were first offered within the Department of Sociology in 1969 which evolved into a social work sequence and became a degree program in 1973. In 1975, the program achieved departmental status and initial accreditation by the Council on Social Work Education.

In 1979, the University was officially designated the State's Urban University by the Board of Trustees, State Institutions of Higher Learning. It was unique in this category because of its location in the capital city. The designation recognized the development of a broader mission for the University related to its urban role. The expectation was that the University would engage in organized research directly related to the urban area. Although this designation distinguished the University from four smaller "regional" public universities, it still left Jackson State with a designation different from that of the three largest "comprehensive" predominantly white public institutions.

In the late 1980s, the University and its surrounding community were enriched through the expansion of the Universities Center and the establishment of the West Jackson Community Development Corporation to improve blighted housing around the campus. In the 1990s, a Campus Master Plan that projected the growth of the University into the 21st Century was developed. Fifteen new graduate and undergraduate programs evolved. These academic achievements were bolstered by the establishment of the School of Social Work, the School of Engineering, and the opening of the School of Allied Health Sciences. The ongoing Ayers settlement negotiations led to the willingness of the State to support the expansion of degree program offerings at the University, which included the M.S.W. and Ph.D. in Social Work Programs. The School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB).

In Fall 2000, the University received doctoral research intensive status with the Carnegie Foundation for the Advancement of Teaching. This prestigious designation was based on the number of doctoral degrees awarded by the University and the amount of federally funded research contracts secured through the Office of Research and Sponsored Programs. The final 2001 settlement of the Ayers lawsuit resulted in funding for many of these programs, including the Ph.D. in Social Work.

In 2001, the University transformed its physical environment with the expansion of the H. T. Sampson Library. As the University celebrated the 125th Anniversary in 2002, a strategic plan was developed and implemented. This strategy called for a number of changes, one of which was the reorganization of the academic units into six colleges—College of Business, College of Education and Human Development, College of Liberal Arts, College of Lifelong Learning, College of Public Service, and the College of Science, Engineering, and Technology. In this reorganization, the School of Social Work became one of three schools within the College of Public Service in 2003.

In 2002, the designation for Jackson State University was changed from that of Urban University to a “comprehensive university” by the Mississippi Board of Trustees of State Institutions of Higher Learning, which put it at the same level as the three largest public institutions in the State. In 2006, the Carnegie Foundation revised its categories for classifying institutions of higher learning. In this reclassification, Jackson State University was categorized as a high research activity institution, the same category as the other comprehensive universities within the State of Mississippi. This classification shows the growth of the University in research and in granting doctoral degrees over the last few years.

During this period, the University continued to play a major role in the Jackson community. In keeping with tradition, the University recognized the unique opportunity to make substantial contribution to the region, not only in producing effective, competent graduates, but also in furthering the overall economic prosperity of the region. A five-square mile urban laboratory called e-City was developed for use of University resources, intellectual and otherwise, in a technology-based economic, housing and

community development initiative. To further the University's contribution to the City of Jackson, a joint venture with Jackson Public Schools was formed to establish the Mississippi Learning Institute, a pre-K through 16 reading-based and math-oriented professional development systems. Also, a private/public JSU hi-tech partnership, the Mississippi e-Center, was developed to facilitate access to experientially enhanced hi-tech learning opportunities. Significant construction has occurred on the main campus over the past few years to enhance the physical plant.

Humble beginnings, significant obstacles, and tenacious commitment have characterized the first 130 years of this institution. Throughout the years, the University has challenged minds and changed the lives of many individuals – nurturing some who were well prepared for success and others from more difficult backgrounds who entered the University not fully believing they could become college graduates.

C. Mission Statement of Jackson State University

Jackson State University is designated as a high research activity institution by the Carnegie Foundation. The University educates a diverse student population from Mississippi, most other states, and many foreign countries by providing a broad range of baccalaureate programs and a variety of master's, specialists, and doctoral programs in six colleges: College of Business, College of Education and Human Development, College of Liberal Arts, College of Lifelong Learning, College of Public Service, and the College of Science, Engineering and Technology. The learning process at University is enhanced through experiential learning in urban and rural areas throughout the city, state, nation, and global communities. The University is a learning community for a broad range of capable students who require a nurturing academic environment.

Inherent in the mission of the University are the following core values:

Tradition: The University believes that its role as a Historically Black Institution inspires and exemplifies positive societal change.

Accountability: The University believes in the principled exercise of leadership and the sanctity of the public trust.

Learning: The University believes in an experientially enhanced learning environment where teaching, research, and service are integrated and mutually reinforcing.

Nurturing: The University is committed to creating a community which affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential.

Service: The University responds to the needs of society and expects its graduates to do likewise.

Responsibility: The University believes in and accepts its duty to enhance each generation's capacity to improve the human condition.

D. The College of Public Service

The College of Public Service emanated from the restructuring of the University in 2003 and is comprised of three schools: School of Health Sciences, School of Policy and Planning, and School of Social Work. The academic disciplines within the College include Behavioral and Environmental Health, Communicative Disorders, Epidemiology and Biostatistics, Health and Policy Management, Public Policy and Administration, Urban and Regional Planning, and Social Work. The academic units also have a number of institutes that focus on selected research, policy, and service issues confronting families and communities in the state, nation, and the global society. These institutes include the Institute of Epidemiology and Health Services Research, the Center for Excellence in Minority Health, the Mississippi Center for Technology Transfer, the Center for Urban Planning and Policy Assessment, the Mississippi Child Welfare Institute, and the Southern Institute for Mental Health Advocacy, Research, and Training.

The mission of the College of Public Service is to educate students from diverse backgrounds for outstanding professional service and to develop local, national, and international innovative leaders and scholars in the professional academic disciplines represented in the Schools of Health Sciences, Policy and Planning, and Social Work.

This mission provides a framework to support the mission of the School of Social Work in the focus on professional service, leadership, and scholarship.

E. The School of Social Work

The establishment of the School of Social Work was authorized by the Board of Trustees of State Institutions of Higher Learning on July 21, 1994. The School developed from the Department of Social Work which has offered a nationally accredited undergraduate degree in social work since 1975. It now offers the Bachelor of Social Work, the Master of Social Work and the Doctor of Philosophy in Social Work.

The mission of the School of Social Work incorporates the historic legacies of both the University and the social work profession in overcoming oppression, discrimination, and injustice. Therefore, the School of Social Work prepares social workers to enhance human well-being and promote social, economic, and political justice. The School of Social Work fulfills this mission by providing a nurturing academic environment and opportunities for a diverse population to earn social work degrees at the baccalaureate, master's, and doctoral levels. The School focuses on the development of leadership and scholarship in social work practice, education, and research.

The mission incorporates the philosophy of the School which is based on belief in the dignity and worth of the individual, the right to self-determination, and the provision of opportunities to allow each person to develop his or her full potential.

It encompasses a belief that all people should have a quality of life free of social, economic, and political injustice. Moreover, inherent in the School philosophy is the belief that empowerment is a vehicle to self-sufficiency and is a necessary step toward achieving human well-being. The acknowledgment and appreciation of many forms of diversity among individuals, families, organizations, and communities are fundamental to the philosophy. Focusing on these factors facilitates students' appreciation of social and cultural diversity and provides them with a greater awareness of their ethnic identity and place in the global community. This philosophy equally incorporates the value of self-help and mutual aid in an interdependent world. It recognizes the value of economic development and self-sufficiency as critical components of community sustainability and family stability. Thus, it embodies the belief that economic parity must accompany social and political change at all levels to enhance the functioning of society.

The School strives to produce graduates who will apply their knowledge and skills toward enhancing the quality of life in urban and rural environments. Graduates will be equipped to promote the empowerment of vulnerable individuals, families, groups, organizations, and communities at local, national, and international levels. The School prepares graduates to address issues of social responsibility with a commitment to social, economic, and political justice while developing leaders in social work practice, service, and scholarly activities.

F. Mission, Goals, and Objectives of the Bachelor of Social Work Program

The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare competent generalist entry-level social work professionals. Graduates of the Program will be equipped with the knowledge, skills, and values and ethics that are required to meet the challenges and needs faced by diverse individuals, families, groups, organizations, and communities in a changing, global social environment. The B.S.W. Program seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to social problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of at-risk populations and the advancement of social, economic, and political justice in all communities. The B.S.W. Program is especially committed to increasing students' understanding and appreciation of diverse life experiences. While guiding both traditional and nontraditional students from varied backgrounds toward professional careers in social work, the Program seeks to provide special support and sensitivity to students with the potential for success in this field. In fulfilling its mission, the undergraduate program supports and assists the missions of Jackson State University, the College of Public Service, and the School of Social Work.

The goals of the B.S.W. Program are to prepare students:

1. for entry-level professional careers as generalist practitioners and leaders in social work and social services;
2. to develop a professional identity that incorporates the knowledge, skills, and values and ethics of the social work profession;
3. for competent social work practice with diverse populations of individuals, families, groups, organizations, and communities;
4. who are sensitive to issues of oppression and discrimination and equipped with strategies to advance social, economic, and political justice; and
5. for graduate education.

The objectives of the B.S.W. Program are to ensure that graduates:

1. use effective oral and written communication skills with diverse clients, colleagues, and communities;
2. apply critical thinking skills within the context of generalist social work practice in a changing, global social environment;
3. understand and interpret the history of the social work profession and its contemporary structures and issues;
4. analyze the impact of social welfare policies on diverse populations;
5. apply the knowledge, skills, and values and ethics of generalist social work practice with systems of all sizes;
6. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span as well as the interactions among and between individuals, families, groups, organizations, and communities;
7. use supervision and consultation appropriate to social work practice;
8. develop an understanding and respect for all people regardless of their differences;
9. practice without discrimination and with sensitivity when serving diverse populations;
10. understand the forms and mechanisms of oppression and discrimination;

11. develop knowledge, skills, attitudes, and values and ethics that will enable them to become advocates and leaders capable of formulating and influencing social policy to advance social, economic, and political justice;
12. evaluate research studies and apply research findings to practice;
13. evaluate their own practice interventions; and
14. develop an understanding of organizational structure and their roles as professionals and change agents within that structure.

G. Accreditation Memberships

Council on Social Work Education (<http://www.cswe.org>)

B.S.W. Program (1975 - present)

M.S.W. Program (1997- present)

Southern Association of Colleges and Schools (1971 – present)

II. B.S.W. PROGRAM CURRICULUM OVERVIEW

A. Definition of Generalist Social Work Practice

Generalist social work practice is the application of social work knowledge, skills, and values and ethics to enhance human well-being and promote social, economic, and political justice with diverse client systems.

B. Organizing Framework for the B.S.W. Curriculum

The focus of the B.S.W. curriculum is preparing students for generalist social work practice with diverse individuals, families, small groups, organizations, and communities. Generalist social work practice may involve counseling troubled individuals and families, working with groups and communities on neighborhood projects, and/or working to bring about social changes to improve the welfare of all in our global society.

Generalist social workers may be found in a variety of settings with a variety of people -- children in schools and in foster and adoptive homes; teenagers in community centers and juvenile courts; persons experiencing mental or physical illnesses or challenges in hospitals or rehabilitation centers; troubled families in counseling centers; the elderly in recreational or housing programs; community leaders and groups in developing and implementing community projects; distressed employees in corporate/industrial settings; organizations to improve their responsiveness to people; and planning boards and political bodies to develop and improve social programs.

The generalist social worker will often encounter situations in which the transactions between people and their environments are especially significant in the development of problems that impact the quality of life and in the potential for enhancing life quality. A teenager, for example, may act out in response to problematic interactions with his family, the school he attends, or his peer group in the community in which he resides. A single mother may face obstacles to becoming self-sufficient due to inadequate public transportation or scheduling conflicts between the employment which she is offered and accessible child care. The generalist social worker may need to respond to such situations through family counseling, intervening between the teenager and the school system, creating community activities for teens in the neighborhood, linking the teenager to peers that will provide more positive influences, lobbying for better public transportation systems, working with employers to create accessible child care services for their employees, or linking the single mother to other employment or child care opportunities.

Effective generalist social work practice, therefore, involves understanding multiple levels of systems and the transactions within and among these systems as they impact the quality of life and the ability of people to function successfully

in their environments. Thus, the ecological perspective and systems theory are used as organizing frameworks in the curriculum due to the insights they provide regarding transactions within and among multi-leveled systems. In addition, the developmental perspective, the problem-solving process, and strengths perspective are instrumental constructs for generalist practice.

The Ecological Perspective

There are several concepts from the ecological perspective that are particularly relevant to generalist social work practice. Most important is the concept of transactions between people and their environments, which recognizes that people are impacted by their environments and in turn may influence their environments. Thus, people have the opportunity to create changes in their lives by altering their own behavior or cognition, by modifying their interactions with systems in their environment, or by modifying their environment. The ability of people to make such adaptations contributes to their quality of life and their functioning in the world. The multi-leveled approach of the generalist social worker is compatible with helping people change themselves, altering their interactions with systems in their environment, or creating changes within environmental systems.

Another concept from the ecological perspective of interest to the generalist social worker is coping. Coping relates to the ability of people to regulate negative feelings and engage in effective problem solving efforts when confronted with life stressors and difficult life situations that affect the existing person-environment fit. Generalist social workers may be involved in teaching coping skills or empowering people to cope more effectively with problematic situations.

Coercive power is also a concept of great importance to the generalist social worker since it recognizes how some vulnerable population groups are oppressed in society. It is the ethical responsibility of the generalist social worker to empower at-risk population groups and individuals and work to advance social, economic, and political justice for all persons.

Systems Theory

Systems theory provides a framework for helping the generalist social worker assess the various systems that affect the quality of life. It provides a perspective for understanding the biopsychosocial structure, functioning and development of individuals. It also provides a framework for understanding the structure, functioning and development of the various levels of systems that impact people's lives – families, churches, schools, businesses, organizations and communities – and the interactions among these systems. Systems theory also helps the social worker understand the dynamics within and between systems, including the way in which changes in one part of a system may

influence the overall system. Thus, an understanding of systems theory can help the generalist social worker in developing plans to produce positive changes at many levels.

Developmental Perspective

When working with systems at various levels, generalist social workers encounter systems at differing stages of development – a middle-aged individual, a family with school-aged children, a cancer support group that has been meeting for the past three months, a recently developed social service agency, a deteriorating inner-city neighborhood. It is important for the generalist social worker to understand the ways in which systems change over time and to recognize that all systems have the potential for change.

Problem-Solving

The problem-solving process is also of great importance to the generalist social worker since problem-solving skills can be used with any level of system. The key steps of the problem-solving process (engaging the client system, exploring and assessing the problematic situation, developing and implementing intervention plans, evaluating the outcomes of the intervention and making adjustments, and terminating the change effort) are applicable to problems faced by individuals, families, groups, organizations, and communities. The social worker trained in this process is thus prepared to intervene at the appropriate level after assessing the overall situation.

Strengths Perspective

The strengths perspective places emphasis on the strengths and resources of individuals, families, groups, organizations, and communities. Through this perspective, people are not perceived as victims of their circumstances but rather as actors with the capacity to act upon and change their situations. The generalist social worker who recognizes the strengths and resources within individuals and various social systems can assist the client in making use of these strengths and resources in bringing about change.

The B.S.W. curriculum at Jackson State University is built around the concept of generalist social work practice, which provides a way of looking at and thinking about the process of planned change. The ecological perspective, systems theory, the problem-solving process, and the strengths perspective are all incorporated into the curriculum toward the development of the generalist social worker. Drawing from general knowledge, theories and skills learned in several disciplines throughout the University, B.S.W. students are expected to graduate with a broad range of knowledge and skills from which to conduct basic practice at the micro, mezzo, and macro levels. In addition to the knowledge that students acquire across the disciplines, the B.S.W. Program trains students in a

variety of workplace skills and techniques. As a result, the social work generalist is able to assume a variety of social work roles, including those of advocate, case manager, counselor, group leader, broker of service, fund raiser, program planner, community developer, policy analyst or researcher. Among the numerous situations that lend themselves to generalist social work practice are those where the client's social functioning may be impacted because of such things as: conflicts among values and beliefs within and outside of the client system, broken relationships, distorted thinking, destructive family life experiences, peer group pressure, deterioration or lack of resources within a community, loneliness, isolation, oppression, social and economic injustice, racism, poverty, misuse of power by those in authority, and programs and policies that are not working. Thus, the generalist is prepared to work:

1. at the one-on-one level with a single person;
2. with the whole family or household;
3. with groups;
4. with committees or task force groups;
5. with organizations or a network of agencies;
6. with communities; and
7. with lawmakers and other policy makers.

C. OVERVIEW OF THE B.S.W. CURRICULUM

The 124 credit hour B.S.W. curriculum consists of 44 credit hours of general university requirements, 24 credit hours of courses specifically designated to provide the liberal arts perspective required for social work students, and 56 credit hours of social work courses (see Figure 1). The professional foundation courses build upon the general university liberal arts requirements as well as additional liberal arts courses selected to provide the liberal arts perspective required for social work students as demonstrated in Figure 2. The general university requirements identified in Figure 2 provide a liberal arts background for social work students, contributing to the development of their communication and critical thinking skills as well as to their understanding of domestic and international culture.

In order to facilitate the diverse needs of B.S.W. students, the curriculum is also formatted for transfer and part-time students. The transfer student curriculum is presented in Figure 3, and the part-time curriculum is presented in Figure 4.

D. LEVELS OF SOCIAL WORK PRACTICE

Entry-level Professional Social Work Practice

A bachelor's degree in social work program prepares a person for the entry-level of professional generalist social work practice. At this level of practice social workers are most frequently employed in positions of direct service, for example,

providing counseling and environmental services to troubled individuals and families and/or working with groups and communities on neighborhood projects and community issues. A minimum of a bachelor's degree in social work and the passing of the state licensure examination are required to practice social work in Mississippi.

Advanced Practice Levels

Higher levels of professional practice in social work (such as in-depth counseling, supervision, teaching, administrative and policy-making positions) require a master's and/or doctoral degree in social work. Although a master's degree in social work normally requires two years of training, a student with an undergraduate degree in social work from an accredited program may get advanced standing in graduate schools which offer an accelerated M.S.W. program.

E. B.S.W. CURRICULUM

<u>FRESHMAN YEAR</u>		<u>FALL</u>	<u>SPRING</u>
ENG 104, 105	Composition and Literature	3	3
HIST 101, 102	History of Civilization	3	3
MFL 101, 102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101,	Introduction to Biology (2 hrs.)		
BIOL 101	and Lab (1 hr.)	3	
HE 101	Concepts of Health		3
	Humanities and Fine Arts Option		<u>3</u>
(Freshman year total: 32 hours)		<u>17</u>	<u>15</u>
<u>SOPHOMORE YEAR</u>			
SW 200	Introduction to Social Work	3	
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
SW 210	Social Work Values and Ethics	3	
ENG 205	World Literature	3	
	English Option		3
ECO 211	Principles of Macroeconomics		3
SPCH	Speech Arts Option		3
SW 201	Introduction to Social Welfare		
	Policy and Services I		3
PS 135	American Government		
or SW 410	or Social Legislation		3
SW 250	Theoretical Perspectives		
	for Generalist Social Work		<u>3</u>
(Sophomore year total: 33 hours)		<u>15</u>	<u>18</u>
<u>JUNIOR YEAR</u>			
SW 301,302	Human Behavior and Social		
	Environment I, II	3	3
PSY 216	Abnormal Psychology	3	
SW 305	Human Diversity and Social Justice	3	
SW 338	Social Welfare Policy and Services II	3	
SW	Social Work Electives	3	3
SW 385(W)	Social Work Practice I		3
	Computer Option (SW 315 or CSC 115)		3
	Statistics Option		3
	(SOC 451, PSY 211, PS 236, or ECO 357)		<u>3</u>
(Junior year total: 30 hours)		<u>15</u>	<u>15</u>
<u>SENIOR YEAR</u>			
SW 455(W)	Research Methods in Social Work	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 465	Professional Development and Licensure Preparation	2	
	General Electives	6	
SW 489	Field Instruction		9
SW 499	Seminar in Issues and Problems		
	of Professional Social Work		<u>3</u>
(Senior year total: 29 hours)		<u>17</u>	<u>12</u>

TOTAL HOURS 124

F. BUILDING BLOCKS TO THE B.S.W. DEGREE

<u>GENERAL UNIVERSITY REQUIREMENTS (44 credit hours)</u>		
COMMUNICATION SKILLS	CULTURAL UNDERSTANDING	OTHER
Composition and Literature	History of Civilization	College Algebra
Speech Arts	Modern Foreign Language	University Success
Sophomore English Option	World Literature	General Electives
Computer Option	Humanities & Fine Arts	

<u>LIBERAL ARTS REQUIREMENTS FOR THE B.S.W. DEGREE (24 credit hours)</u>			
Biology	Health	General Psychology	Introduction to Sociology
	American Government	Principles of Macroeconomics	
	Abnormal Psychology	Statistics Option	

<u>THE SOCIAL WORK PROFESSIONAL FOUNDATION (56 credit hours)</u>			
Introduction to Social Work		Social Work Values and Ethics	
Social Welfare Policy & Services I		Theoretical Perspectives for Generalist Social Work	
Human Behavior & Social Environment I	Human Diversity & Social Justice	Social Welfare Policy II	
HBSE II	Social Work Practice I	Social Work Electives	
Skills in Interviewing	S. W. Practice II	S. W. Research	Professional Development
	Field Instruction	Seminar	

G. CURRICULUM FOR TRANSFER STUDENTS

To be taken prior to transfer or in the summers after transfer:

ENG 104, 105	Composition and Literature	3	3
HIST 101, 102	History of Civilization	3	3
MFL 101, 102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101,	Introduction to Biology (2 hrs.)		
BIOL 101	and Lab (1 hr.)	3	
HE 101	Concepts of Health		3
	Humanities and Fine Arts Option		3
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
ENG 205	World Literature	3	
	English Option		3
ECO 211	Principles of Macroeconomics		3
SPCH	Speech Arts Option		3
PS 135	American Government		
or SW 410	or Social Legislation		3
	General Electives	6	

To be taken in the junior and senior years for transfer students:

JUNIOR YEAR

SW 200	Introduction to Social Work	3	
SW 201	Introduction to Social Welfare Policy and Services I	3	
SW 210	Social Work Values and Ethics	3	
SW 250	Theoretical Perspectives for Generalist Social Work	3	
PSY 216	Abnormal Psychology	3	
**SW 301	Human Behavior & Social Environment I	3	
SW 302	Human Behavior & Social Environment II		3
SW 305	Human Diversity & Social Justice		3
	Computer Option (SW 315 or CSC 115)		3
***SW 338	Social Welfare Policy and Services II		3
****SW 385 (W)	Social Work Practice I		3
SW	Social Work Elective		<u>3</u>
(Junior year total: 36 hours)		18	18

SENIOR YEAR

	Statistics Option (SOC 451, PSY 211, PS 236, or ECO 357)	3	
SW 455 (W)	Research Methods in Social Work	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 465	Professional Development and Licensure Preparation	2	
SW	Social Work Elective	3	
SW 489	Field Instruction		9
SW 499	Seminar in Issues and Problems of Professional Social Work		<u>3</u>
(Senior year total: 29 hours)		17	12

*This sequencing is for JSU students who transfer to social work as a major as well as to students from other colleges or universities who transfer to JSU at the beginning of the junior year. Students following this sequence will need to complete the full 124 credit hour curriculum to earn the B.S.W. degree.

**Prerequisites: BIO 101, BIOL 101, HE 101, PSY 201, SOC 214 or approved options

***Prerequisites ECO 211, PS 135 or approved options

****Formal admission to BSW major status required

H. CURRICULUM FOR PART-TIME STUDENTS

General Education and Social Work Prerequisite Courses To Be Completed Prior to the Professional Curriculum

ENG 104, 105	Composition and Literature	3	3
HIST 101, 102	History of Civilization	3	3
MFL 101, 102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101,	Introduction to Biology (2 hrs.)		
BIOL 101	and Lab (1 hr.)	3	
HE 101	Concepts of Health		3
	Humanities and Fine Arts Option		3
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
ENG 205	World Literature	3	
	English Option		3
ECO 211	Principles of Macroeconomics		3
SPCH	Speech Arts Option		3
PS 135	American Government		
or SW 410	or Social Legislation		3
	General Electives	3	3
Year One		<u>Fall</u>	<u>Spring</u>
SW 200	Introduction to Social Work	3	
SW 210	Social Work Values and Ethics	3	
SW 201	Introduction to Social Welfare		
	Policy and Services I	3	
SW 250	Theoretical Perspectives		
	For Generalist Social Work		3
PSY 216	Abnormal Psychology*		3
SW 301	Human Behavior and Social		
	Environment I		3
Year Two			
SW 305	Human Diversity and Social Justice	3	
SW 302	Human Behavior and Social		
	Environment II	3	
SW 338	Social Welfare Policy and Services II	3	
SW	Social Work Elective		3
SW 385(W)	Social Work Practice I		3
	Computer Option (SW 315 or CSC 115)		3
Year Three			
SW	Social Work Elective	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
	Statistics Option*		3
	(SOC 451, PSY 211, PS 236, or ECO 357)		
SW 455(W)	Research Methods in Social Work		3
SW 465	Professional Development and Licensure Preparation		2
Year Four			
SW 489	Field Instruction**	9	
SW 499	Seminar in Issues and Problems		
	of Professional Social Work**	3	

*Social work corequisite courses offered in other disciplines may require daytime attendance.

**Field Instruction requires a full-time commitment, normally during daytime working hours.

I. REQUIRED SOCIAL WORK COURSES

<u>Course Number</u>	<u>Title</u>	<u>Prerequisites</u>
SW 200	Introduction to Social Work	no prerequisites
SW 201	Introduction to Social Welfare Policy and Services I	no prerequisites
SW 210	Social Work Values and Ethics	no prerequisites
SW 250	Theoretical Perspectives for Generalist Social Work	SW 200, SW 210
SW 301	Human Behavior and Social Environment I	Bio 101, Biol 101, He 101, Psy 201, Soc 214, SW 200, 250 *co-requisites SW 210, Psy 216
SW 302	Human Behavior and Social Environment II	SW 250, 301, Psy 216
SW 305	Human Diversity & Social Justice	Soc 214, Psy 201, SW 200, 210 *co-requisites Psy 216, SW 301
SW 338	Social Welfare Policy and Services II	Eco 211, PS 135, SW 200, 201
SW 385	Social Work Practice I	SW 200, 210, 301 *co-requisite SW 302
SW 455	Research Methods in Social Work	SW 250, 302, 338, 385, *co-requisites SW 486, Statistics Option
SW 465	Professional Development and Licensure Preparation	Permission of Instructor
SW 485	Skills in Interviewing	SW 302, 385
SW 486	Social Work Practice II	SW 302, 385 *co-requisite SW 485
SW 489	Field Instruction	All social work required courses and all liberal arts prerequisites and co requisites for these courses
SW 499	Seminar in Issues and Problems of Professional Social Work	All social work required courses and all liberal arts prerequisites and co requisites for these courses

*Co-requisite courses must be taken the same semester or prior to the course for which they are co-requisites.

J. ELECTIVES IN SOCIAL WORK

<u>Course Number</u>	<u>Title</u>	<u>Credit Hours</u>
330	Child Welfare Services	3
390	The Black Experience	3
402	Leadership and Management Skills	3
405	Community Organization and Development	3
410	Social Legislation	3
420	Behavior Modification for Social Workers	3
421	Teenage Sexuality and Teenage Parenting in Urban Centers	3
430	Family Treatment	3
435	Family Violence	3
436	Child Abuse and Neglect: Protective Services	3
445	Introduction to Social Gerontology	3
446	Adult Development: Young Adulthood, Middle Years, and Aging	3
447	Clinical Intervention with the Elderly	3
448	Public Policy Issues in Aging	3
449	Independent Study: Special Topics in Aging	3
450	Social Work in Health Related Fields	3
460	Professional Development in Human Services (Summer Institute)	3
480	Independent Study	3

Only a few electives from this list will be offered during any one calendar year.

K. REQUIREMENTS IN RELATED FIELDS

<u>Course Number</u>	<u>Title</u>	<u>Credit Hours</u>
BIO 101/BIOL 101	Introduction to Biology (2 hrs.) and Lab (1 hr.)	2 1
HE 101	Concepts of Health	3
PSY 201	General Psychology	3
PSY 216	Abnormal Psychology	3
SOC 214	Introduction to Sociology	3
ECO 211	Principles of Economics	3
PS 135	American Government	3
	Statistics Option	3

L. GENERAL UNIVERSITY REQUIREMENTS

<u>Course Number</u>	<u>Title</u>	<u>Credit Hours</u>
ENG 104/105	Composition and Literature	6
HIST 101/102	History of Civilization	6
*UNIV 100	University Success	2
MATH 111	College Algebra	3
MFL 101/102	Modern Foreign Language	6
ENG 205	World Literature	3
ENG 206-228	English Option	3
	Humanities and Fine Arts Option	3
SPCH	Speech Arts Option	3

*Students who transfer to Jackson State University with at least twelve hours of acceptable college credits are NOT required to enroll in University 100. All students will need to complete a minimum of 128 hours in order to graduate.

M. CURRICULUM OPTIONS

Speech Options

SPCH 201	Speech Arts
SPCH 334	Argumentation and Debate
SPCH 335	Persuasion
SPCH 430	Small Group Discussion

Humanities and Fine Arts Options

ART 206	Art Appreciation
MUS 205	Music Appreciation
DR 201	Introduction to Drama
ENG 201, 202	Humanities

Foreign Languages

FR 101 and 102	Elementary French
GR 101 and 102	Elementary German
SP 101 and 102	Elementary Spanish

Statistics Options

SOC 45I	Social Statistics
PSY 211	Statistics I
PS 236	Political Statistics
ECO 357	Statistics I

English Options

ENG 206	The Literature of Science I
ENG 207	Literature of Science II
ENG 208	The Law in Literature I: Humanities and Criminal Justice
ENG 209	The Law in Literature II: Humanities and Criminal Justice
ENG 210	Studies in Indian Literature
ENG 213	Professional Writing
ENG 216	Survey of the Elements of Fiction
ENG 218	Advanced Composition
ENG 219	Classical Mythology
ENG 222	World Literature II
ENG 223	Practical Rhetoric
ENG 228	English Word Power

N. ADDITIONAL COURSE REQUIREMENTS

All students are required to take the English Proficiency Examination as soon as they complete the sophomore English requirements. Students who do not pass this examination will be required to take English 399 – Functional Writing. If required, this course must be passed before the student enrolls in Field Instruction.

O. GENERAL ELECTIVES

General elective courses may be selected from a wide range of disciplines to develop a holistic understanding of the human experience. Students are encouraged to consult with their advisor in selecting electives most suited to their individual educational needs and interests. Developmental courses (e.g., Intermediate English, Intermediate Reading, Functional Writing, and Intermediate Algebra, Learning to Learn) may not be used to satisfy the general elective requirements.

P. DESCRIPTION OF COURSES

S.W. 200 (3) Introduction to Social Work. This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to this profession. An overview of social work theory, practice, policy, research and the diversity of the societal population are integrated in exploring the knowledge, values, and skills base of the social work profession. Students are introduced to generalist social work practice and the use of critical thinking in the helping professions. Students in the course participate in twenty hours of service learning.

S.W. 201 (3) Introduction to Social Welfare Policy and Services I This course acquaints students with the historical development of social welfare; its philosophical and value base; and contemporary social welfare policies, programs and services in the United States. The course provides a multicultural perspective for understanding issues of discrimination and oppression in relation to social welfare systems. It provides students with a global perspective which enables them to better understand the social welfare system in this country. Finally, the course provides an understanding of key social welfare concepts.

S.W. 210 (3) Social Work Values and Ethics. This course focuses on the values of the social work profession and the process of ethical decision making in the practice of professional social work. The intent of the course is to provide a foundation knowledge of professional values and ethics in order to develop sensitivity to ethical issues and dilemmas in social work and social welfare. The course concentrates on knowledge about the codes of ethics of the National Association of Social Workers and the National Association of Black Social Workers. Legal issues related to malpractice and liability and ethical issues related to at-risk populations are covered. The course examines personal values as well as societal values and analyzes the interaction and

interrelationship of these values with the social work professional values.

S.W. 250 (3) Theoretical Perspective in Generalist Social Work. Prerequisites: SW 200, 210. This course outlines the historical development of social work theory. It equips students with a variety of social theories, while fostering a critical analysis in comparing and contrasting those theories and their applications. It provides opportunities for students to utilize theory to analyze different case scenarios at the micro, mezzo, and macro levels of social work practice. It orients students to the conceptual, ethical, and practical basis for analyzing social problems and issues and translating these theoretical constructs into problem-solving methods in social work practice.

S.W. 301 (3) Human Behavior and Social Environment I. Prerequisites: Bio 101, He 101, Soc 214, Psy 201, SW 200, 250; Co requisites: SW 210, Psy 216. The first course in human behavior and the social environment orients students to theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecological perspective with a life-span approach and situational context are utilized to explore the periods from conception through later adulthood to understand individuals as they develop and have membership in diverse families, groups, organizations and communities. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems during these periods of life span development is included and assessed for use in problem-solving at micro, mezzo and macro levels of social work practice.

S.W. 302 (3) Human Behavior and Social Environment II. Prerequisites: SW 250, 301 and PSY 216. This second course in human behavior and the social environment expands students' knowledge of theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecosystems perspective utilizing a situations context to understand individuals as members of social systems such as families, groups, organizations and communities is offered as the organizing framework. A strengths perspective, empowerment, and resiliency are underlying themes. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems are included for use understanding human behavior and in problem solving at micro, mezzo, and macro levels of social work practice.

S.W. 305 (3) Human Diversity and Social Justice. Prerequisites: SOC 214, PSY 201, SW 200, SW 210; Co-requisites: PSY 216, SW 301. This course focuses on people from diverse backgrounds. It emphasizes populations that are at risk of discrimination and oppression, including the dynamics of these risks and strategies to promote social, economic and political justice.

S.W. 315 (3) **Introduction to Computer Utilization for Social Work Practice and Research.** (Restricted to majors only). This course focuses on developing computer literacy in applications that are relevant to social work practice and research. Computer applications include word processing, data management, and other uses relevant to monitoring direct practice and evaluating agency programs and services. A lab component is offered to provide students with hands-on experience with computers.

S.W. 330 (3) **Child Welfare Services.** The focus of this course is on social welfare programs and services, legislation and policies in child welfare as they relate to children with special needs and their families.

S.W. 338 (3) **Social Welfare Policy and Services II.** Prerequisites: SW 200, SW 201, ECO 211, PS 135. This course focuses on the policy formulation process and evaluates its components. The interaction and relationship between and among the pluralistic social, political, and economic systems and subsystems of society are analyzed. Emphasis is placed upon the egalitarian and humanitarian values that contribute to mutual aid and social justice. Additionally, the course assesses the underlying factors that influence definitions of social problems needing private and/or public solutions. The role that human diversity plays in influencing the social welfare policy decision making and implementation processes is discussed. The scientific research process and its role in the policy arena are considered.

S.W. 385 (3) **Social Work Practice I.** Prerequisites: SW 200, 210, 301; Co requisite: SW 302. (Restricted to majors only.) This course is the first of the required practice courses designed to provide the necessary knowledge, skills, values and ethics to prepare students to function as generalist social work practitioners. It focuses on the relationship-building and problem solving skills necessary for social work practice with individuals, families and groups.

S.W. 390 (3) **The Black Experience.** This course covers the historical development and contributions that have provided the foundation of the black experience in social work. It discusses the unique manner in which African Americans practice "black experience-based social work." Based on the spiritual and blues traditions, the course offers a social work technique to work with African American individuals and families, groups, and communities. The roles of African American people in social work are explored. Emphasized are such factors as education, housing, the family, employment and the impact of racism.

S.W. 402 (3) **Leadership and Management Skills.** A broad survey of the administrative and management theories associated with the knowledge base of the social work profession. This course focuses on organizational and agency structure in relation to the delivery of services. It develops leadership skills and a systematic approach to management of workloads. Theories of management and motivation are considered in relationship to operation of organizations and agencies.

S.W. 405 (3) **Community Organization and Development.** As one of the primary social work methods of practice, community organization is experiencing a revival in urban and rural areas in this country. This course assists social workers and other helping professionals respond to the resurgence of interest in this area, this course is offered. The focus is "the community as the client" and it is both didactic and experiential in structure. The history, theories, and models of community organization practice are reviewed. The functions and roles of human service professionals in macro practice are examined. The primary emphasis is the areas of practice and strategic practice approaches.

S.W. 410 (3) **Social Legislation.** Description and analysis of laws and court decisions relating to social, economic and legal problems in American society. The legislative process for addressing these problems is also studied.

S.W. 420 (3) **Behavior Modification for Social Workers.** Social work students develop skills in using learning theory to modify human behavior. This course introduces a practical approach to assessment and intervention in achieving stabilization and behavioral change. The focus is upon overt behavior exhibited by clients whom the social worker encounters in practice.

S.W. 421 (3) **Teenage Sexuality and Teenage Parenting in Urban Centers.** An investigation of those social, psychological, educational, and/or economic factors which influence teenagers toward sexual activity, pregnancy, marriage, pregnancy termination, etc. Emphasis is also placed on functional research relative to understanding the adolescent mind in urban centers, the unique problems and needs of the adolescent, and those social services in urban centers which attempt to meet the needs of adolescents.

S.W. 430 (3) **Family Treatment.** This course provides information about the theory and process of family therapy. The course offers a presentation of the major theoretical underpinning and clinical practices in the family treatment field today.

S.W. 435 (3) **Family Violence.** In recent years the family has become one of the most violent social institutions in this country. This course increases student knowledge and awareness of domestic violence in all its forms: child and adolescent abuse and neglect, spouse abuse (women and men), and elderly abuse. The social and historical background of family violence is examined. Emphasis is also placed on the extent and seriousness of the problem. Current legislation, programs and services and intervention strategies are reviewed.

S.W. 436 (3) **Child Abuse and Neglect: Protective Services.** This course focuses specifically on the complex problems of child abuse and neglect. It covers the incidence, causes, symptomatology and types of child abuse and neglect with critical

study of child sexual abuse. State-of-the-art research and approaches to treatment utilizing a multidisciplinary perspective (legal, medical, educational and social services) are included.

S.W. 445 (3) **Introduction to Social Gerontology.** This course is designed to give students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy are discussed.

S.W. 446 (3) **Adult Development: Young Adulthood, Middle Years and Aging.** This course focuses on current and past theories in adult development. It highlights the changes in society and how these changes impact on adulthood for young adults, middle-age and older persons as stages of development. The processes of adult development are explored from a psychological perspective.

S.W. 447 (3) **Clinical Intervention with the Elderly.** The most important goal for human service professionals is to improve the quality of life for older people through effective intervention on their behalf. This course focuses on skill development and knowledge and understanding of older persons' behavior through the public health model of preventive intervention at the primary, secondary, and tertiary levels. Interventive activities and case studies are utilized in this course to develop skills for working with the elderly in institutions and in the community.

S.W. 448 (3) **Public Policy Issues in Aging.** This course provides an analysis of legislative policy and organized human welfare services and resources for the elderly as a social group in society. The political, economic, and social realities of aging that identify the elderly as requiring public policy solutions are examined. The framework of analysis includes the legitimacy of aging as a social problem, and the social functioning of the overall society and its subcomponents such as the family, the individual and other social, political, economic and cultural institutions.

S.W. 449 (3) **Independent Study: Special Topics in Aging.** A primary focus of this course is its emphasis on special topics in aging to insure development of knowledge in the behavioral, biological, clinical, and social sciences. In this regard, with faculty direction, students explore, build upon and increase the knowledge base in aging and individual well-being. Students engage in research and independent study in specific areas of interest in gerontology and translate research findings into policy and practice.

S.W. 450 (3) **Social Work in Health Related Fields.** This course is designed to help students develop knowledge, skills and attitudes necessary to work in health related fields. Two broad areas of concern in this course are: (1) social work in medical and

psychiatric settings, and (2) delivery of health care services. Though general in scope, the course enables students to acquire knowledge in problem solving and analyzing service systems.

S.W. 455 (3) **Research Methods in Social Work.** Prerequisites: SW 250, 302, 385; Co requisites: SW 486, Statistics Option. (Restricted to majors only.) This course focuses on the practical methods of research which entry-level social workers can incorporate into their practice environment. It reviews the fundamental theoretical frameworks, research concepts and the research process from the point of view of problem-solving. Students obtain the knowledge needed to monitor their practice, evaluate agency programs and understand the ethical use of social work research.

S.W. 460 (3) **Professional Development in Human Services – Summer Institute.** Prerequisite: Permission of the Program Director. This institute examines a variety of issues concerning the role of the human service professional in bringing about changes. Each institute has a different focus based on expressed student and community needs.

S.W. 465 (2) **Professional Development and Licensure Preparation.** Prerequisite: Permission of instructor. (Restricted to majors only.) This course enhances and extends the student's knowledge of the social work process. It includes a review of knowledge acquired in the areas of practice, assessment, human behavior, policy, research, administration, cultural diversity, and social work values and ethics. Orientation to the social work licensing exam process is also offered.

S.W. 480 (3) **Independent Study.** This course permits students to study in-depth social work related issues. A student may enroll in independent study for reading, writing, or field experience based on personal interest. Flexibility in the program is increased and student independence is enhanced.

S.W. 485 (3) **Skills in Interviewing.** Prerequisites: SW 302, 385. (Restricted to majors only.) This course introduces essential communication skills and techniques, along with the pitfalls most commonly encountered in building helping relationships as a social work generalist practitioner. Emphasis is directed to the skills needed in interviewing individuals, families, small groups and organizational and community systems. This course builds upon the assessment knowledge acquired through the biopsychosocial study of human behavior and the social environment.

S.W. 486 (3) **Social Work Practice II.** Prerequisites: SW 200, SW 301, 302, 385; Co requisite: SW 485. (Restricted to majors only.) This course is a continuation of Social Work Practice I in the development of the generalist worker. It focuses on social work practice skills with organizations and communities, and includes a thirty-hour service learning component. .

S.W. 489 (9) **Field Instruction**. Prerequisites: All social work required courses and all liberal arts prerequisites and co-requisites for these courses. Co-requisite: SW 499. (Restricted to majors only; malpractice insurance required.) Field instruction enables students to integrate and apply to social work practice the knowledge, skills, values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities including populations at risk of injustice, oppression, and discrimination, are provided. Each student completes a minimum of 500 hours in a community agency.

S.W. 499 (3) **Seminar in Issues and Problems of Professional Social Work**. Prerequisites: All social work required courses and all liberal arts prerequisites and co-requisites for these courses. Co-requisite: SW 489. (Restricted to majors only.) This integrative seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry-level professional social work practice. Additionally, the course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation.

Q. FIELD INSTRUCTION

An essential component of the social work major is Field Instruction in which students learn social work while working in a social welfare agency. Field Instruction is a block placement. Students are required to complete all social work course requirements before enrolling in Field Instruction. The majority of the agencies used for field instruction are located within the Jackson metropolitan area, although students have been placed throughout Mississippi. The B.S.W. Program provides supervision for students while in field instruction. Students are required to spend 500 hours in their field instruction placement.

The placement system for Social Work Field Instruction is comprised of various procedures and tasks. The system itself involves the interaction of two basic parties -- student and faculty. The student is involved in two or three steps: 1) application, 2) pre-conference and 3) conference with agency supervisor. After successful completion of these steps, the student is eligible for placement with an agency.

Application

A student desiring to be placed with an agency for field instruction must secure an application from the B.S.W. Program. Applications forms are available in the faculty

office area. This application should be completed and returned two semesters before the student wants to be placed. The student should be aware of notices on the B.S.W. Program Bulletin Board, in Scope, in the Flash and on WJSU and announcements in class as to the final date applications for field instruction will be accepted. **It is the student's responsibility to follow through on this information.**

In order to be placed for field instruction, students need to meet the following criteria:

1. have a minimum overall (total institutional) GPA of 2.5 and a minimum social work GPA of 2.50;
2. complete any course in which a grade of "I" was earned;
3. complete and obtain a "C" or better in English 104 and 105;
4. pass the English Proficiency Examination or complete and obtain a "C" or better in English 399 (Functional Writing);
5. complete and obtain a "C" or better in all required social work courses;
6. successfully complete the prerequisites and co requisites for social work courses;
7. submit a written application for field instruction two semesters before anticipated semester of placement;
8. provide evidence of formal admission to the B.S.W. Program;
9. participate in an interview with the Director of Field Education or the Field Instruction Coordinator;
10. submit an up-to-date copy of the student's transcript;
11. be available to accept a placement within or outside of the Jackson area; and
12. provide evidence of individual malpractice insurance coverage at the time of the pre-placement interview.

After review of the student's application and transcript, the student will receive a letter of approval or disapproval for placement. The letter of disapproval informs the student as to why he or she is not eligible for placement. Usually, this occurs as a result of insufficient cumulative average or failure to complete required courses.

Pre-Conference

This step involves a meeting between the student and the Director of Field Instruction. During this time, the Director of Field Instruction provides a brief description of the available agencies of which the students may indicate their preference. The meeting is also used to discuss future plans (jobs and graduate schools), personal matters that may interfere with the field placement, and transportation arrangements. **STUDENTS WILL BE RESPONSIBLE FOR THEIR TRANSPORTATION TO AND FROM THEIR FIELD AGENCY AND ALSO FOR THE TRANSPORTATION NEEDED IN THE COURSE OF THEIR FIELD WORK FOR HOME AND COLLATERAL AGENCY VISITS.**

R. PROFESSIONAL LIABILITY INSURANCE REQUIREMENTS

Students registering for field instruction and those enrolled in Social Work Practice II (which requires a 30 hour field experience in a social service agency) are required to obtain professional liability insurance or provide evidence of this coverage prior to entering field placement. Evidence of individual malpractice insurance coverage should be provided at the beginning of the semester in which students enroll in Social Work Practice II and at the time of the preplacement interview. Students may obtain professional liability insurance coverage through NASW or a carrier of their choice. The minimum liability coverage is \$1,000,000 (each wrongful act or series of continuous, repeated, or interrelated wrongful acts or occurrence) and \$3,000,000 (aggregate).

Students must not provide transportation to clients in their private vehicles without automobile liability coverage.

S. TRANSFER OF CREDITS/CREDIT FOR LIFE EXPERIENCE

In accordance with the policies of the B.S.W. Program and the University, transfer credits may be applied toward the B.S.W. degree. The first step of this process is the review of the student's transcript from the other institution(s) by the University's Office of Admissions to determine whether it meets the University's policies for awarding credit for work transferred from other institutions (see pages 65-66 of *Jackson State University Undergraduate Catalog, 2007-2009*). Liberal arts courses and courses from disciplines other than social work are evaluated by the University's Office of Admissions to determine course equivalents. After this initial evaluation, the B.S.W. Program, through its faculty advisors and Program Director, determines whether to award transfer credit for social work courses. Academic credit for social work courses is evaluated in accordance with the following policies.

1. The course, Introduction to Social Work, is accepted for transfer credit.

2. Students who wish to transfer other social work courses from CSWE accredited institutions must submit a copy of the course syllabus for each course taken at the other institution. The course syllabus is reviewed by the B.S.W. Program Director in consultation with the B.S.W. Program faculty to determine whether there is a comparable course in the B.S.W. Program for which credit may be given.
3. Non-equivalent social work courses from CSWE-accredited institutions and social work courses from non-CSWE accredited institutions may be transferred as social work electives.
4. A minimum of thirty semester hours toward the B.S.W. degree must be completed at Jackson State University.
5. Only social work courses completed within the last ten years of re-admission or transfer to Jackson State University will apply toward B.S.W. degree requirements.
6. Currently enrolled students who plan to enroll in courses elsewhere with the intention of transferring those courses back to Jackson State University are advised to consult with their advisor and program director first to ensure that the courses will be accepted toward the B.S.W. degree.

All University policies governing transfer of credits for undergraduate students (see pp. 65-66 of the *Jackson State University Undergraduate Catalog*) are applicable to B.S.W. students, including the stipulation that the last semester of residence or its equivalent must be completed at the university.

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of social work courses.

T. ADDITIONAL REQUIREMENTS FOR GRADUATION

In addition to taking required courses, all students must complete a number of other requirements prior to graduation.

ENGLISH PROFICIENCY EXAMINATION

The Undergraduate English Proficiency Examination is a test of the student's competency in outlining and writing a well organized composition with a minimum of five paragraphs.

The student is required to take this examination during the sophomore year. Because the student will have completed the freshmen English courses, he/she is expected to

master or make a minimum of errors in all of the communicative skills areas.

If the student fails the Undergraduate English Proficiency Examination, he/she is required to enroll in English 399 until successfully completing all the modular requirements. The student does not have to retake the English Proficiency Examination after successfully completing Eng 399.

To be admitted to this examination, students must sign up at least one week prior to the examination, pay an examination fee, and present an official university identification card at the time of examination. This examination is offered only once each semester.

SOCIAL WORK LICENSING EXAMINATION

All persons practicing social work within the State of Mississippi are required to have a social work license. The Mississippi Board of Examiners for Social Work and Marriage and Family Therapy is designated as the licensing authority. Students are required to take the Social Work Licensing Examination and submit documentation of their results on the examination. An application for approval to take the examination should be submitted with the necessary fee for a social work license to the Mississippi Board of Examiners for Social Workers and Marriage and Family Therapists (phone: 601-987-6806). The application is available in the B.S.W. Program office and on the website for the Board of Examiners <http://www.msboeswmft.com>. After receiving the *Candidates' Handbook* from the Board of Examiners, the application to take the examination is then submitted with an additional fee to the Association of Social Work Boards. After receiving an admissions form for the examination, candidates for the examination can then follow the instructions to call to schedule an appointment to take the examination. Application to take the examination should be made at the beginning of the semester in which students plan to graduate in order to allow sufficient time for the examination to be scheduled.

SOCIAL WORK EXIT QUESTIONNAIRE

In an effort to obtain feedback from students about their experiences as social work majors at Jackson State University, the B.S.W. Program has developed a Student Exit Questionnaire. This questionnaire is to be completed by each graduating major as part of the clearance process.

GRADUATION CLEARANCE APPROVAL (ONLINE)

This procedure is now available online. Approval at the advisor's level is dependent upon your meeting with your advisor with a copy of your transcript, a copy of a completed Student Advisement form, any approved course substitution forms, a copy of the results on the social work licensing examination, and a certificate showing that you have completed the University's online exit survey located at the bottom of the

Institutional Research page, one of the departments in the University's Office of Information Management, <http://oim/jsums.edu>. Exit interviews are also required with the B.S.W. Program Coordinator with the same documents and may be required with the Associate Dean of the School of Social Work. Graduating students should be sure to clear any obligations with the Offices of Financial Aid and Financial Services..

III. ACADEMIC INFORMATION

A. ACADEMIC REQUIREMENTS

1. Students are required to take social work courses in sequence.
2. Students are required to have a minimum overall GPA of 2.5 and a minimum cumulative GPA in social work courses of 2.5 before going into field instruction.
3. All students with grades below “C” in English 104 and 105 are required to repeat these courses the next semester in residence at the University and attain a minimum grade of “C” before advancing in the program.
4. Students with a major in social work, who earn a grade below “C” in any social work core curriculum course will be allowed to repeat each course only once. The repeated course must be completed with a grade of “C” or better before the student may take any other required social work courses. Students who do not successfully complete repeated courses the second time must be referred to their advisor for counseling out of social work as a major at Jackson State University School of Social Work.
5. All students with less than a 2.5 cumulative GPA are required to raise the GPA to 2.5 or above before continuing in the Program and may be referred to their advisor for counseling out of social work as a major at Jackson State University’s School of Social Work.
6. All students with less than a 2.00 GPA will be restricted to twelve (12) hours of credit per semester and required to report to their advisor in the B.S.W. Program once per month on the status of their current academic performance.
7. All students with “Incomplete” (I) grades are required to remove all “I’s” before advancing in the B.S.W. Program. See the School of Social Work Policy on Incomplete Grades.
8. All acts of academic dishonesty (e.g., cheating on exams, plagiarizing – presenting another person’s work as one’s own, having another person write one’s paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.
9. Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of social work courses.

B. GRADUATION REQUIREMENTS

1. All social work majors are required to attain a minimum grade of “C” in the social work curriculum requirements (see social work curriculum sheet) before graduating from the University.
2. Students are required to take the Social Work Licensing Examination and submit documentation of their results on the examination.
3. Students are required to complete a B.S.W. Program Exit Questionnaire as part of clearance for graduation.

C. GENERAL REQUIREMENTS

1. Students are expected to conduct themselves in a manner consistent with the values and ethical standards of the social work profession. All social work majors are required to purchase a current copy of the *Code of Ethics of the National Association of Social Workers*, review it thoroughly, and refer to it as needed to ensure that their conduct is compatible with social work values and ethics.
2. Students will be on time and attend all scheduled classes in accordance with the University's class attendance policy.
3. Students will be prepared for class by reading and studying and completing assignments in a timely manner.
4. Students will demonstrate academic honesty and respect for the learning process, the instructor and their fellow classmates within and outside of the classroom.
5. Students will be involved in planning and implementing B.S.W. Program and School of Social Work activities.
6. Students are encouraged to attend two Student-Faculty Forums per academic year. Discussion will center on the social work curriculum, policies of the B.S.W. Program and School of Social Work, and student advising. Students will have an opportunity to respond and address issues of concern to them.
7. Students will be encouraged to attend professional meetings.

D. ADVISEMENT

Students are advised each semester by full-time faculty members assigned primarily to the B.S.W. Program. The administrative assistant in the B.S.W. Program assigns students to their faculty advisors. All social work majors are required to consult with their faculty advisor at least once per semester for academic and professional advisement. A record of the advisement session is included in the student's folder. Faculty advisors are also available throughout the semester for students who have questions or problems related to their progress in the B.S.W. Program. All students are encouraged and expected to initiate meetings with their advisors at least once per semester and when they feel the advisor's input is needed. Faculty advisors are required to monitor their advisors' participation in advisement sessions and contact them, if needed, to ensure that advisement takes place at least once per semester. Office hours of faculty advisors are posted on the bulletin board and outside of the offices of the advisors.

E. POLICY ON INCOMPLETE GRADES

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable to the instructor. An incomplete grade (I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements before the school term ends. The student must make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which the student is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

F. CLASS ATTENDANCE POLICY

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, **EVEN WITH AN OFFICIAL**

EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

G. OTHER UNIVERSITY POLICIES

Students are encouraged to consult with the University's *Undergraduate Catalog* for additional information on academic policies, options for improving academic performance, and procedures for withdrawal from the University.

IV. PROFESSIONAL EXPECTATIONS OF B.S.W. STUDENTS

In the process of preparing competent social work generalists, the Bachelor of Social Work Program seeks to prepare students to develop a professional identity that incorporates the values and ethics of the social work profession. While students in the program are at different stages in the development of this identity, it is expected that all social work students strive to attain and demonstrate professional values and ethics during the course of their enrollment in the B.S.W. Program. These values and ethics should be in evidence in the social work classroom, in the interaction of social work students with each other, with professors and while interning in social service agencies off campus. Based on core social work values, propagated by the Code of Ethics of the National Association of Social Workers, the following are considered part of the professional expectations of B.S.W. students.

Dignity and Worth of the Person. Social work students should treat others in a respectful manner, regardless of differences. Respect for the dignity and worth of the person is demonstrated by the following:

- basic courtesy in interactions with others;
- paying attention to whoever has the instructor's permission to speak in the classroom;
- refraining from behaviors which interfere with the learning process in the classroom (random talking, use of cell phones, interruptions to answer the vibrating cell phone or take an individual break from class); and
- always speaking and behaving in ways that show respect for others.

Importance of Human Relationships. Social work students are expected to be able to:

- form and sustain positive working relationships with others;
- demonstrate respect for and consideration of others;
- communicate effectively;
- accept responsibility for their own behavior in interaction with others;
- use appropriate channels for resolving conflicts; and
- manage their own personal stress and problems in ways that do not interfere with their relationships with their colleagues, their instructors, and especially clients and staff of social service agencies.

Integrity. Social workers are expected to be trustworthy and demonstrate high integrity. Social work students are expected to be trustworthy. They should do their own work. Social work students demonstrate integrity when they:

- meet their responsibilities in their classes;
- do their own work;
- refrain from plagiarizing;
- refuse to do the work of others; and
- refrain from all forms of cheating and dishonesty in assignments and examinations.

Competence. Social work students are expected to demonstrate their commitment to competence with their commitment to their studies. Behaviors that demonstrate this commitment include the following:

- attending all scheduled classes on time;
- remaining attentive and in the classroom throughout the time scheduled for the class meeting;
- participation in all learning activities scheduled for the class;
- reading all assigned readings to prepare for classes;
- effort to produce quality work in completing all assignments;
- timely submission of assignments;
- effort to prepare for quizzes and examinations; and
- following up on recommendations of instructors for skill improvement.

Students whose family and/or employment obligations interfere with their commitment to their studies should consider reducing their course load to devote sufficient attention to their studies.

Service. Social work students are expected to be of service to others able to demonstrate this value by:

- learning all they can as students to become prepared for the role of social worker;
- active participation in all service learning requirements of the curriculum;
- reporting to service learning agencies on time, properly dressed, and ready to provide service to the organization and its clients;
- demonstrating all the professional values and ethics in their interactions at the service learning site; and
- volunteering their services to assist others, when feasible.

Social Justice. Social work students are expected to be especially concerned about people who are vulnerable and oppressed. When they began their professional social work careers beyond the university, the BSW graduate may seek social change to challenge social injustice. They may also work to provide equal access to opportunities and meaningful participation in decision making for persons who have experienced discrimination and oppression.

V. STUDENT RIGHTS AND RESPONSIBILITIES

A. CIVIL RIGHTS AND NON-DISCRIMINATION

Jackson State University School of Social Work does not discriminate on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

B. POLICY AND PROCEDURES FOR PROFESSIONAL STANDARDS FOR SOCIAL WORK STUDENTS

It is expected that Jackson State University School of Social Work students will maintain high standards of professional and ethical behavior consistent with the expectations of the social work profession. To ensure that Jackson State University School of Social Work students maintain these high standards, policies and procedures have been devised to review student behavior when necessary. These procedures ensure a student's right to due process. (See Appendix B for the *Professional Standards for Social Work Students*.)

C. ACADEMIC HONESTY

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing – presenting another person's work as one's own, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional obligations) are a violation of social work values and ethics and University Policy which will entail appropriate penalties. For further information, consult with the *University Catalog*.

D. STUDENT ACADEMIC GRIEVANCE PROCEDURE

Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received, the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response that they prefer. For further information, consult with the *University Catalog*.

E. ALCOHOLIC BEVERAGE POLICY

Jackson State University adheres to Mississippi's laws on alcohol and other drugs. Since Jackson State University is a state-supported institution of higher learning, the

possession, consumption and sale of alcoholic beverages are prohibited on the campus. Persons or groups in violation of this policy will be subject to arrest and prosecution by the University as well as by the State's civil authorities.

The Department of Public Safety is the University's chief enforcement unit whose overall and primary responsibility is to enforce all campus and state regulations. Campus police officers shall enforce the alcohol policy on all JSU owned or controlled properties (e.g., the main campus, the Universities Center and all off-campus housing facilities).

Any person arrested for an alcohol related incident shall appear before the Student Affairs Disciplinary Committee or be referred to the civil authorities. If convicted of an alcohol related offense, the student shall be placed on probation, suspended, expelled, or dismissed by the University.

F. CONTROLLED SUBSTANCES POLICY

Jackson State University acknowledges and adheres to the laws of the State of Mississippi as set forth in Section 41-29-101-185 of the Mississippi Code of 1979 (Supp. 1988), which prohibits the sale, distribution, manufacture, possession or use of a controlled substance in the state. The University also complies with the Drug-Free Schools and Communities Acts Amendments of 1989 (Public Law 1012-225), which requires an institution to certify to the Department of Education that it has adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees.

In compliance with Federal and State laws, Jackson State University prohibits the sale, manufacture, possession, distribution and use of all illegal drugs. Furthermore, Jackson State University will enforce the following regulations:

1. Any student(s) found guilty of the illegal use, sale, manufacture, distribution or possession of illegal drugs will be suspended or dismissed from the University.
2. Any student(s) who violates the laws regarding illegal drugs will be subject to Federal, State and University disciplinary procedures.
3. Since the use and sale of illegal drugs is a federal offense, any student found violating these laws shall be referred to State and Federal authorities for prosecution.

G. SEXUAL HARASSMENT

No person shall engage in unwelcome sexual advances, requests for sexual favors and/or other physical conduct, and expressive behavior of a sexual nature where

submission to such conduct is made explicitly, or implicitly, a term or condition of an individual's employment or education; or where submission to, or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual. Instances where such conduct has the purpose of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment is strictly prohibited.

H. OTHER UNIVERSITY POLICIES

Students are encouraged to refer to the University *Student Handbook* for information regarding the Jackson State University Code of Conduct, and policies on student rights, students with disabilities, and sexual harassment.

IMPORTANT NOTICE

The B.S.W. Program adheres to Jackson State University policies and disciplinary procedures relating to conduct and acts contrary to academic and professional standards and conduct and acts considered criminal on and off the Jackson State University campus as detailed in the most recent Jackson State University *Student Handbook*.

VI. STUDENT SUPPORT SERVICES

A. FINANCIAL ASSISTANCE

The Office of Admissions and Financial Aid at Jackson State University coordinate all financial assistance offered to students. The fundamental purpose of the financial aid program is to make it possible for students who would normally be deprived of a post-secondary education to attend school.

Financial Aid is the economic assistance available to help a student meet the difference between what he/she can afford to pay and what it will actually cost to attend Jackson State University. This economic assistance may be in the form of grants, loans, employment, scholarships, or a combination of any of these programs.

B. THE COMPUTER LABORATORY

The B.S.W. Program has a computer laboratory available for students. Other computer labs are available through the campus.

C. THE UNIVERSITY LIBRARY

Jackson State University maintains an extensive library system in support of its programs of study and research. The system includes the Henry T. Sampson Library and the Information Services Library at the Universities Center. Many library resources are available through the University Web site.

The Henry T. Sampson Library

Included among the many unique collections of the Henry T. Sampson Library are the following:

The African-American Collection – a circulating collection of books by and about African Americans that is located on the main floor of the library.

The Government Documents Collection – A collection of over 154,000 federal and state documents is available to the public through the Federal Depository Library Program. This collection is housed on the fifth floor.

Special Collections – a collection of non-circulating, unique and/or rare resources located on the fourth floor. Comprising the Special Collections are the University Archives, the Presidents' Room, the Margaret Walker Alexander Collection, the Bolton C. Price Collection, the African-American Collection, and the Mississippi Collection.

D. HEALTH SERVICES

The Jackson State University Health Center is operated as an infirmary for the benefit of the student body. This facility is not a licensed hospital. The Health Center provides out-patient and limited in-patient facilities for treating minor illnesses and injuries under the supervision of part-time physicians, registered nurses and practical nurses.

Nurses are available 24 hours a day to treat minor illnesses and injuries, supply prescribed medications and give infirmary bed care to those full-time students requiring it, including full-time students living in the local community. All injuries should be reported to the Health Center. In case of serious illness or injury, the nurse on duty will refer the student to the proper person and/or place for treatment. However, in case of hospitalization, the student may return to the Health Center for convalescence if he/she and his/her doctor agree. The ill or injured student is responsible for the cost of any special medication and equipment, care given by a specialist, or hospitalization, which is not covered under the Student Insurance Program, including care recommended by the Health Center.

E. PERSONAL, SOCIAL AND THERAPEUTIC COUNSELING

Usually all counseling can be considered under this heading. However, students often have complaints which arise from internal or environmental conflicts which are more developmental than situational in nature. With the aid of a staff development program which the University has undertaken and the acquisition of additional qualified staff personnel, considerably more professional resources are available to help students in this area. Services include: (1) providing psychological assessment, including individual psychological tests to help diagnose those areas in which students may have problems; (2) providing intensive individual therapeutic counseling for students who may have serious emotional disturbances during the period they are in attendance at the University; and (3) recommending treatment on a referral basis for students who may need additional professional services.

F. INTERNATIONAL STUDENT ADVISEMENT

All students from outside the United States attending Jackson State University on a non-immigrant student visa come under the direction of the International Foreign Student Advisor. Special on-campus advisement is provided for these students. At the beginning of each semester, foreign students are required to register with the Foreign Student Advisor. It is also necessary for them to keep the advisor informed concerning such matters as local address, change of address, change of student status, etc.

G. STUDENT HOUSING

On-campus and off-campus student housing falls under the general supervision of the Dean of Student Affairs for Housing. Students who wish to reside in the residence halls while attending Jackson State University should request an application form for housing.

H. RELIGIOUS AFFAIRS

Varieties of religious organizations are active on the JSU campus and invite participation of all interested students, faculty and staff.

VII. STUDENT ASSOCIATIONS/ACTIVITIES

A. SOCIAL WORK STUDENT ASSOCIATION

The Social Work Student Association is composed of students who wish to pursue their interests in social work through extracurricular activities. This association is open to all students within the School of Social Work and represents social work students in the School of Social Work and the various programs within the School, as well as in University, community and professional activities. Student participation in the Social Work Student Association is strongly encouraged.

B. PHI ALPHA NATIONAL SOCIAL WORK HONORARY SOCIETY

Phi Alpha is a national social work honorary society for B.S.W. and M.S.W. social work students, faculty and local practitioners. Jackson State University has held membership in this honorary society since 1978. This organization fosters high standards of academic excellence and training for social work. Undergraduate student membership in the Alpha Kappa Chapter of Phi Alpha Social Work Honorary Society is restricted to junior and senior social work majors who have completed at least nine credit hours of social work classes and who have achieved at least a 3.0 grade point average and a 3.3 social work course average.

C. STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

B.S.W. students are encouraged to participate in the governance of the B.S.W. Program through their representatives who are elected or appointed to serve along with faculty on B.S.W. Program or School of Social Work committees. The B.S.W. Program faculty strongly encourages student participation in governance of the B.S.W. Program and the School of Social Work through participation on these committees.

VIII. THE SCHOOL OF SOCIAL WORK ADVISORY COUNCIL

A. PURPOSE

The School of Social Work Advisory Council serves as a major linkage and as a forum for ongoing exchanges among the School of Social Work, human services community and social work professionals, and larger human services community.

B. MEMBERSHIP

Council membership consists of representatives from the State Departments of Human Services, Health, Mental Health, and Corrections; representatives of a range of public and private human services agencies and funding bodies; alumni; consumers of human services; and students from the School of Social Work. The Council has regularly scheduled meetings at least twice a fiscal year; committees and task forces may meet more frequently.

IX. PROFESSIONAL SOCIAL WORK ORGANIZATIONS AND CONFERENCES

A. ASSOCIATION OF BACCALAUREATE SOCIAL WORK PROGRAM DIRECTORS

This organization primarily focuses on the quality of social work education at the B.S.W. level. It sponsors an annual conference which is normally held during the Spring semester.

B. COUNCIL ON SOCIAL WORK EDUCATION

CSWE is an organization of individuals, graduate and undergraduate social work programs, and social welfare agencies. This organization is committed to sound social work education in the United States and is responsible for accrediting social work programs across the country at both the B.S.W. and M.S.W. levels. CSWE has an Annual Program Meeting which is normally held during the Fall semester.

C. NATIONAL ASSOCIATION OF SOCIAL WORKERS

NASW is an organization of professional social workers which aims at enhancing the professional growth and development of its members, creating and maintaining professional standards, and advancing sound social policies. It is the largest organization of social workers in the world. NASW is made up of individual members, not agencies or organizations. Continuing education opportunities are offered by NASW both locally and nationally. Students are encouraged to join and attend the local meetings and conferences of the Mississippi Chapter of NASW.

D. NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

NABSW is a Black organization on both local and national levels that provides a structure and forum through which Black social workers can exchange ideas, offer services and develop programs in the interest of the Black community specifically and the community-at-large generally. This organization is made up of individuals rather than agencies or organizations. NABSW has a local and a national conference every Spring.

E. MISSISSIPPI CONFERENCE ON SOCIAL WELFARE

This organization was formed to bring together those persons actively involved in the delivery of human services across the State of Mississippi. The MCSW holds one state-wide meeting each year. Membership is open to all persons involved or concerned with the delivery of health and welfare services.

F. ALABAMA-MISSISSIPPI SOCIAL WORK EDUCATION CONFERENCE

This organization of social work educators in Alabama and Mississippi schedules an annual conference for faculty and students each Fall.

X. POST GRADUATION PLANNING

During their senior year, students should work toward their post-graduation plans by preparing resumes and making applications for jobs and/or admission to graduate schools.

A. SOCIAL WORK LICENSURE

All persons practicing social work within the State of Mississippi are required to have a social work license. The Mississippi Board of Examiners for Social Work and Marriage and Family Therapy is designated as the licensing authority.

An applicant for a beginning level social work license must meet the following conditions:

- Age of at least eighteen (18) years;
- Good moral character, which is a continuing requirement for licensure;
- United States citizenship or status as a legal resident alien;
- Absence of conviction of a felony related to dishonest conduct, unethical conduct, or to the practice of social work for the last ten (10) years;
- Has not been declared mentally incompetent by any court, and if any such decree has been rendered, the decree has since been changed;
- Freedom from dependency on alcohol or drugs;
- Has a baccalaureate degree in social work from a college or university accredited by the Council on Social Work Education or Southern Association of Colleges and Schools; and
- Has satisfactorily completed the required examination for this license.

Students may apply to take the social work licensing examination when they are within 15 hours of graduation. The application form must be signed by the B.S.W. Program Director and submitted to the Mississippi Board of Examiners along with the licensing application fee. After completing this step, students will be mailed information about the procedures to register to take the examination. A social work license will be issued after satisfactory completion of the licensing examination and proof from the Office of Data Management and Records that the B.S.W. degree has been conferred.

Social work licenses must be renewed on a bi-annual basis. Renewal involves submission of a renewal form, a renewal fee and proof of sufficient continuing education.

Applications, licensure regulations, and further information can be requested from the Mississippi Board of Examiners for Social Workers and Marriage and Family Therapists at 601-987-6806 or found at their Web site at www.swmft.ms.gov.

B. FEDERAL EMPLOYMENT

Social workers are hired by some federal agencies such as the Departments of Health and Human Services, and Housing and Urban Development. Students interested in positions with the federal government should explore the official Web site for federal employment at www.usajobs.gov.

C. STATE EMPLOYMENT

For social work positions within the Mississippi State Government, students should consult with the Mississippi State Personnel Board. The Web site for the State Personnel Board is www.spb.state.ms.us. State agencies which employ social workers include the Department of Human Services, the Department of Health, the Department of Mental Health, and the Employment Security Commission.

D. OTHER EMPLOYMENT

Students should also investigate local governments and private social service agencies for social work positions.

E. GRADUATE SCHOOLS

A list of graduate schools accredited by the Council on Social Work Education (including Jackson State University's M.S.W. Program) is available on CSWE's Web site (www.cswe.org). Most graduate schools require students to submit complete applications early in the Spring semester. Students interested in enrolling in graduate school are advised to identify the schools to which they plan to apply during the Fall semester and submit their applications as early as they can during the Spring semester. For further assistance in seeking employment or graduate school opportunities, students should consult with their advisor and/or the Social Work Seminar instructor.

APPENDIX A
NATIONAL ASSOCIATION OF SOCIAL WORKERS
CODE OF ETHICS

All students in the Bachelor of Social Work Program are required to have a copy of the Code of Ethics of the National Association of Social Workers (NASW) and abide by its ethical standards. A copy of the Code of Ethics can be purchased from the bookstore or retrieved from the NASW Web site at <http://www.socialworkers.org>.

APPENDIX B
POLICIES AND PROCEDURES
FOR PROFESSIONAL STANDARDS FOR SOCIAL WORK STUDENTS
Jackson State University

Professional Standards for Social Work Students

Because of the nature of professional social work practice, students in the School of Social Work are expected to adhere to the following standards which are linked to their ability to become effective social work professionals. Students in the School of Social Work are expected to:

1. Maintain an acceptable total institutional GPA (3.0 in the graduate programs and 2.5 in the undergraduate program).
2. Successfully complete prerequisites for social work courses.
3. Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.*
4. Demonstrate behavior that is consistent with the NASW Code of Ethics and other social work Codes of Ethics, as applicable, the University's Student Handbook and established laws both on and off campus.
5. Demonstrate behavior that is consistent with professional standards of care in agency settings.
6. Demonstrate responsibility in classroom obligations, i.e., consistent and timely attendance in class and field, complete assignments within time frames given, and appropriate conduct in the classroom.
7. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University and agency staff, and clients.
8. Refrain from attending class or agency settings under the influence of alcohol or other mood altering substances, except where medication is deemed necessary by a licensed physician.
9. Exhibit behavior that demonstrates respect for and avoids discrimination against any person, group, or class on the basis of age, class, color, disability, ethnicity, gender, marital status, national origin, race, religion, and/or sexual orientation.
10. Demonstrate clear, appropriate and culturally sensitive boundaries. Refrain from sexually harassing others; making verbal or physical threats; becoming involved in sexual relations with clients, supervisors, or faculty; abusing others in physical, emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.*

I hereby agree to abide by the standards outlined in this document. I understand that adherence to these standards may be required for continuation in the School of Social Work at Jackson State University. Disciplinary sanctions for violations of these standards will be considered in light of all the available information on a case-by-case basis.

Signature of Student

Date

*The School of Social Work at the University of Texas at Austin, *MSSW Handbook*, 2006, pp. 46-47.

**School of Social Work
College of Public Service
Jackson State University**

**Policy and Procedures
for Professional Standards for Social Work Students**

Goal:

To ensure that Jackson State University School of Social Work students maintain high standards of professional and ethical behavior consistent with the expectations of the social work profession.

Rationale:

The process of becoming a social work professional involves internalizing and complying with the values and ethics of the profession. Problems or complaints related to students' inability to proceed satisfactorily in the professionalization process must be reviewed. This review is necessary to determine if a student will be permitted to continue in the social work education program.

Behaviors Warranting Review:

Failure to meet any of the *Professional Standards for Social Work Students* may result in review of academic and professional misconduct.

Disciplinary Sanctions:

The following are the disciplinary sanctions that may be imposed for academic and professional misconduct:

- a. warning
- b. reprimand
- c. establish formal conditions for continuance in program including restitution
- d. removal of student from course(s) in progress
- e. disciplinary probation from the program
- f. suspension from the program
- g. expulsion from the program

In addition to violations of professional social work standards, students who violate University policies may also be referred to appropriate University officials for further action.

Professional Standards Committee:

Role

This committee is the governing body organized to make decisions regarding student disciplinary actions within the School of Social Work. The decision is determined by majority vote of the committee. The meeting of this body will only be open to committee members and a support person (a Jackson State University faculty member or professional staff person) invited by the student in question. While the support person does not vote, he or she may be an attorney when any allegations could imply criminal misconduct. This policy does not diminish any rights otherwise granted the student, such as a right to the Academic Grievance Procedure or other processes outlined in the JSU Student Handbook.

Membership

The Committee is composed of the following members:

- A faculty representative and alternate from each program level will be elected at the opening faculty/professional staff meeting;
- Faculty advisor, when available;
- A member of the School of Social Work Advisory Council; and
- The Associate Dean will appoint an additional social work faculty member to serve as chair of the committee, who will only vote in the event of a tie.

Procedures:

When it is alleged or appears that a student's behavior conflicts with the *Professional Standards for Social Work Students*, the following procedures will be followed:

1. DETERMINATION BY THE INVESTIGATION THAT NO DISCIPLINARY SANCTION IS WARRANTED

If as a result of a discussion with the student the investigating professional determines that misconduct did not occur, the matter will be considered resolved without further action. However, the date and content of the meeting with the student will be documented and retained in the student's file.

2. CONFERENCE WITH STUDENT

When the classroom instructor, faculty advisor, practicum liaison, or other professional staff concludes that an alleged violation exists, the investigating professional shall promptly discuss the matter with the student. The purpose of this discussion is to permit the investigating professional to review with the student the basis for his/her belief that the student engaged in misconduct,

and to afford the student the opportunity to respond. If the student does not respond to the request to discuss the matter, the investigating professional documents the concern and notifies the appropriate Program Director in writing with copies to the Associate Dean and the student.

If the problem arises in field, the practicum liaison should notify the Director of Field Education and the appropriate Program Director in writing. The investigating professional, the Program Director and Director of Field Education (when appropriate), will assess the nature of the concerns and decide if it is necessary to conduct a more comprehensive review. This review will involve the student meeting with the investigating professional, the Program Director, and the Director of Field Education. If the student does not participate in the review, recommendations for sanctions are determined by the investigating professional, the appropriate Program Director and the Director of Field Education. The concerns and recommendations are documented and forwarded to the Associate Dean with a copy forwarded to the student.

3. PROCESS FOLLOWING DETERMINATION THAT MISCONDUCT OCCURRED

- a. If, as a result of the discussion with the student, the investigating professional determines that misconduct did occur, she/he shall prepare a written report that should contain the following:
 1. A description of the misconduct;
 2. Notice of the student's rights to further discuss allegations with the Program Director; and
 3. Notice of the student's right to a hearing before the Professional Standards Committee if concerns warrant a formal investigation.
- b. The written report shall be delivered personally to the student or mailed with a return receipt to his or her current address. A copy of the written report should be given to the appropriate Program Director, Director of Field Education (when applicable), and Associate Dean.
- c. The appropriate Program Director will gather sufficient information about the misconduct and determine if the Professional Standards Committee should be notified. If the concerns require further action, the Professional Standards Committee will be notified in writing within 10 working days of receipt of the complaint of allegation(s) against the student.
- d. The Professional Standards Committee will notify the student within five working days of receiving the allegation. The student will be informed of the day, time, and place of the hearing.

- e. A student who is notified of the hearing has the right to bring a Jackson State University faculty or professional staff member for support. The student may bring an attorney when the allegations imply any criminal misconduct.
- f. The Chair of the Professional Standards Committee will notify the student in writing of the committee's decision with copies to the appropriate Program Director, Associate Dean, and Director of Field Education (when applicable).

4. Appeal Process:

- a. A student wishing to appeal the committee's decision will submit the request, in writing, to the Associate Dean within five (5) working days of the committee's decision.
- b. The Associate Dean will review all of the information collected and may meet with the student before making a decision within ten (10) working days.
- c. The Associate Dean's decision is final, although it may be set aside after appeal to the Dean of the College of Public Service.
- d. Further appeals may be made to the Vice President for Academic Affairs and to the President of Jackson State University.

5. Additional Safeguards:

A student will not be dismissed, suspended, or suffer expulsion without being afforded an opportunity to be heard and without the concurrence of the Vice President of Student Life or Dean of Students and the ultimate approval of the Dean of the College of Public Service, the Vice President of Academic Affairs or Jackson State University's President. If an interim suspension is deemed appropriate during an investigation, this policy shall not be construed to conflict with other JSU policies governing dismissals, suspensions, or expulsions.

APPENDIX C STUDENT ADVISEMENT RECORD

For Students Entering the BSW Program Beginning Fall 2007

Name: _____ Student ID Number _____

<u>FRESHMAN YEAR</u>	<u>GRADE</u>	<u>SEMESTER COMPLETED</u>
Composition and Literature		
ENG 104	_____	_____
ENG 105	_____	_____
History of Civilization		
HIST 101	_____	_____
HIST 102	_____	_____
Modern Foreign Language		
MFL 101	_____	_____
MFL 102	_____	_____
University Success		
UNIV 100	_____	_____
College Algebra		
MATH 111	_____	_____
Introduction to Biology and Lab		
BIO 101	_____	_____
BIOL 101	_____	_____
Concepts of Health		
HE 101	_____	_____
Humanities and Fine Arts Options		
_____	_____	_____
<u>Developmental Courses (If Required)</u>		
Intermediate English		
Eng 002	_____	_____
Intermediate Reading		
RE 002	_____	_____
Intermediate Algebra		
MATH 004	_____	_____
First-Year Writing Seminar		
GNST 103	_____	_____
First-Year Reading Seminar		
GNST 104	_____	_____
First-Year Math Seminar		
GNST 105	_____	_____

<u>SOPHOMORE YEAR</u>	<u>GRADE</u>	<u>SEMESTER COMPLETED</u>
Introduction to Social Work SW 200	_____	_____
General Psychology PSY 201	_____	_____
Introduction to Sociology SOC 214	_____	_____
Social Work Values and Ethics SW 210	_____	_____
World Literature ENG 205	_____	_____
English Option _____	_____	_____
Principles of Macroeconomics ECO 211	_____	_____
Speech Arts Option _____	_____	_____
Introduction to Social Welfare Policy and Services I SW 201	_____	_____
American Government or Social Legislation PS 135 or SW 410	_____	_____
Theoretical Perspectives for Generalist Social Work SW 250	_____	_____
<u>JUNIOR YEAR</u>		
Human Behavior and Social Environment I and II SW 301	_____	_____
SW 302	_____	_____
Abnormal Psychology PSY 216	_____	_____
Human Diversity and Social Justice SW 305	_____	_____
Social Welfare Policy and Services II SW 338	_____	_____

	<u>GRADE</u>	<u>SEMESTER COMPLETED</u>
Social Work Electives		
_____	_____	_____
_____	_____	_____
Social Work Practice I SW 385	_____	_____
Computer Option _____	_____	_____
Statistics Option _____	_____	_____
English Proficiency Examination	_____	_____
<u>SENIOR YEAR</u>		
Research Methods in Social Work SW 455	_____	_____
Skills in Interviewing SW 485	_____	_____
Social Work Practice II SW 486	_____	_____
Professional Development and Licensure Preparation SW 465	_____	_____
General Electives		
_____	_____	_____
_____	_____	_____
Field Instruction SW 489	_____	_____
Seminar SW 499	_____	_____

ADDITIONAL GRADUATION REQUIREMENTS

English Proficiency Examination

Anticipated exam date: _____

Date taken: _____

Results: _____

Functional Writing (if required)

Semester taken: _____

Grade: _____

APPENDIX D
APPLICATION FOR FIELD INSTRUCTION

B.S.W. PROGRAM
APPLICATION FOR FIELD INSTRUCTION

To: Applicants for Field Instruction
From: Director Field Instruction

Social work majors applying for field instruction must meet the following requirements in order to be eligible for field instruction:

1. have a minimum overall (total institutional) GPA of 2.50 and a minimum social work GPA of 2.50;
2. complete any course in which a grade of "I" was earned;
3. complete and obtain a "C" or better in English 104 and 105;
4. pass the English Proficiency Examination or complete and obtain a "C" or better in English 399 (Functional Writing);
5. complete and obtain a "C" or better in all required social work courses;
6. successfully complete the prerequisites and co requisites for social work courses;
7. submit a written application for field instruction two semesters before anticipated semester of placement;
8. provide evidence of formal admission to the B.S.W. Program;
9. participate in an interview with the Director of Field Education or the Field Instruction Coordinator;
10. submit an up-to-date copy of the student's transcript;
11. be available to accept a placement within or outside of the Jackson area;
and
12. provide evidence of individual malpractice insurance coverage at the time of the pre-placement interview.

**Jackson State University
School of Social Work-B.S.W. Program
Field Instruction Application**

Semester you plan to enroll in Field Instruction:

Fall _____ Spring _____
year year

Date of Application: _____

Name _____ I.D.# _____

Classification _____ Advisor _____

Local Address _____
Street no. or P.O. Box

_____ Phone# _____
City State Zip Code

Permanent Address _____
Street no. or P.O. Box

_____ Phone# _____
City State Zip Code

In case of emergency notify:

Name _____

Address _____
Street no. or P.O. Box

_____ Phone # _____
City State Zip Code

Other phone numbers where you can be reached: _____

E-mail address(es): _____

Marital Status: () Single () Married () Divorced () Widowed

Ethnicity: () African-American () White () Other

English Proficiency Examination taken and passed yes no (Attach proof)
If answer is no, indicate the date you plan to take it _____.

Have you completed Forms I and II? yes no
If no, indicate the date you plan to complete them _____.

Have you been officially admitted to the B.S.W. Program by the program's admission process? yes no If yes, please include a copy of your admission letter.

Check major courses completed to date and add grade:

- | | |
|--|-------|
| SW 200: Introduction to Social Work | _____ |
| SW 201: Introduction to Social Welfare Policy and Services I | _____ |
| SW 210: Social Work Values and Ethics | _____ |
| SW 250: Theoretical Perspectives for Generalist Social Work | _____ |
| SW 301: Human Behavior and Social Environment I | _____ |
| SW 302: Human Behavior and Social Environment II | _____ |
| SW 305: Human Diversity and Social Justice | _____ |
| SW 338: Social Welfare Policy and Services II | _____ |
| SW 385: Social Work Practice I | _____ |
| SW 485: Skills in Interviewing | _____ |
| SW 486: Social Work Practice II | _____ |
| SW 455: Social Work Research | _____ |
| Social Work Electives | |
| 1. _____ | _____ |
| 2. _____ | _____ |

Check requirements in related fields taken to date and add grade.

BIO 101/BIOL 101	Introduction to Biology (2 hrs.) and Lab (1 hr.)	_____
HE 101:	Concepts of Health	_____
PSY 201:	General Psychology	_____
PSY 216:	Abnormal Psychology	_____
SOC 214:	Introduction to Sociology	_____
ECO 211:	Principles of Economics	_____
PS 135:	American Government	_____
	Statistics Option	_____

Check general University requirements taken to date and add grade.

ENG 104/105	Composition and Literature	_____
HIST 101/102	History of Civilization	_____
*UNIV 100	University Success	_____
MATH 111	College Algebra	_____
MFL 101/102	Modern Foreign Language	_____
ENG 205	World Literature	_____
ENG 206-228	English Option	_____
	Humanities and Fine Arts Option	_____
SPCH	Speech Arts Option	_____
General Electives:	1. _____	_____
	2. _____	_____

Cumulative GPA _____ Social Work GPA _____

Work Experience

List previous work experiences including Summer and part-time and length of experience (i.e., 1 month; 2 months; 1 year; etc.).

In what kind of agency, provided we can arrange it , would you like to do field work? Indicate your first choice with the #1 and your second choice with the #2.

- _____ Agency Serving Families
- _____ Correctional Services
- _____ Mental Health Settings
- _____ Agency Primarily involved in Community Organization
- _____ Agency Serving Children and Youth
- _____ Agency Serving the Elderly
- _____ Hospital or Clinic
- _____ Rehabilitation Services

Do you have a car? () yes () no

Do you have a valid driver's license? () yes () no

I UNDERSTAND THAT I WILL BE RESPONSIBLE FOR MAKING ARRANGEMENTS FOR GETTING MYSELF TO AND FROM THE AGENCY.

Signature

Date

Approval

Approved

Disapproved

Director of Field Practicum

B.S.W. Program Director

SCHOOL OF SOCIAL WORK
B.S.W. PROGRAM
CONFIDENTIAL PROFILE REPORT

Directions: This report is to be completed in the applicant's own handwriting and submitted to the School of Social Work B.S.W. Program as part of the field application.

NAME _____ I.D. # _____

1. Describe your personality.

2. What are your career plans after graduation?

3. Identify and discuss your major strengths and /or abilities.

4. Identify and discuss any major limitations or handicaps you have. What have you done to minimize the effects of this/these limitations/handicaps on your day-to-day activities?

5. Are there any personal problems (physical, emotional, family, etc.) that might interfere with your performance in field instruction?

6. What would you like to gain from your field instruction placement?

7. Is there anything else we need to know in planning your field instruction placement?

Signature: _____

Date: _____

APPENDIX E

NON-DISCRIMINATION POLICY

Jackson State University (JSU) operates under nondiscrimination and affirmative action policies which require that faculty and staff have equal opportunities in the areas of recruitment, hiring, and promotion in all job classifications without regard to race, color, religion, gender, age, national origin, marital status, physical and mental disability (except where such disability renders the individual incapable of doing the job), or veteran status. Students are recruited, admitted, and retained without discrimination based on race, color, religion, national origin, gender, age, or disability.

The School of Social Work and its academic programs embrace diversity in all aspects of programming and administrative operations. The nondiscrimination policy of the School of Social Work states that the School does not discriminate on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

APPENDIX F

STUDENT ACADEMIC GRIEVANCE PROCEDURE

Objective

To create and sustain an academic environment that permits students to freely express concerns or reveal complaints about their education and the educational process and to have their concerns and complaints addressed swiftly and forthrightly.

Statement

Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response they prefer.

Procedures

Classroom Concerns or Complaints (e.g. grades received; improper dismissals; unprofessional behavior)

- Student discusses concern or complaint with the instructor.
- Instructor provides a response (allow up to 5 days if investigation is required).
- Complaints unresolved by the instructor or for which the response is unacceptable must be described in writing by the student and submitted to the department chair.
- The chair properly logs and investigates the matter and provides a written response to the student within ten days.
- Issues that are still unresolved must be submitted by the student to the school dean.
- The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with higher level administrators.

Other Academic Concerns or Complaints (e.g. academic advisement or academic regulations)

- Student discusses the concern or complaint with the academic advisor
- The advisor provides a response (allow up to 5 days if an investigation is needed), or refers it to the appropriate official/body, e.g. department chair or Academic Standards Committee, for response within 20 days. The appropriate

official/body returns the response to the advisor and the advisor returns it to the student.

- Unresolved concerns or complaints must be submitted in writing by the student to the school dean.
- The school dean provides a written response within ten days, which may be done with committee input and/or in consultation with the Vice President for Academic Affairs and Student Life.

If the complaint remains, the student will submit it to the Vice President for Academic Affairs and Student Life for a final response.

NOTE: Academic complaints dating back more than a semester generally will not be investigated.

Authority: Vice President for Academic Affairs, Jackson State University
(signed by Dr. Dora Washington -- April 17, 1996) Effective Date: Fall 1996.