

Jackson State University

College of Public Service

SCHOOL OF SOCIAL WORK



**Bachelor of Social Work Program
STUDENT HANDBOOK**

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Dear Social Work Student:

Welcome to the Jackson State University (JSU) School of Social Work. We are delighted that you have chosen the Bachelor of Social Work Program. During your tenure at JSU, we hope that you learn to love the unique profession of social work and find an exciting, diverse population that fits you and your personality. This student handbook has been designed as the social work student's aid in understanding the program requirements and relevant policies and procedures of JSU. Inside the handbook you will find information such as expectations of students, the B.S.W. curriculum, departmental policies, and other relevant information. You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises. The faculty and staff of the Jackson State University B.S. W. Program are here to help, assist, and support you in your professional and personal growth while helping you define yourself as a social worker. We look forward to getting to know you and growing with you in this new chapter of your life.

Best wishes,

Ahfiya Howard, LMSW
Interim B.S.W. Program Director

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PREFACE

This handbook is intended to orient students to the Bachelor of Social Work Program (B.S.W.) at Jackson State University. It is a general information publication only. We recommend that students read and use this handbook as a reference source. It is not intended to nor does it contain all regulations that relate to students. The provision of the handbook does not constitute a contract, expressed or implied, between any applicant, student or faculty member of Jackson State University or the Jackson State University School of Social Work. The University reserves the right to withdraw courses at any time, change fees, rules, calendars, curriculum, degree programs, degree requirements, graduation procedures and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. Students are held individually responsible for complying with all requirements of the rules and regulations of the University. Failure to read and comply with policies, regulations, and procedures will not exempt students from whatever penalties they may incur. 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.

THE COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION

The Jackson State University Bachelor of Social Work Program is accredited by the Council on Social Work Education (CSWE). The following is the contact information for CSWE:

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: (703) 683-8080
Fax: (703) 683-8099
<http://www.cswe.org>
Email: info@cswe.org

2015 Educational Policy and Accreditation Standards

The following information was retrieved from the Council on Social Work Education website: <http://www.cswe.org> (Copyright © 2015, Council on Social Work Education, Inc.)

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

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

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

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008, CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and

constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

OVERVIEW OF JACKSON STATE UNIVERSITY

Jackson State University, founded in 1877, is a historically black, high research activity university located in Jackson, the capital city of the state of Mississippi. Jackson State's nurturing academic environment challenges individuals to change lives through teaching, research and service. Officially designated as a Mississippi's Urban University, Jackson State continues to enhance the state, nation and world through comprehensive economic development, health care, technological and educational initiatives.

The only public university in the Jackson metropolitan area, Jackson State is located near downtown Jackson, with five satellite locations throughout the metro area.

Jackson State University is accredited by the Commission of the Southern Association of Colleges and Schools to award 43 bachelor's degrees, 36 master's degrees, three specialist—in-education degrees and 11 doctoral degrees.

OVERVIEW OF SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) is housed within the College of Public Service. This College consists of undergraduate programs in Social Work and Urban Studies. The graduate programs represented are Social Work, Public Policy & Administration, and Urban & Regional Planning.

The School consists of a diverse faculty and staff. The following three programs are offered within the SSW: Bachelor of Social Work (B.S.W.), Master of Social Work (M.S.W.), and a Ph.D. in Social Work. The B.S.W. and M.S.W. programs are and have been continuously accredited by the Council on Social Work (CSWE) since 1975 and 1997, respectively. The Ph.D. program is affiliated with the Group for the Advancement of Doctoral Education (GADE) and had its first class in 1998. The Mississippi Child Welfare Institute is housed in the School. The Gwendolyn Spencer Prater and Mary Nelums scholarships are both offered within the College of Public Service.

JACKSON STATE UNIVERSITY DIVERSITY STATEMENT

JSU is committed to providing a high-quality education to the widest range of individuals, including but not limited to underrepresented and economically disadvantaged groups; providing academic opportunities to a diverse faculty and staff; and providing opportunities for advancement and engagement for such staff. It is important for higher education to be more attentive to diversity and inclusion, because it is the vehicle by which we train tomorrow's workforce. Demographics in the United States are rapidly changing, and in order to prepare graduates to be successful, we must train them to value diversity and to practice inclusion as a part of changing global society.

We see diversity in a multitude of ways: race, ethnicity, class, gender, sexual orientation and identity, disability, national origin and citizenship status, age, language, culture, religion, and economic status. As an HBCU, we are particularly sensitive to those similarities and differences that have been historically used as a basis for unfair advantage and inequity. However, it is crucial to remember that there is diversity within and among groups of people. We understand that ethnic and gender similarities and differences may be used to mask the complexity of diversity. Diversity, specifically at a historically black, urban research-intensive university such as JSU, calls upon us to break out of our segmented perspectives and see the many aspects of identity we recognize in ourselves but might trend to overlook in others.

As a Mississippi's premier urban public research university, JSU will be known as an institution where neither differences nor disadvantage stand in the way of intellectual and professional ambition; where each individual member of our community realizes his or her full capacity for creativity, innovation and service; and where the promise of equal opportunity is a reality.

MISSION STATEMENTS

Jackson State University Mission Statement

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively.

College of Public Service Mission Statement

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 in the professional academic disciplines represented in the School of Social Work, the Department of Public Policy and Administration, and the Urban and Regional Planning Department.

School of Social Work Mission Statement

The School of Social Work provides educational opportunities for a diverse group of students to earn

degrees at the baccalaureate, master's, and doctoral levels. Students learn the knowledge, skills, values, and ethics of the profession of social work in a supportive academic environment. The School produces graduates who apply their knowledge and skills to improve the urban quality of life in Mississippi, the nation, and the world. Through their work, graduates empower vulnerable individuals, families, groups, organizations, and communities. Graduates are expected to demonstrate serious concern for economic, political, and social justice through practice, continuing education, and research.

B.S.W. Program Mission Statement

The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare diverse, technologically-competent students for generalist social work practice who possess the ability to appraise social work knowledge, apply critical thinking skills, and demonstrate ethical reasoning to facilitate change with diverse systems of any size.

THE B.S.W. PROGRAM

Definition of Generalist Social Work

Grounded in the liberal arts perspective, generalist social work is the application of critical thinking, research-informed practice, social work knowledge, skills, values, ethics as well as cognitive and affective processes that enhance human and social well-being in order to promote social, economic, and political justice with diverse systems of any size (micro, mezzo, and macro).

Program Competencies

The B.S.W. program at Jackson State University applies a competency-based curriculum that develops in students' core competencies of generalist social work practice as listed above and defined by the Council on Social Work Education.

Upon graduation from the B.S.W. program, students are expected to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Program Goals

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

1. for entry-level professional careers as generalist practitioners, graduate education, and leadership in social work and social services;
2. to develop a professional identity that incorporates critical thinking, 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 the extent to which a culture's structure and values may lead to issues of oppression, discrimination, and at-risk populations, and equipped with strategies to advance social, economic, and political justice;

5. to utilize conceptual frameworks and research-informed practice to guide the processes of assessment, intervention, and evaluation; and

6. to analyze, formulate, and advocate for policies that advance social well-being in a changing, global, technological environment.

Admissions Policies & Procedures

Students may declare Social Work as a major upon entry to the University. Students are identified as pre-majors until they have been formally admitted to the B.S.W. Program. Admission to the University alone will not ensure admission to the B.S.W. Program.

The B.S.W. Program admits students during the fall and spring semesters. In order to be considered for admission into the program, the student must complete the application packet in its entirety. Each application packet includes an Admissions Application Checklist. This checklist includes all of the application items that are to be submitted. Students must sign and date the checklist after ensuring that all items have been proofread and ready for submission. The application packet will consist of the following: admission requirements, application for admission to the B.S.W. Program, requirements for personal statement, two character reference forms, and the professional expectations for Social Work students.

The B.S.W. Program Admissions Committee consists of three to five Social Work faculty appointed by the Chair of the B.S.W. Program. The Admissions Committee will review the student's application. The Committee uses a rubric to score the quality of the application packet. Applicants are given scores for grade point average requirement (20 pts.); character references (10 pts.); completion of application (10 pts.) and quality of personal statement (30 pts.). Students can earn a total of 100 points. The B.S.W. Admissions Application Rubric is provided below. If the committee identifies concerns, for an example, about the applicant's GPA, application, personal statement, the incompleteness of General Education courses and/or behavior that is not exemplary of a potential Social Work student, the student may be invited for an in-person interview. On the day of the interview, students are to dress professionally, be prompt and prepared to answer questions proposed by the Admissions Committee and possibly other faculty members. Any inaccuracies, incomplete and/or unprofessionally submitted application items can result in being denied for admission into the B.S.W. Program.

Following the review of the student's application and potential interview, the Admissions Committee will make their recommendations concerning the student's status to the Chair of the Admissions Committee. In turn, the Chair will render the final decision and a written notification of the admissions status will be provided to students shortly after the final grades are posted for the semester of application. Students not earning at least a 2.5 cumulative institutional grade point average at the end of the application semester will not be admitted and advised to make appropriate class choices for the following semester.

Students whose GPA falls below 2.5 will be placed on probation for one academic semester and will be required to meet with the B.S.W. Program Admissions Committee to discuss the student's academic status. Be mindful that students will not be allowed to enroll in SW 489 and SW 499 with a cumulative institutional grade point average below 2.5. Those students will be advised to enroll in a semester of courses to intentionally achieve the minimum institutional requirement.

B.S.W. Admissions Application Rubric

Category	Points
Cumulative Institutional Grade Point Average (2.5 or higher)	20 pts.
(2) Character References	10 pts.
Completion of Application	10 pts.
Quality of Personal Statement	
➤ Excellent	30 pts.
➤ Good	20 pts.
➤ Fair	10 pts.
➤ Poor	0 pts.
Total	100 pts.

**** Applicants Must Score a Minimum of 50 points****

Matriculation

The criteria for **remaining** in the B.S.W. Program include:

- Maintain an **institutional** cumulative grade point average (GPA) of 2.5.
- Must earn a minimum grade of “C” in all Social Work courses.
- Adhere to all academic expectations of the University and Social Work Program.
- Continue to demonstrate an aptitude for a career in Social Work.
- Adhere to the National Association of Social Workers Code of Ethics.
- Adhere to the Professional Expectations for Social Work Students.
- Provide valid documentation of assistance from the Richard Wright Center for students identified with writing deficiencies. Failure to comply may result in the denial of continuous enrollment in B.S.W. Program courses.

Admissions Requirements

The admissions criteria and procedures of the B.S.W. Program directly reflect Program goals in that they are designed to admit students with the capacity to become competent and effective professionals at the generalist level of practice. The B.S.W. Admissions Committee is comprised of faculty from the B.S.W. Program. The charge of this Committee is to assess admissions applications in light of the goals of the Program.

Admissions criteria have been established for the B.S.W. Program to facilitate the selection of students who show potential to meet the academic and professional expectations of the Program and of the School of Social Work.

Applications for admission should be submitted in accordance to the criteria listed below. Please note that, at the time of application, the student’s transcript must demonstrate that the relative requirements listed below have been met. Applications must be submitted by 5:00pm to the B.S.W. Program office (Charles F. Moore Building, 3rd Floor, Suite 336) by October 15th to be considered for fall admission and by February 15th to be considered for spring admission. If October or February 15th falls on a weekend, the application must be submitted on the following Monday by 5:00pm.

The B.S.W. Program admission requirements and guidelines include the following:

1. Admission to the University;

2. Completion of any developmental courses required by the University;
3. Completion of at least 44 credit hours of general education coursework, to include the following:
 - ENG 104/105: Composition & Literature (must earn a “C” or better in each course)
 - BIO 101/BIOL 101: Introduction to Biological Science/Lab
 - HE 101: Concepts of Health
 - PSY 201: General Psychology
 - SOC 214: Introduction to Sociology
4. Removal of any incomplete grades (“I”) in courses;
5. An institutional cumulative grade point average (GPA) of 2.5 at the end of the semester in which the student has applied for admission to the B.S.W. Program;
6. Completion of the Application for Admission to the B.S.W. Program;
7. Completion of a Personal Statement;
8. Completion of (2) Character References (from an employer, volunteer/service learning supervisor, minister, etc.);
9. Read and signed copy of Professional Expectations for Social Work Students;
10. Read and signed copy of Admissions Orientation Student Statement of Understanding;
11. Attend a mandatory B.S.W. orientation session and if identified, be available for an interview with the Social Work Admissions Committee;
 - Fall Orientation Sessions-the week following the last day to add classes
 - Spring Orientation Sessions-the week following the last day to add classes
12. Students who do not meet the institutional grade point average requirement (2.5) will be placed on probation for one academic semester and will be required to meet with the B.S.W. Program Admissions Committee to discuss their academic status. Students who fall below a 2.5 institutional grade point average will not be permitted to enroll in SW 489 Field Practicum and SW 499 Integrative Seminar.

TRANSFER OF CREDITS

The written policies and procedures of the B.S.W. Program follow University policy. Policies and procedures pertaining to the B.S.W. Program transfer of credits can be found in the B.S.W. Student Handbook.

In accordance with the policies of the B.S.W. Program and Jackson State 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 the current *Jackson State University Undergraduate Catalog* for information on the University’s policies). 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 Department Chair, 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, Social Work: A Helping Profession that is offered at the Mississippi Community and Junior Colleges is accepted for transfer credit for the Introduction to Social Work course.
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 Department Chair 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. Social Work courses from non-CSWE accredited institutions may be transferred as general 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 readmission 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 Department Chair 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 the current *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.

CREDIT FOR LIFE EXPERIENCE

The Bachelor of Social Work Program does not give academic credit for life or previous work experience as articulated in the *B.S.W. Student Handbook*, *Field Practicum Manual*, *Promotional Materials*, *Program Website page*, and the *Jackson State University Undergraduate Catalog*.

THE B.S.W. CURRICULUM

Organizing Framework for the B.S.W. Curriculum

The focus of the B.S.W. curriculum is to prepare students for generalist social work practice with diverse individuals, families, small groups, organizations, and communities. Generalist social work practice may involve assisting 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 family service agencies; 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.

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 the strengths perspective are instrumental constructs for generalist practice.

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, fundraiser, 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 with individuals, families, small groups, communities, and organizations.

Liberal Arts Base

Jackson State University enjoys a strong tradition of liberal arts education. Fundamental courses in the arts and sciences provide a strong foundation for students as they build a more specialized course of study and complete the core curriculum. The Social Work curriculum is significantly diversified with 54 credit hours of coursework to meet the core curriculum requirements of the University. These courses include:

LIBERAL ARTS PERSPECTIVE

Course	Credit Hours	Course	Credit Hours
University Success	2		
English Composition & Literature	9	History	6
Biological Science	3	Humanities & Fine Arts	3
College Algebra	3	Speech Arts	3

American Government	3	General Psychology	3
Computer Literacy	3	Introduction to Sociology	3
Principles of Economics	3	Statistics	3
Modern Foreign Language	6	Concepts of Health	3

Liberal Arts Courses and Integration with the B.S.W. Program Curriculum

The following discussion gives an overview of how the liberal arts and social work foundation courses provide an integrated program.

The B.S.W. Program at Jackson State University uses both the liberal arts and social work foundation courses to ensure that the students understand and appreciate human diversity. With regards to the liberal arts base, this is achieved through the student's matriculation in several courses such as history of civilization, world literature, biology, psychology, and sociology, all of which expose the students to diverse cultures and the varied aspects of humans as they interact in their environments. In addition, this base provides students with an understanding of the attributes and characteristics that may define individuals and contribute to how they are defined by others. The liberal arts base exposes students to other aspects of the global society, relationships of societies to each other, and the distribution of natural resources within and among societies. This base also exposes students to the various underlying assumptions of the many memberships that individuals have in human systems. Students are provided with the assumptions and suppositions of the theoretical perspectives and ideology that serve as the foundation for the development and implementation of human systems.

The B.S.W. curriculum builds upon the liberal arts knowledge base of human diversity in several ways. SW 200: Introduction to Social Work emphasizes issues in diversity. The course provides an overview of the social work profession and the diverse populations in which social workers practice. Upon completion of the course, students are able to appreciate the diverse attributes, characteristics, individual values, and group norms contributing to the makeup of humanity. Through this course content, students are helped to understand the role of social workers in working with diverse population groups. The SW 225 Human Diversity and Social Justice course provides an understanding of oppression and discrimination and the variety of differences that shape an individual's life experiences. The liberal arts courses that reflect diversity that coincide with the content in the social work curriculum are Humanities/Fine Arts (Art Appreciation, Music Appreciation or Introduction to Drama) and Modern Foreign Languages (Spanish or French). Both courses provide students with a cross-cultural perspective and assist students in critical thinking.

The Social Welfare Policies and Programs course (SW 215) provide students with the historical development of social welfare and its philosophical and value base as well as contemporary social welfare policies that focus on promoting social, economic, and political justice. The first part of this course provides a multicultural perspective for understanding issues of discrimination and oppression in relation to social welfare systems as well as the impact of social welfare policies on populations at risk for discrimination, oppression, and economic deprivation. The second part of this course focuses on the policy formulation process and evaluates its components and enacted policies to eradicate social, economic, and political injustice. This course also focuses on economic systems and subsystems and the egalitarian and humanitarian values of social work as they serve as the foundation for social reform and advocacy. Strategies of advocacy are reviewed to enable students to understand how various population groups in a diverse society exert power to influence and control policy to promote social, economic and political justice. Theories of societal formation are discussed and evaluated in relation to norms and

values that support and promote social, economic, and political justice. Furthermore, students learn strategies of policy practice that they can use to advocate for at-risk populations. The liberal arts courses that provide a foundation to this social work course are History of Civilization and American Government. The history courses develop students' historical awareness about political, globalization, and social structures as well as refine an appreciation for the history of the social work profession, its contemporary structures and issues. The American Government course helps students explore communication patterns shaped by the human experience and connect and analyze local, state and national policies.

Students are first introduced to human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live, in BIO 101: Introduction to Biological Science, which provides students with the fundamental structures and processes of human biology. They are also introduced through HE 101: Concepts of Health, which further enhances students' understanding of human biology in its discussion of various health concerns that affect humans and ways in which people can achieve and maintain optimal health and well-being. PSY 201: General Psychology introduces students to the major theories concerning the psychological development of people, while SOC 214: Introduction to Sociology introduces students to the major theories concerning interactions within and among the social systems in which people live.

Effective communication is an essential skill in social work practice and an important part of the practice sequence. It is through communicating with various systems that social workers are able to work with clients to assess problems, develop plans and modify situations that adversely affect client systems. The liberal arts courses, English Composition and Literature (ENG 104/105) as well as Speech Arts (SPCH 201) provide a foundation to grasping the content in social work courses, particularly the practice sequence. SW 485: Skills in Interviewing further refines the practice skills introduced in SW 385: Social Work Practice I. Students learn the difference between informal communication in casual human interaction and formal communication in the professional social work interview. Emphasis is directed to multiple skills needed in interviewing individuals, families, small groups, and organizational and community systems. Undergirded by social work values and ethics, students develop an understanding of the ethical responsibilities of the social worker as interviewer. Students learn various methods of and technologies for documenting the content of interviews. The course builds upon the assessment knowledge acquired through the study of human behavior and the social environment. Students are instructed about the impact various traditions, values, family customs, and artistic expressions may have on the social work interview. They gain understanding of how diversity related to socio-economics, age, gender, ability/disability, sex, sexual orientation, culture and ethnicity influences the interview process. In essence, students are taught how to conduct interviews that are sensitive to the needs and diversity of their clients. They are also taught strategies for interviewing mandated, resistant, and noncompliant clients and for accessing and mobilizing multiple resources among several disciplines and systems. The course includes an assignment in which students are required to interview one foreign visitor, immigrant or refugee to the United States. The intent is that students will acquire cross-cultural knowledge needed to work effectively with people in the global environment. Lastly, the course includes content on applying one's communication and interviewing knowledge and skills to various situations, including the research interview and the employment interview.

Research has long been considered an essential component of the curriculum for social work students. It is critical that social work students can integrate research with social work theory and practice to be prepared to function as competent generalist entry-level social work professionals. It is part of the professional identity the program seeks to develop that incorporates the knowledge, skills, scholarship, and values and ethics of the social work profession. The courses, College Algebra (MAT 111) and Computer Literacy (CSC 115), are both liberal arts based courses that complement students while

enrolled in the research course. These courses prepare students for the quantitative methods of social research and data assessment as well as to enhance critically capacity. The B.S.W. Program incorporates research into the curriculum in many ways. Students are introduced to knowledge building methods in the various disciplines of the liberal arts base. Therefore, they become familiar with the underlying theoretical perspectives used to promote the primary organizing assumptions and suppositions for societal development in the disciplines of the liberal arts base. Many of these theoretical perspectives are used as a jumping off point for the building of knowledge and the identification of societal values, attitudes, and ethics of the social work foundation curriculum. The B.S.W. curriculum requires students to take a statistics course as part of the liberal arts requirements to support student learning in the area of research. Students have the option of taking statistics through the Sociology, Psychology, Political Science, or Economics Departments. The B.S.W. Program has reviewed the syllabi for these courses to ensure that they incorporate knowledge appropriate for the roles, activities, and tasks performed by the generalist social work practitioner in various fields and settings of social work. Therefore, students develop the statistical knowledge and skills to allow them to evaluate and weigh various components of generalist social work practice.

The Social Work Professional Foundation

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. The general university requirements provide a liberal arts background for social work students, contributing to their development of communication and critical thinking skills as well as to their understanding of domestic and international culture.

To develop a coherent and integrated curriculum for classroom and field, students learn values and ethical principles, to include micro, mezzo, and macro practices skills. During their sophomore year, students enroll in SW 200: Introduction to Social Work to obtain an overview of the social work profession and the diverse populations in which social workers practice. While enrolled in SW 210: Professional Behavior, Ethics and Communication, students are grounded in professionalism as well as the values and ethics of the profession. Both courses are required for admission to the B.S.W. major. Students also enroll in SW 215: Social Welfare Policies and Programs, which provides them with the history of social welfare, the range of social services programs and prepares them to analyze, formulate, and advocate for social welfare policies. They enroll in SW 225: Human Diversity and Social Justice, which provides an understanding of oppression and discrimination and the variety of differences that shape an individual's life experiences.

During the junior year, students enroll in SW 250: Theoretical Perspectives in Generalist Social Work provides students with an understanding of the theoretical framework of generalist practice and the range of theories that shape that practice. While taking this cohort of courses, students also enroll in SW 260: Behavior Modification: Assessment and Intervention, which introduces a practical approach to assessment and intervention in achieving stabilization and behavior change. In addition, students are enrolled in SW 301/302: Human Behavior and the Social Environment I & II, which provides an understanding of the theoretical perspectives and human development stages of the individual over the lifespan. Additionally, students enroll in SW 385: Social Work Practice I, which focuses on generalist social work practice with individuals and families. Most students enroll in six credit hours of social work electives during this year.

The first semester of the senior year, students further develop their practice skills through SW 485: Skills in Interviewing and SW 486: Social Work Practice II, which focuses on generalist practice with groups, organizations, and communities. They learn research skills through SW 455: Research Methods in Social Work. During the second semester they are expected to integrate the knowledge, values, and skills

developed throughout the curriculum through SW: 489 Field Practicum and SW 499: Integrative Seminar.

In SW 489 Field Practicum/SW 499 Integrative Seminar, students have the opportunity apply their knowledge and skills to various populations that are served by agencies here in the Jackson area, state of Mississippi, and beyond. In addition to student's application of knowledge, the students are supervised and evaluated by credentialed social work professionals to determine their level of proficiency in their "beginning" practice with various populations. It is from the field evaluations and the foundation assessment that we deduce if students are able to utilize the knowledge and skills gained in the classroom. The evaluations also demonstrate if students are able to integrate knowledge fully regarding populations served. If there is a deficient area in knowledge acquisition via assessments (i.e., field evaluations or course embedded measures), we then have the power to change assignments or evaluations that will improve student practice.

The professional foundation courses listed below build upon the University's general education courses and the liberal arts perspective.

SOCIAL WORK PROFESSIONAL FOUNDATION

Course	Credit Hours	Course	Credit Hours
SW 200: Introduction to Social Work	3	SW 210: Professional Behaviors, Ethics & Communication	3
SW 215: Social Welfare Policies & Programs	3	SW 225: Human Diversity & Social Justice	3
SW 250: Theoretical Perspectives for Generalist Social Work	3	SW 260: Behavior Modification: Assessment & Intervention	3
SW 301: Human Behavior & the Social Environment I	3	SW 302: Human Behavior & the Social Environment II	3
SW 385: Social Work Practice I	3	SW 486: Social Work Practice II	3
SW 455: Research Methods in Social Work	3	SW 485: Skills in Interviewing	3
SW 489: Field Practicum	9	SW 499: Integrative Seminar	3
Social Work Electives	6		

Overview of the B.S.W. Curriculum

The B.S.W. degree consists of 120 total credit hours for graduation. This includes 56 required credit hours of the University's general education courses of which 44 credit hours are designated to provide the liberal arts perspective. In addition, admitted social work students are required to complete 54 credit hours of social work courses, which include social work electives.

Students are required to complete a minimum of 10 general elective credit hours. These 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 or remediation courses) may not be used to satisfy the general elective requirements.

Additional liberal arts requirements support the students' progress through the social work professional foundation. Courses in biology, health, psychology, and sociology contribute to the biopsychosocial perspective that is further developed in the Human Behavior and Social Environment (HBSE) professional foundation courses. The courses in economics and government contribute to the Social Welfare Policies and Programs course. The statistics course provides support for the Social Work Research course.

**Jackson State University
School of Social Work
B.S.W. Program Curriculum
120 Credit Hours**

Freshman Year

Course	Semester	Course	Semester
ENG 104: English Composition (3)	Fall	ENG 105: English Composition (3)	Spring
HIS 101: History of Civilization (3)	Fall	HIS 102: History of Civilization (3)	Spring
MFL 101: Modern Foreign Language (3)	Fall	MFL 102: Modern Foreign Language (3)	Spring
UNIV 100: University Success (2)	Fall	HE 101: Concepts of Health (3)	Spring
MATH 111: College Algebra (3)	Fall	CSC 115: Digital Computer Principles (3)	Spring
BIO/BIOL 101: Introduction to Biological Sciences w/ Lab (3)	Fall	Humanities & Fine Arts Option (3)	Spring
Credit Hours: 17		Credit Hours: 18	

Sophomore Year

Course	Semester	Course	Semester
SW 200: Introduction to Social Work (3)	Fall	Speech Arts Option (3)	Spring
SW 210: Professional Behavior, Ethics, & Communication (3)	Fall	SW 215: Social Welfare Policies & Programs (3)	Spring
SOC 214: Introduction to Sociology (3)	Fall	PSY 201: General Psychology (3)	Spring
ENG 205: World Literature (3)	Fall	SW 225: Human Diversity & Social Justice (3)	Spring

PS 135: American Government (3)	Fall	ECO 211: Principles of Macroeconomics (3)	Spring
Credit Hours: 15		Credit Hours: 15	

Junior Year

Course	Semester	Course	Semester
SW 250: Theoretical Perspectives for Generalist Social Work (3)	Fall	Social Work Elective (3)	Spring
SW 260: Behavior Modification: Assessment & Intervention (3)	Fall	General Electives (10)	Spring
SW 301: Human Behavior & the Social Environment I (3)	Fall	Statistics Option (3)	Spring
SW 385: Social Work Practice I (3)	Fall		
Social Work Elective (3)	Fall		
Credit Hours: 15		Credit Hours: 16	

Senior Year

Course	Semester	Course	Semester
SW 302: Human Behavior & the Social Environment II (3)	Fall	SW 489: Field Practicum (9)	Spring
SW 455: Research Methods in Social Work (3)	Fall	SW 499: Integrative Seminar (3)	Spring
SW 485: Skills in Interviewing (3)	Fall		
SW 486: Social Work Practice II (3)	Fall		
Credit Hours: 12		Credit Hours: 12	

SOCIAL WORK MINOR

This minor is an introduction to the field of social work. It is desirable as supplemental preparation for those aspiring to employ in people-oriented careers. Students from other academic majors have also chosen the minor to satisfy remaining general elective hours needed for graduation. The Social Work minor is a great complement to majors such as criminal justice, psychology, sociology, communicative disorders, health care administration, education, and other allied health programs.

The Social Work minor consists of the successful completion of (18) credit hours. Twelve (12) of these credit hours are required and the other six (6) credit hours consist of selected electives. The required and elective courses are offered each semester. These courses are indicated below.

The Social Work Minor

Course	Credit Hours	Required	Elective
SW 200: Introduction to Social Work	3	X	
SW 210: Professional Behavior, Ethics, & Communication	3	X	
SW 215: Social Welfare Policies & Programs	3	X	
SW 225: Human Diversity & Social Justice	3	X	
Course	Credit Hours	Required	Elective
SW 220: International Perspectives on Diversity & Social Justice (Study Abroad)	3		X
SW 330: Child Welfare	3		X
SW 360: Social Issues in Film	3		X
SW 400: Military Social Work	3		X
SW 401: Social Work & Criminal Justice	3		X
SW 402: Leadership & Management Skills	3		X
SW 404: School Social Work	3		X
SW 405: Community Organization & Development	3		X
SW 406: Death & Dying	3		X
SW 410: Social Legislation (Study Abroad)	3		X
SW 421: Teenage Sexuality & Parenting	3		X
SW 430: Family Treatment	3		X
SW 435: Family Violence	3		X
SW 436: Child Abuse & Neglect: Protective Services	3		X
SW 445: Introduction to Social Gerontology	3		X
SW 450: Social Work in Health Related Fields	3		X

DESCRIPTION OF B.S.W. PROGRAM COURSES

SW 200 Introduction to Social Work. (Pre-requisites: None)

This is an introductory course that provides students with the historical development of social welfare and programs. It provides a broad survey of the social work profession, including its fields of practice, an overview of theory, history, values and ethics, diversity of societal population and policies that are fundamental to this profession. Students are introduced to generalist social work practice and the use of critical thinking in the helping professions. The course provides an understanding of key social welfare concepts. Students in the course participate in twenty hours of service learning.

SW 210 Professional Behavior, Ethics & Communication. (Pre-requisites: None)

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.

SW 215 Social Welfare Policies & Programs. (Pre-requisites: None)

This course focuses on helping students understand the historical foundation of social welfare, the values and beliefs underlying social welfare policy, how it impacts our lives. An overview of the history of social welfare policy in the United States is explored. This theoretical and practically based course provides a special focus social welfare policies and programs designed to promote social and economic justice, to include themes of poverty, racism, sexism, homophobia, and other forms of oppression. Students will conduct a social welfare policy analysis.

SW 225 Human Diversity & Social Justice (Pre-requisites: None)

This course in human diversity provides students with a framework for understanding race, class, and gender, along with ethnicity, sexual orientation, and privilege. Students are taught to develop critical thinking skills, engage in culturally sensitive practice, and advocate for social, economic, and political justice.

SW 250 Theoretical Perspectives for Generalist Social Work (Pre-requisites: SW 200, SW 210)

This course outlines the historical development of social work theory. It equips students with a variety of perspectives in social work 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 working with individuals, families, groups, organizations, and communities in generalist 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.

SW 260 Behavior Modification: Assessment & Intervention (Pre-requisites: SW 200, SW 210)

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 behavior change. The focus is on overt behavior exhibited by clients whom the social worker encounters in practice. Students are expected to know the major psycho pathologies studied in the course such as Anxiety Disorders, Personality Disorders, Schizophrenia, and other major disorders. In addition to these competencies, knowledge of the classification and assessment of abnormal is required. The criteria of abnormal behavior; symptomatology and dynamics of psychological disorders and therapeutic considerations will also be examined in this course.

SW 301 Human Behavior & the Social Environment I (Pre-requisites: BIO 101, BIOL 101, HE 101, PSY 201, SOC 214, SW 200, SW 210, SW 215, SW 225)

This 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, and economic systems during these periods of life span development is included and assessed for use in problem-solving while working with individuals, families, groups, organizations, and communities in social work practice.

SW 302 Human Behavior & the Social Environment II (Pre-requisites: SW 200, SW 210, SW 215, SW 225, SW 250, SW 260, SW 301, SW 385)

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 situational 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, and economic systems are included for use in understanding human behavior and in problem-solving while working with individuals, families, groups, organizations, and communities in social work practice.

SW 385 Social Work Practice I (Pre-requisites: SW 200, SW 210, Restricted to Admitted Social Work Majors Only)

This course is the first of the required practice courses designed to provide the necessary knowledge, skills, and 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 individual, families and groups.

SW 455 Research Methods in Social Work (Pre-requisites: SW 215, SW 250, SW 301, SW 385)

This course focuses on the practical methods of research, which beginning level social workers can incorporate into their field education and practice environment with diverse populations including at risk populations. It reviews the fundamental theoretical frameworks, research concepts and the process of research from the point of view of the problem solving approach. Students will obtain the needed knowledge to monitor their practice, evaluate agency programs, social welfare policies, and understand the ethical use of social work research.

SW 485 Skills in Interviewing (Pre-requisites: SW 301, SW 385)

This course introduces essential communication skills and techniques, along with 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 and an understanding of the helping process in generalist social work practice.

SW 486 Social Work Practice II (Pre-requisites: SW 200, SW 210, SW 215, SW 225, SW 250, SW 260, SW 301, SW 385)

This course is a continuation of Social Work Practice I in the development of the generalist social worker. It focuses on social work practice skills with organizations and communities, and includes a thirty-hour service learning component. The course is restricted to social work majors only. Students must have social work malpractice insurance.

SW 489 Field Practicum (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing)

Field instruction enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow the 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. Each student completes a minimum of 450 hours of supervised practice in a community agency.

SW 499 Integrative Seminar in Issues & Problems in Professional Social Work (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing)

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. Also, this 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, and 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.

Social Work Electives

SW 220 International Perspectives on Human Diversity & Social Justice (Study Abroad). (Pre-requisites: None)

This course will enhance students understanding of diverse perspectives regarding contemporary social issues, globalization, cultural diversity, and oppressive dynamics.

SW 330 Child Welfare. (Pre-requisites: None)

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.

SW 360 Social Issues in Film. (Pre-requisites: None)

This elective course explores pivotal life transitions as they are depicted in film. Students will examine diversity, social justice, biological, psychological, and sociological aspects of major life events and issues such as Lesbian, Bi-sexual, Gay, Transgender, Queer (LBGTQ) discrimination/oppression, giving birth, becoming a parent, marrying, aging, dying and explore the portrayal of these events in film to understand their potential impact and influence on human behavior.

SW 400 Military Social Work. (Pre-requisites: None)

This elective course focuses on knowledge and skills regarding life cycle issues, developmental theory, personality theory, and general systems theory, which will be applied to practice with military service populations. Additionally, this course will address specific issues such as the military as a sub-culture of our society, gender issues, the role of rank structure and its premises to transitioning to civilian sector, psychological development of basic training, and ethics of counseling in the military.

SW 401 Social Work & Criminal Justice. (Pre-requisites: None)

This elective course provides a study of the various treatment and rehabilitation methods used in correctional settings. Topics include the roles of correctional personnel, the assessment and treatment of juveniles and adults, casework in correctional settings, crisis intervention, the assessment and treatment of special populations in correctional settings, and the evaluation of treatment and rehabilitation programs.

SW 402 Leadership & Management Skills. (Pre-requisites: None)

This course focuses on social work management and leadership skills necessary to successfully develop and operate human service delivery systems. Emphasis is placed on the organizational theories associated with the social work profession. The course focuses on organizational and agency administrative and management structures as they relate to the delivery of services. It develops leadership skills and a systematic approach to management of workloads through the functions of management. Theories of management and motivation are considered in relationship to operation of organizations and agencies.

SW 404 School Social Work. (Pre-requisites: None)

This elective course prepares students to apply social work knowledge and skills in school settings through prevention, assessment, intervention and evaluation from an ecological multilevel approach focused on students, families and the school community.

SW 405 Community Organization & Development. (Pre-requisites: None)

This course is offered to develop skills in community organization and development, one of the primary social work methods of practice. The focus is "the community as the client" and the course 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.

SW 406 Death & Dying. (Pre-requisites: None)

This elective course is designed to provide the student with an opportunity to understand the process of dying and bereavement. We will explore theory and research about dying and bereavement from a variety of interdisciplinary perspectives. The course offers the student an opportunity to explore personal and professional issues and experiences with death and bereavement. Social, cultural, ethical, and spiritual concepts that have an impact on death and bereavement are considered throughout the course. Attention will be given to lifespan and family perspectives. The values and ethics of multiple disciplines will be incorporated into the course.

SW 410 Social Legislation (Study Abroad). (Pre-requisites: None)

This course allows students an opportunity to demonstrate knowledge of governmental issues at the national and international levels. Students will learn content on social legislation and politics, contemporary social programs as well as an analysis of laws and court decisions relating to social, economic, and legal problems. Also, students will be taught to advocate for diverse clients at the micro, mezzo, and macro levels.

SW 421 Teenage Sexuality & Teenage Parenting. (Pre-requisites: None)

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.

SW 430 Family Treatment. (Pre-requisites: None)

This course is designed for students and professionals who want to learn more about the theory and process of family therapy. The course offers a presentation of the major theoretical underpinnings and clinical practices in the family treatment field today.

SW 435 Family Violence. (Pre-requisites: None)

In recent years the family has become one of the most violent social institutions in this country. This course will increase 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 will be examined. Emphasis will also be placed on the extent and seriousness of the problem. Current social legislation, programs and services and intervention strategies will be reviewed.

SW 436 Child Abuse & Neglect: Protective Services. (Pre-requisites: None)

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.

SW 445 Introduction to Social Gerontology. (Pre-requisites: None)

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 the 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 will be discussed.

SW 450 Social Work in Health Related Fields. (Pre-requisites: None)

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 in analyzing service systems.

SAFETY

As a part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. The student is responsible for being aware of and adhering to safety policies and practices related to their agency and/or community settings. Students should also notify instructors regarding any safety concerns.

Policy: Safety

Student safety is an important issue. Students are vulnerable in field practicum and are exposed to the same risks as workers. Students and agencies must work together to create a safe work environment. During orientation of the student to the agency, safety policies and procedures are discussed. Students and practicum instructors should discuss safety concerns during supervision meetings when applicable. Student safety is also discussed during the SW 499: Integrative Seminar class to ensure that students are exposed to safety issues in the community, during home visits, within the agency building, dealing with clients prone to violent behavior, and the security of personal items. Students deserve to feel and be safe in field practicum. With that being said, we will provide tools to enhance safety among students who are in field.

Criteria: Safety

Prior to starting the field practicum, the B.S.W. Program Field Director discusses the NASW safety plan of action and Safety Techniques and Strategies in Social Work field from the University of Wisconsin at Milwaukee Helen Bader School of Social Welfare, Social Work Field Program. Students are provided the following websites to access information:

<http://www.socialworkers.org/profession/centennial/violence.html>

and <http://uwm.edu/socialwelfare/wp-content/uploads/sites/56/2017/01/safety-manual.pdf>.

In addition, the B.S.W. Program Field Director provides tips for safety strategies for risk reduction of trauma over time and a cognitive-behavioral technique used in treating clients who have experienced trauma, based on the theory of stress inoculation (SI), a method of exposing students to case scenarios.

Another safety issue for students in field practicum is self-care and self-management. Maintaining one's effectiveness is essential in student success. Personal stressors, clients, academic responsibilities, and the work environment can contribute to a lack of self-care. The field manual has a set of tips for self-care and self-management for students. The B.S.W. Program Field Director and Faculty Field Liaison discuss these tips in the seminar class. In addition to field, safety is also discussed in the B.S.W. Student Handbook. Students are encouraged to develop a self-care plan and share with classmates.

Procedures: Safety

During the orientation phase of the placement, students should ask their field instructor for the safety / emergency plan for the agency. Additionally, in field education seminar, students are to create a safety place if or when they have to move about the community conducting home visits or attending community forums.

DRESS CODE

Students shall dress in a manner appropriate for an institution of higher education. Clothing that is in any way controversial, provocative, and/or revealing shall not be worn. If poor judgment is exercised in the manner of dress or grooming, students may be asked to leave the classroom or field practicum agency.

CELL PHONE

During class, ALL cell phones should be turned off or on silent. ABSOLUTELY NO CELL PHONES SHOULD BE OUT DURING CLASS! Cell phones are a major distraction in the classroom setting. If students have their cell phones out during class, the instructor will be asked to leave and may be counted absent for that class period.

TECHNOLOGY, COMMUNICATION TOOLS, AND SOCIAL MEDIA

The ability to communicate effectively is necessary for social work practice. Social work professionals use a variety of methods for communicating including phone, video, email, text and written correspondence. While professional guidelines have not quite caught up with new communication tools, we are aware that social media is increasingly being used both professionally and personally. In order to uphold our legal and ethical responsibilities as social work professionals, we must be sensitive to issues of informed consent, conflicts of interests, privacy and confidentiality, boundaries, and dual relationships. Paying attention to how these issues relate to the use of social media and other new communication tools is particularly important. It is also important to be aware of our private conduct, as it may impede or enhance our ability to effectively function as professionals.

The School of Social Work has established the following guidelines designed to help protect the confidentiality, privacy and interests of our students, SW Program, university, agency, colleagues, clients, instructors and peers. It is important to remember that all social work faculty and students are expected to adhere to professional standards and conduct, including abiding by the Code of Ethics of the National Association of Social Workers.

Students should be mindful that use of the internet, social media, and other forms of communication may have consequences for social work careers and inappropriate use can undermine public trust and confidence in the social work profession as well as individual practitioners. The following are guidelines and suggestions for students and professionals related to social media; students are responsible for being aware of these.

Use of social media:

- Review and comply with all program, university, and agency guidelines and policies regarding the use of social media and other technology.
- Review all of your social media and delete inappropriate posts, tweets, blogs, pictures (also, “untag”), videos, etc.
- Review all of your “likes” and “unlike” anything inappropriate
- Consider the wisdom of posting any identifying information such as address, phone, email, place of employment, date of birth, etc. as a part of your “profile, “about me”, “biography”, etc. sections.
- Use the highest Privacy settings possible for all social media. Remember, even with these settings in place, it is still possible for content to be shared and retained on the internet with or without your knowledge/consent.
- Be conscientious on who you “friend, follow”, etc. You should never “friend, follow, etc. current or former clients.
- Be cautious about friending, following, etc. personnel from your agency. Friending/Following personnel from your agency while you are a practicum student is highly discouraged.

- Do not “look up” or “follow” any current or former clients, patients, etc. on social media unless there is compelling reason to do so (Consult with your supervisor first).
- Do not post/share photos taken at your agency. Never post/share photos of clients. Taking pictures without the consent of others is a breach of privacy and confidentiality.
- Remember that the sites you “visit,” the comments you post and the videos and images you upload are retained on the internet indefinitely and do not go away.
- Do not reference your agency, supervisors, clients, colleagues, peers, client experiences, professional experiences on social media sites or other online sites.

Use of computers, phones, tablets, cameras:

- Review and abide by agency policy regarding communication policies.
- Communicating via email or text: Abide by agency guidelines. Do not share client identifying information unless using a secure system AND it is permissible by agency policy. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
- Agency/program computer, tablet, or phone should be used for agency/program business only. It should not be used for any personal communication (email, text, internet use, photo-sharing, etc.).
- Personal phone, tablet, and/or computer should not be used for professional communication or work when your agency has provided a computer, tablet, phone, etc. for professional use. Review and abide by agency policy.
- Professional email accounts should NOT be used for personal communication. All communication using agency provided technology should be of a professional nature. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
- Taking and sharing photos without consent is a breach of privacy and confidentiality. Review agency policy regarding use of personal camera, cell phone camera, computer, tablet, etc.

ADVISEMENT, RETENTION & TERMINATION

Academic and Professional Advisement

Students are assigned advisors by the B.S.W. Program Department Chair. Advising of students is performed by full-time faculty who hold accredited M.S.W. and Doctoral degrees. There are currently over 200 B.S.W. students who are assigned to the faculty for advisement purposes. The University and Office of the Associate Dean requires that faculty post office hours for advising students. All faculty have an open-door policy, and students may consult faculty when they are in their offices or call to schedule an appointment. Advising also takes place virtually. Students are required to meet with their advisor at least once each semester. This is usually done during registration; however, students are encouraged to meet with their advisor as often as needed for academic and professional advising. A list of advisees and their assigned advisors is posted on the B.S.W. Program’s monitor located outside of Suite 336 in the Charles F. Moore Building, which is the department’s main office.

The advisement process includes orienting each student to the Program, assisting him/her in identifying strengths and learning needs, preparation for graduate school, assessing aptitude and motivation for a social work career, discussing issues relevant to the student’s professional development, encouraging the professional conference attendance, evaluating academic progress, and guiding each student in selecting courses. Academic and Professional Advising forms are completed for students in the B.S.W. Program. The forms capture academic and professional discussions between the student and faculty advisor. Each

semester during the B.S.W. Program Admission orientation students are informed about academic and professional advising policies and procedures. Students are notified regarding time, dates and location of orientation sessions through emails, class announcements and posting located outside of Suite 336 in the Charles F. Moore Building, which is the department's main office.

Monthly B.S.W. Program meetings are also used as a forum to discuss issues relating to student progress and performance. This serves as an effective means by which advisors can follow-up with and initiate timely meetings with their advisees.

The details of the advisement process for social work students are described in the *B.S.W. Student Handbook*. Students inquiring about the Program can meet with a faculty advisor or the B.S.W. Program Department Chair. Students who are scheduled to graduate must meet with their advisor and the B.S.W. Program Field Director during their last semester in the program prior to graduation to ensure completion of the B.S.W. degree requirements. Students also complete an exit examination and interview upon graduation from the program.

Evaluation of Academic and Professional Student Performance

The criteria for evaluating student academic and professional performance are outlined in each course syllabus, which is given to students in all classes at the beginning of the semester. The syllabus includes information about the course objectives and units of instruction. In addition, details are presented which outline the course requirements and assignments, the weight of each assignment in calculating the final grade, and the numerical range of letter grades. In terms of professional performance, students are evaluated based on preparation for class; attendance; participation; appropriate dress; appropriate behavior; and readiness for the profession. This is captured through the class participation portion of the class. Syllabi also include the University and School policies on class attendance, incomplete grades, and academic honesty. Information regarding academic and professional performance is found in the *B.S.W. Student Handbook*.

The *B.S.W. Field Practicum Manual* identifies the educational objectives for the field component of the curriculum. Field instruction evaluations are based on the educational objectives, which reflect the B.S.W. Program objectives and social work competencies. Performance in field instruction is assessed by mid-term and final evaluations completed by the agency field instructor and assignments in the seminar which accompanies field practicum. This serves as another mechanism for the evaluation of professional performance. Seminar assignments are graded by the B.S.W. Program Field Director and Faculty Field Liaison who submits the final grade for the course.

Students entering the Program are given a copy of the School of Social Work Professional Standards for Social Work Students. This document outlines the academic and professional expectations for all students in the School of Social Work. Students sign the document when they receive it. The School keeps the original in their files, and students are given a copy of the signed document. In this document, the students agree to the following standards:

1. maintain a cumulative institutional GPA of 2.5.;
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, completion of 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, family structure, gender, marital status, national origin, race, religion, sex and/or sexual orientation; and
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.

Violations of these standards can result in probation, suspension, or termination from the B.S.W. Program at Jackson State University.

Policies and Procedures for Grievance

The B.S.W. Program at Jackson State University follows the grievance process of the University.

It is written as follows:

The objective of the Grievance Procedure is 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. 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.

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 (allowing up to five 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 college 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 five 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 college dean.
- The college dean provides a written response within ten days, which may be done with committee input and/or in consultation with the Vice President and Associate Vice President for Academic Affairs.
- If the complaint remains, the student will submit it to the Associate Vice President for Academic Affairs for a final response.

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

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. Below is the procedure for students' academic grievance, per the University Catalog.

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 Provost and Vice President for Academic Affairs.

If the complaint remains, the student will submit it to the Provost and Vice President for Academic Affairs 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

Termination from the Social Work Program

In the event that student behavior falls short of the standards for academic and professional performance, the School of Social Work has established the following policy and procedures for initiating appropriate action, including suspension or expulsion from the Program when warranted. The following policies and procedures are found in the B.S.W. Student Handbook (Volume III). These policies and procedures can also be reviewed on the B.S.W. Program website (<http://www.jsums.edu/socialwork/bachelor-of-social-work/>)

Policy and Procedures for Academic and 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. establishment of 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

The Professional Standards 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 Chair in writing with copies to the Associate Dean and the student.

If the problem arises in field, the practicum liaison should notify the B.S.W. Program Field Director and the appropriate Program Chair in writing. The investigating professional, the Program Chair and B.S.W. Program Field Director (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 Chair, and the B.S.W. Program Field Director. If the student does not participate in the review, recommendations for sanctions are determined by the investigating professional, the appropriate Program Chair and the B.S.W. Program Field Director. 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 Chair; 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 Chair, the B.S.W. Program Field Director (when applicable), and Associate Dean.
- c. The appropriate Program Chair 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 allegations 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 Chair, Associate Dean, and the B.S.W. Program Field Director (when applicable).

4. APPEAL PROCESS:

- a. A student wishing to appeal the Committee's decision will submit their 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 of 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 Dean of the College of Public Service, the Associate Vice President of Student Life or Dean of Students and the ultimate approval of the Vice President of Academic Affairs or the President of Jackson State University. If an interim suspension is deemed appropriate during an investigation, this policy shall not be construed to conflict with other Jackson State University policies governing dismissals, suspensions, or expulsions.

ACADEMIC EXPECTATIONS, POLICIES & PROCEDURES

Academic Expectations

Completion of the Social Work Program is more than receiving a diploma. It represents the beginning of a professional practice that originated with academic performance of the social work student. The following guidelines will assist the student in understanding the importance of professional behavior and in developing this behavior during their academic years.

1. *Class Attendance:* Students are expected to:
 - a. attend all classes
 - b. be on time
 - c. be prepared
 - d. participate in class discussions and activities
 - e. complete assignments

When it is necessary to be absent from class (illness, death of family members, accidents, etc.), the student is responsible for completing the work missed, as well as notifying the instructor, in advance if possible. Further, when a social work student wishes to attend professional conferences and workshops, it is the student's responsibility to seek permission from the instructor for any classes to be missed.

Absence is defined as being away from class and failing to remain in class after attendance is taken. Students must make up missed work from absences, excused and unexcused. Students should speak with their course instructor concerning policies concerning missed classes upon their return to class.

2. *Course scheduling:* Other than those courses without pre-requisites, students are required to take social work courses in sequence.
3. *Students on Academic Probation:* All students with less than a 2.00 GPA will be restricted to twelve (12) hours of credit per semester and required to meet with their B.S.W Program advisor regularly regarding their current academic performance.
4. *Academic Conduct & Honesty:* It is expected that social work majors will adhere to academic standards, University Honor Code, in regard to completing all assignments and examinations. 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. Students

will demonstrate academic honesty and respect for the learning process, the instructor and their fellow classmates within and outside of the classroom.

5. *Assignments:* Unless there is undue hardship supported by documentation, all tests and assignments are due at the time scheduled by instructor.
6. *Responsibility for learning:* Students are expected to utilize the library and to participate in the planned tours and explanations of library services.
7. *Confidentiality:* It is the student=s responsibility to maintain confidentiality in ALL PRACTICE, VOLUNTEER, CLASSROOM LEARNING EXPERIENCES, and FIELD PRACTICUM. Fictitious names are to be used in all papers and reports. The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

Policy on Incomplete Grades

INCOMPLETE is the term used to indicate failure to complete assignments, absence from final or other examinations, or other course work not completed by the end of the semester. The grade of “I” (Incomplete) indicates that the student has not completed the course for some unavoidable reason that is acceptable to the instructor. The deficiency must be removed and the grade changed by the instructor within the first six (6) weeks of the next semester the student is in residence. Whether or not the student is in residence, the deficiency must be made up within one calendar year from the date the grade of “I” was given. If the student fails to complete the course work within the specified time, the alternate grade submitted by the instructor’s grade sheet will be recorded as the grade of record. If no alternate grade is submitted by the instructor, the default grade will be an “F”. Students with questions regarding the accuracy of grades should contact the instructor of record.

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 and/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.

Please note that attendance in classes meeting for 1 hour and 20 minutes or 2 hours and 50 minutes will be tabulated as presented below. Students arriving late to class or leaving early will be counted as tardy and/or absent. Excessive tardiness, absences, and/or leaving class early will not be tolerated.

(1 hour 20 min. class, ex. MW)

Missing 0-2 classes-Receives full 10%
Missing 3 classes-Receives 5%
Missing 4 classes-Receives 0%
Missing 5 or more classes-Final grade of "F"

(2 hours 50 min., ex. W)

Missing 0-1 class-Receives full 10%
Missing 2 classes-Receives 5%
Missing 3 classes-Receives 0%
Missing 4 or more classes-Final grade of "F"

FIELD PRACTICUM

An essential component of the social work major is Field Practicum in which students learn social work while working in a social welfare agency. Field Practicum is a block placement. Students are required to complete all social work course requirements before enrolling in Field Practicum. The majority of the agencies used for field practicum 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 Practicum. Students are required to complete a minimum of 420 hours in their respective placement site.

The placement system for Social Work Field Practicum 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 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.

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

1. have a minimum overall (total institutional) GPA of 2.5
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 practicum one semester 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 Field Liaison;
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.

The B.S.W. Field Manual provides more details, specific requirements and forms relative to the Field Practicum experience.

GRADUATION REQUIREMENTS

In addition to satisfactorily completing the University's core requirements, all social work majors are required to attain a minimum grade of "C" in all required social work courses, to include two social work electives. Below are other graduation requirements.

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 as part of the online clearance application process. Exit interviews are also required with the B.S.W. Program Director with the same documents. Graduating students should be sure to clear any obligations with Financial Aid and Financial Services.

English Proficiency Examination

The Undergraduate English Proficiency Examination (UEPE) is a graduation requirement for all students at Jackson State University. The examination is administered to sophomores and juniors who have completed twelve (12) semester hours of general education courses in English. Students are required to take the UEPE at the end of their sophomore year and no later than the first semester of their junior year. The UEPE is an essay test that assesses the ability of students to communicate ideas in a clearly written and comprehensive composition. Because the examination is intended to determine the student's level of competency in communicating ideas with a degree of verbal correctness and clarity, emphasis is placed on fluency in expressing ideas, the general thinking abilities of students, and the content of the composition. Competence in writing themes that are grammatically correct is an important consideration; however, the grammatical content of a composition is to be measured in terms of the extent to which it attributes to or interferes with understanding of the content of the composition. A pattern of errors in any of the following—subject-verb agreement, pronoun-antecedent agreement, sentence fragments, comma splices, run-on sentences, and unnecessary shifts in verb tenses or in points of view involving the pronoun—constitutes failure. The UEPE measures a student's ability to write a five paragraph composition on a subject chosen from a variety of questions and topics related to the various fields of study. Students may chose a question or topic related to their major or of interest to them.

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 completing ENG 399 with a grade of C or higher.

To be admitted to this examination, students must register for the examination at the same time they register for their courses. The examination fee is added to the bill for that semester. Students must present an official university identification card at the time of examination. This examination is offered only once each semester.

Service Learning/Community Service

All students are required to engage and complete service learning and/or community service requirements prior to graduation. Service learning is a form of community service that is usually connected to a course. Community service is usually completed, with approval, individually or as a part of student organization or authorized University group. The hours can be completed collectively, meaning some done as service learning and others as community service. Students entering JSU as freshmen are required to complete 120

hours and transfers must satisfy 60 hours. For more information these requirements, students should visit the Alice Varnado Harden Center for Service and Community Engaged Learning.

STUDENT RIGHTS & RESPONSIBILITIES

Students' rights and responsibilities are described in the Jackson State University Student Handbook and referenced in the *B.S.W. Program Student Handbook*. These documents address confidentiality, harassment, violence, and conduct code. The Jackson State University Student Grievance Policy for non-academic issues is located in the *Jackson State University Student Handbook*. In addition, the *B.S.W. Program Student Handbook* includes information on student participation in governance of the social work program, student academic grievance procedures, right to appeal dismissal from the program, and other related topics. The *B.S.W. Program Field Practicum Manual* identifies the responsibilities of the students in the field practicum. All students have equal rights and responsibilities regardless of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, or sexual orientation.

Students are encouraged to participate in Jackson State University student organizations, especially the Social Work Student Association and Phi Alpha Honor Society for Social Work. Policies regarding student activities and other student organizations are listed in the *Jackson State University Student Handbook*. Additionally, current students are members of the School of Social Work Advisory Council and are free to speak on policies that impact academic and student affairs.

At the institutional level, students can participate in formulating and modifying policies in several ways. The Student Government Association membership consists of all Jackson State University full-time students. It serves as the voice of the student body and acts as a legislative tool between students and administration. Together with the administration, faculty and staff, this organization strives to implement programs and policies that will enhance student life at Jackson State University. Details regarding the Student Government Association (SGA) are outlined in the *Jackson State University Student Handbook*. Students may also participate in the decision-making process through active membership on ad hoc and standing committees as specified in the University policies on committee structure.

Non-Discrimination Statement

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.

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 A for the *Professional Standards for Social Work Students* and Appendix B for the *Policy and Procedures for Professional Standards for Social Work Students*)

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*.

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 on- or 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.

Controlled Substance 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.

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 are strictly prohibited.

STUDENT SUPPORT SERVICES

Financial Assistance

The Office of Financial Aid at Jackson State University coordinates 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. Federal regulations limit the availability of financial aid, especially for students who take longer to earn a degree or those who have attempted, withdrawn from, or failed too many courses. If you are awarded financial aid, you are encouraged to diligently pursue your education to complete the degree while financial aid is still available.

Computer Laboratory

The B.S.W. Program's computer laboratory is located on the 3rd floor of the Charles F. Moore Building. Other computer labs are available through the campus.

The University Library

The Jackson State University Library System actively enhances and supports the present and anticipated teaching and learning endeavors of the community by providing quality library services and materials. The libraries also support the research programs of the University and provide services to users on campus, at remote sites, distance/online learners, and the metropolitan community at large. It is believed that these services and materials are adequate and sufficient to support the educational, research and public service programs of the University.

Centrally located on the main campus of Jackson State University, the H. T. Sampson Library is the flagship of the library system. It is the largest and most comprehensive library in the system at over 160,000 square feet in size with seating for over 1,000 users. The Sampson Library is augmented by five, discipline specific branch libraries/resource centers throughout the campus. The Sampson Library provides wireless access throughout the building, and is open 92 hours per week during the regular school session.

Within the past two years, the first floor of the Sampson Library has undergone a radical renovation that completely transformed the appearance and purpose of the area. With the intent to provide faculty and students advanced digital learning/creation spaces, *Innovate* and *Create* were opened in 2014. Called a one-stop-shop for faculty and staff in the creation of digital content, *Innovate* opened in February 2014 and is equipped with multimedia technology, podcast recording devices and collaborative workspaces. In October 2014, *Create*, a complimentary facility for students, was opened. *Create* is a large open access areas with several loosely defined areas to pursue collaboration, utilize technological devices and an area that generates the final product of the creative process. As such, it is equipped with Mac computers, a 3-D printer, a large format color printer, and a "green room" in which to film chroma keying effects. A newly refurbished computer lab, with ninety pc workstations opened concurrently with *Create*. Also in 2014 *JSU Online*, the distance education unit and Academic IT occupied their new space on the first floor of the Library.

The collections of University Libraries are broad based and multi-disciplinary. They have been developed to support the institution's programs of study and are represented in both print and electronic formats. In terms of monographs there are over one half million print volumes, and nearly 149,000 electronic books.

The website of the Library (<http://sampson.jsums.edu>) serves as the portal to library services and resources. The use of resources onsite and remotely is facilitated by the automated library system which provides around the clock access to the library's online catalog and electronic resources from standard web browsers. On-site and remote users alike go to the website to locate information, access electronic resources, and learn about the library and how to use its resources. Through a proxy server, access to proprietary electronic resources is limited to members of Jackson State University, and all registered students and faculty members must create a personal NetID Account online in order to access these resources.

Electronic databases are accessed via an alphabetical list of databases, while the portal to electronic journals is Journals A – Z@JSU, a journals management program made available through the library's subscription agent, EBSCO. All of the electronic and print journals to which the library subscribes and/or receives through databases are listed in Journals A – Z. Electronic books are also accessed from the library web page by means of the E-Books link.

University Libraries has a collection development policy and all constituents are encouraged to participate in collection development endeavors; however, book requests made by faculty are given top priority. By their nature and ongoing financial commitment, requests for new serials are handled somewhat differently, but when possible, an effort is made to secure necessary serial resources. Periodic serial reviews are disseminated to faculty as a means to obtain their input in evaluating serial holdings, acquisitions and cancellations. Finally, to provide advice relative to existing and required library support of academic programs, librarians are represented on the undergraduate curriculum committee.

University Libraries is a client oriented support unit. A variety of user services are provided by the Library, including reference assistance, point-of-use instruction, and information literacy (IL) training. These services, including instructions in accessing and using resources as well as general research techniques, are extended to users in person, as well as virtually to remote sites and distance learners via online tutorials and reference. Reference assistance, or "Ask a Librarian" service is provided through phone-in reference (601-979-4270) as well as via email (library@jsums.edu). Additionally, an Interlibrary Loan service secures for library users, resources not owned by Jackson State University Libraries.

Select electronic resources that support Social Work Undergraduates include:

E-Book Collection – 1,054 titles

Databases – (SocINDEX with Full-text; Encyclopedia of Social Work; Academic Search Premier; Dissertation & Theses; JSTOR; Lexis Nexis; Psych Info & Articles, etc.)

Journals A-Z – (containing 223+ full-text e-journals)

Government Resources

Research Tutorials - (APA Writing Style Manual, Free bibliographic generators, etc.)

WorldCat

Health Services

The University Health Center provides active health promotion, health protection and disease prevention services for all currently enrolled Jackson State University students, faculty/staff and their dependents who are members of the Health Center Plan. The Health Center provides appropriate health care in accordance with the standards of professional practice for the care of acute and sub-acute conditions, illnesses and injuries rather than comprehensive medical care.

Personal, Social, and Therapeutic Counseling

Counseling services are available through the Latasha Norman Center for Counseling.

JSU Global

The JSU Global office exclusively engages in international student advisement. This office provides oversight the following services and activities: Translation and Credential evaluations, International Student Association, English as a Second Language Institute, JSU Passport to the World program and sponsors the annual JSU International Week festivities. All students from outside the United States attending Jackson State University on a non-immigrant student visa come under the direction of the International 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 International 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.

Student Housing

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

Religious Affairs

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

STUDENT ASSOCIATIONS, PARTICIPATION & GOVERNANCE

The undergraduate social work program encourages student participation in governance as stated in the B.S.W. *Student Handbook*. Students are afforded the opportunity to participate in the formulation and modification of policy affecting academic and student affairs through the Social Work Student Association. In addition, students serve on the School of Social Work Advisory Council.

Students are allowed to organize in their interests and the faculty and School, College, and University administration encourage such organization. If a group representing a particular interest of students is not available on campus, students are encouraged to meet with B.S.W. Program Leadership and discuss the group. From there, the leadership will assist them in navigating the process for the group to become a recognized campus organization.

The Social Work Student Association is an organization of students who are sincerely interested in the profession of social work. This association is open to all majors. Participation in the Association gives students an opportunity to challenge and implement those philosophies and values taught and learned within the classroom. It is an outlet for professional growth, service, and leadership development and supports students in their understanding of relationships among individuals, families, groups, organizations, and communities. The meetings and activities provide an opportunity for students to get to know each other in a casual out-of-classroom setting and be able to share and learn informally from each other about social work.

Service to the community is an important focus of the Social Work Student Association. Meetings offer opportunities for students to interact with guest speakers regarding current topics in the field of social work and career opportunities. The officers are elected by the members. In consultation with the membership, the officers are responsible for planning the meetings, inviting speakers, planning fundraisers, and selecting and implementing service projects. A faculty advisor is assigned to work with the Association.

Another organization that is strongly in student participation in governance is Phi Alpha Honor Society. Phi Alpha is a social work honorary society for B.S.W., M.S.W., and Ph.D. 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 Honor Society for Social Work is restricted to junior and senior social work majors who have completed at least eight credit hours of social work classes and who have achieved at least a 3.0 grade point average and a 3.25 social work course average.

Each academic year, the program's faculty and staff inform students of the opportunity to attend professional meetings and/or conferences. When funding is available, the program does provide students financial support to attend such endeavors.

A few of the opportunities provided to students include:

- NASW (MS) Annual Program Meeting
- NASW (MS Chapter) Legislative Lobby Day
- Mississippi Child Welfare Institute Conference
- Alabama/Mississippi Social Work Education Conference
- Mississippi Conference on Social Welfare Conference
- National Association of Black Social Workers Conference
- Association of Baccalaureate Social Work Program Directors
- Council on Social Work Education

In addition to participating in B.S.W. Program policy and procedures through the Social Work Student Association, all students participate in the evaluation of the Program. First, they evaluate their instructors in each course at the end of each semester through the Student Instructional Rating System (SIRS). These evaluations are used as part of the annual faculty evaluation and in the promotion and tenure process. Second, students evaluate the B.S.W. Program through the exit survey prior to graduation. In the graduating student exit survey, students identify strengths and limitations of the Program and provide suggestions for improvement.

THE SCHOOL OF SOCIAL WORK ADVISORY COUNCIL

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, social work professionals, and the larger human services community. Council membership consists of representatives from various state social service agencies, community activists, alumni, field instructors, adjuncts, and students from the B.S.W. Program. The Council has regularly scheduled meetings at least twice during the academic year. There are times in which various committees and task forces may meet more frequently.

POST-GRADUATION PLANNING INFORMATION

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. Some students will move immediately into the workforce. Those that will move on to employ in the field should definitely be acquainted with the levels and requirements of licensing. Below is information pertinent to the State of Mississippi.

Levels of Social Work Practice

Entry-level Professional Social Work Practice

A bachelor's degree in social work 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, working to assist challenged 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.

Social Work Licensure Information

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 (BOE SW/MFT) (<http://www.swmft.ms.gov>) is designated as the licensing authority.

Types of Social Work Licenses

A. "LSW" (Licensed Social Worker) is the license held by an individual licensed to practice social work in the state of Mississippi at the baccalaureate level.

B. "LMSW" (Licensed Master Social Worker) is the license held by an individual, with a masters or doctoral degree, who is licensed to practice social work in the state of Mississippi at the masters level.

C. "LCSW" (Licensed Certified Social Worker) is the license held by an individual who has fulfilled the requirements for LMSW and completed the requirements of the BOE SW/MFT for post-masters professional supervision. This individual is licensed at the certified level. Only licensed certified social workers who have completed clinical supervision and taken the ASWB clinical exam may hold himself/herself out to the public as a "clinical social worker."

REQUIREMENTS FOR LICENSURE

➤ Prerequisite to performance of services

All individuals not exempt from licensure are prohibited from performing services for compensation, for which licensure is required by these Regulations. They are also prohibited from holding themselves out to the public by any title or description of services set out in these Regulations or by any title or description of services likely to cause public confusion with any title or description of services set out in these

➤ General Requirements

An applicant for social work licensure shall meet the following general requirements:

1. Is at least twenty-one (21) years of age;
2. Is of good moral character, as defined in these Rules and Regulations;
3. Has on file a fingerprint criminal history information record check acceptable to the Board.
4. Has on file a Mississippi Sex Offender Registry check acceptable to the Board;
5. Holds United States citizenship or status as a legal resident alien;
6. Is free of conviction of a felony related to the practice of social work within the last ten (10) years;
7. Is mentally competent with no decree of mental incompetence still standing in any court;

8. Is currently free from dependency on alcohol or drugs, other substances or any other type of addiction;
9. Has no pending disciplinary action;
10. Has an acceptable social work degree for level of licensure requested.

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, proof from the Office of Data Management and Records that the B.S.W. degree has been conferred, and a satisfactory criminal background check.

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.

State Employment

For social work positions within the Mississippi State Government, students should consult with the Mississippi State Personnel Board. The website 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.

Other Employment

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

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 in mid fall or early spring semester. Students interested in enrolling in graduate school are advised to identify the schools to which they plan to apply during the summer or early fall semester. For further assistance in seeking employment or graduate school opportunities, students should consult with their advisor and/or the Social Work Seminar instructor.

FREQUENTLY REQUESTED UNIVERSITY CONTACTS

Alice Varnado Harden Center for Service and Community Engaged Learning

Jacob L. Reddix Complex, 601-979-1294

Academic Affairs

H.P. Jacobs Administration Tower, 601-979-2246

Admissions

B.F. Roberts Hall, 601-979-2100

Athletics

Lee E. Williams Athletics & Assembly Center, 601-979-2360

Bookstore

Student Center, 601-979-2021

Career Services

Jacob L. Reddix Complex, 601-979-2477

Dean of Students Office

Student Center, 601-979-2329

Dining

Heritage and Legacy Dining Facilities, 601-979-2561

Financial Aid

B.F. Roberts Hall, 601-979-2227

Business Services

B.F. Roberts Hall, 601-979-2216

Health Services

Health Services Center, 601-979-2260

Housing/Residence Life

Campbell College Suites-North, 601-979-2326

Latasha Norman Center for Counseling & Disability Services

Student Center, 601-979-0374

ID Center

ID Card Center, 601-979-2407

Operator 601-979-2121**Registrar**

B.F. Roberts Hall, 601-979-2300

Center for Student Engagement and Inclusion

Student Center, 601-979-1179

Division of Student Affairs Office

Student Center, 601-979-2241

Undergraduate Studies

Charles F. Moore Building, 601-979-2127

Public Safety

Department of Public Safety, 601-979-2580

Recreation and Wellness

Walter Payton Recreation and Wellness Center, 601-979-1368

Veterans and Military Center

Jacob L. Reddix Complex, 601-979-0890

APPENDIX A

PROFESSIONAL STANDARDS FOR SOCIAL WORK STUDENTS

Jackson State University

Students in the School of Social Work are required to adhere to the following expectations, 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 (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; and refrain from plagiarizing.
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, to include reporting to agencies on time, properly dressed, and ready to provide service to the organization and its clients.
6. Demonstrate responsibility in classroom obligations, i.e., consistent and timely attendance in classes and at agencies, complete assignments within time frames given, appropriate conduct in the classroom, and following up on recommendations of instructors for skill improvement.
7. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University and agency staff, and clients. Students should also use appropriate channels for resolving conflicts.
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 expectations outlined in this document. I understand that adherence to these expectations may be required for continuation in the School of Social Work at Jackson State University. Disciplinary sanctions for violations of these expectations will be considered, but not limited to dismissal from the B.S.W Program.

Signature of Student

Date

Print Name

APPENDIX B

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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director.
 - 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, Executive Director, 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 Executive Director within five (5) working days of the committee's decision.
- b. The Executive Director will review all of the information collected and may meet with the student before making a decision within ten (10) working days.
- c. The Executive Director'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 Provost and 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 Student Life and the ultimate approval of the Dean of the College of Public Service, the Provost and 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.

