

Jackson State University

College of Health Sciences

SCHOOL OF SOCIAL WORK



**Master of Social Work
Student Handbook**

Jackson State University
School of Social Work
3825 Ridgewood Road
Jackson, Mississippi 39211
601-979-8896

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School of Social Work
3825 Ridgewood Road
Jackson, Mississippi 39211**

Dear Master of Social Work Student:

Welcome to the School of Social Work at Jackson State University!

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

This handbook provides information on University and School policies, various program curricula, requirements for graduation, and additional information you may find useful. The School expects you to consult with your faculty advisor to monitor your progress and keep you informed on program developments.

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

Sincerely,

The Graduate Faculty

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Latasha Norman Center for Counseling

Student Center
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Department of Public Safety
601-979-2580

MSW/Office of the Associate Dean Office Hours

8:30 a.m.-5:00 p.m. (Monday-Friday) Fall/Spring (Closed for lunch)

*Hours may vary during summer

SECTION I

JACKSON STATE UNIVERSITY

A. GENERAL INFORMATION

Jackson State University is one of the nation's premiere Historically Black Universities (HBCUs) and the fourth largest public institution of higher learning in the State of Mississippi. It is a coeducational institution with a student enrollment over 7000 that continues to grow. Located in Jackson, the state's capital and largest city, the University is surrounded by a population of approximately 500,000 in the metropolitan area. The area is the geographic, political, industrial and cultural center of the state.

As a major public university in Mississippi and the only one in an urban area, Jackson State University is ideally positioned to provide academic and public service programs to address issues and concerns in both urban and rural environments. In this regard, it is noted for its accomplishments in providing educational preparation to empower students for opportunities to succeed in effecting positive change in a diverse and an increasingly complex and competitive world.

B. ACCREDITATION

Jackson State University is accredited by the Southern Association of Colleges and Schools. The Master of Social Work Program is accredited by the Council on Social Work Education (CSWE).

C. JACKSON STATE UNIVERSITY

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

In 1924, the first bachelor's degree was awarded. During this period, the major educational activities were directed toward teacher education for in-service teachers. When the American Baptist Home Mission Society withdrew its support from the school in 1934, it became apparent that state support was needed to sustain the institution. The school was transferred from the private control of the church to the state education system in 1940 and renamed Jackson State College in 1956.

Initially, the school had been specifically designated by the State to train elementary teachers in

rural areas. In 1942, the Board of Trustees expanded the curriculum to a full four-year teacher education program that culminated with a Bachelor of Science Degree in Education. The students of the first four-year graduating class under state support received their degrees in May 1944. A Division of Graduate Studies was organized during the summer of 1953, and the program of Liberal Arts started in the fall of that year.

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

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

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

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

In the late 1980s, the University and its surrounding community were enriched through the expansion of the Universities Center and the establishment of the West Jackson Community Development Corporation to improve blighted housing around the campus. In the 1990s, a Campus Master Plan that projected the growth of the University into the 21st Century was developed. Fifteen new undergraduate and graduate programs evolved including the Master of Social Work Program. These academic achievements were bolstered by the establishment of the School of Social Work, the School of Engineering, and the School of Allied Health Sciences (currently the School of Health Sciences). Upon establishment of the School of Social Work, the first master's students were admitted in fall 1995. The ongoing Ayers settlement negotiations led to the willingness of the State to support the expansion of degree program offerings at the University, which included the Ph.D. in Social Work Program.

In fall 2000, the University received doctoral research intensive status with the Carnegie

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

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

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

During this period, the University continued to play a major role in the Jackson community. In keeping with tradition, the University recognized the unique opportunity to make substantial contributions to the region, not only in producing effective, competent graduates, but also in furthering the overall economic prosperity of the region. A five- square mile urban laboratory called e-City was developed for use of University resources, intellectual and otherwise, in a technology-based economic, housing and community development initiative. To further the University’s contribution to the City of Jackson, a joint venture with Jackson Public Schools was formed to establish the Mississippi Learning Institute, a pre-K through 16 reading-based and math-oriented professional development systems. Also, a private/public JSU hi-tech partnership, the Mississippi e-Center, was developed to facilitate access to experientially enhanced hi-tech learning opportunities.

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

Mission of the University

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

D. THE COLLEGE OF HEALTH SCIENCES

The College of Health Sciences emanated from a restructuring of the University that took place in 2019 placing the School of Public Health and the School of Social Work under the College of Health Sciences. The Department of Public Policy Administration (PPAD), and the Department of Urban and Regional Planning (URP) were placed under other colleges. The academic disciplines within the College include Public Health, Communicative Disorders and, and Social Work. The academic units also have a number of institutes that focus on selected research, policy, and service issues confronting families and communities in the state, nation, with regards to public health initiatives and the Mississippi Child Welfare Institute.

The Mission of the College of Health Sciences is to provide quality teaching, research, and service to develop team-oriented leaders who think critically and address health and societal issues that impact quality of life and well-being in communities at the local, state, national and global levels.

E. THE SCHOOL OF SOCIAL WORK

The School of Social Work was established on July 21, 1994 with authorization from the Board of Trustees, State Institutions of Higher Learning. There are three degree programs in the School: the Bachelor of Social Work Program, the Master of Social Work Program, and the Doctor of Philosophy Program in Social Work. The Bachelor of Social Work Program began with social work course offerings in the Department of Sociology in the late 1960s and became a separate department in September 1975. The Council on Social Work Education (CSWE) conferred accredited status on the program in October 1975. The first master's students matriculated in the autonomous School of Social Work in fall 1995. The inaugural class graduated in May 1997. The Master of Social Work Program was granted retroactive accredited status to 1997 by CSWE in February 1998. Council on Social Work Education accredited status has been continuous for both the B.S.W. and M.S.W. Program since initial accreditation was awarded. The Doctor of Philosophy Program in Social Work, the only social work doctoral program in Mississippi, resulted from the historic Ayers desegregation case. The charter class enrolled in August 1997, and shortly thereafter the program affiliated with the Group for the Advancement of Doctoral Education (GADE), which provides guidelines for social work doctoral programs.

The addition of the Ph.D. Program has enhanced the B.S.W. and M.S.W. programs and the School in general. The students in both programs are provided opportunities to engage various activities with doctoral faculty, students, and other individuals involved in the doctoral program. For example, they can participate in research projects and publish in diverse areas of interest, attend colloquia, engage in other scholarly discussion, and acquire information about doctoral study. Through such participation, the students can be identified as potential doctoral students or inspired to pursue doctoral study at the University or elsewhere.

The School has continually progressed over the years with regard to producing graduates, contributing to the social work knowledge through scholarship, and providing services to the professional and academic communities. CSWE last reaffirmed the accreditation of the B. S. W. and M.S.W. programs in February 2001. In 2003, with the reorganization of the University, the School of Social Work became part of the College of Public Service.

Mission and Philosophy of the School

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

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

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

The School contributes to the University mission by increasing access to professional social work education for underrepresented populations and preparing students for professional social work roles to address social problems. The School educates students for entry-level generalist social work practice and for advanced direct social work practice. It provides students with specialized knowledge to assume leadership roles in teaching, research, and service. Students are enabled to develop and expand appreciation of their own ethnic and cultural heritage along with the skills, attitudes, and values and ethics necessary for working with diverse populations in a multicultural world. The School equips students to intervene in social, economic, and political systems to facilitate the social functioning of persons served in their respective communities. The School also

conducts research, education, and training projects to resolve social problems through partnerships among academic disciplines within the University, other academic institutions, and public and private human service agencies.

The School's mission is consistent with the social work profession in that it emphasizes the importance of the interaction between people and social institutions. Moreover, the similarity is underscored with regard to its emphasis on helping people in various societies solve problems, develop coping capabilities, obtain needed resources, improve the operation of social institutions, and contribute to the development of social policy.

F. THE MASTER OF SOCIAL WORK (M.S.W.) PROGRAM

The mission of the Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas.

The Program produces leaders who demonstrate and build upon the knowledge and skills of advanced direct social work practice; who exemplify the values and ethics of the profession; and who are responsive to the need for services which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression. Thus, the Program works to increase the pool of master's level social workers by providing a nurturing academic environment for promising students who reflect the diversity of the state, the nation, and the global community. The Master of Social Work Program supports the implementation of the missions of the University, the College of Public Service, and the School of Social Work.

1. THE MASTER OF SOCIAL WORK (M.S.W.) PROGRAM GOALS

The M.S.W. Program goals are to:

1. to prepare students for advanced direct social work practice with children, youth, and families in local, national, and global settings with systems of all sizes;
2. to prepare students for leadership roles in the profession of social work and the social welfare arena;
3. to prepare students to identify patterns, dynamics, and consequences of social, economic, and political discrimination and oppression and promote appropriate change when necessary;
4. to prepare students for advanced direct social work practice in diverse organizational and social contexts, with an understanding of the ways in which these contexts influence social work practice and with the ability to promote appropriate change when necessary; and
5. to provide students with a challenging educational experience that develops self-awareness and assures the acquisition of the knowledge, skills, and values and ethics necessary for competent advanced direct social work practice.

G. ADMISSIONS TO THE MSW PROGRAM

The admissions criteria and procedures of the M.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 advanced level. The M.S.W. Admissions Committee is comprised of faculty from the BSW and MSW Programs, as well as program graduates and field liaisons. 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 M.S.W. Program to facilitate the selection of students who show the greatest potential to meet the academic and professional expectations of the Program and of the School of Social Work. To be considered for admission, applicants must apply to both the Jackson State University Division of Graduate Studies. Using Admissions PRO, admissions, software, we are able to evaluate student application materials in real time and provide feedback.

To be eligible for admission to the MSW Program, applicants must meet the following criteria:

1. A baccalaureate degree from an accredited college or university. Students may be admitted with a baccalaureate degree in a field other than social work or social welfare.
2. A minimum cumulative grade point average of 2.5 on a 4.0 scale.
3. A minimum of 30 credit hours of liberal arts courses, including human biology and statistics.
4. Evidence of volunteer and/or work experience in the field of social work.
5. A minimum Test Score from “Test of English as a Foreign Language” (TOEFL) score of 550 for international students for whom English is a second language.

Applicants must also submit the following:

1. A five page double-spaced typewritten statement which includes: (1) understanding of social work as a profession; (2) reasons for seeking graduate social work education and professional social work career goals; and (3) strengths that will contribute to success in this graduate program.
2. Three letters of reference (from instructors, employers/supervisors, or professional colleagues).
3. An interview with the Admissions Committee may be required.

GRE or any other standardized test scores are not required.

To ensure that students holding a Baccalaureate degree in Social Work do not repeat content, we offer Challenge Exams; however, the student must request in writing that they would like to sit for the exam. The exam can be taken for any foundation course. A score of 80% or better must be obtained for students to be awarded credit for the course; however, a student must take another course in the place of the challenged course to ensure they meet the 60 credit requirement for the

M.S. W. degree at Jackson State University.

Each applicant's materials will be evaluated by at least two M.S.W. program faculty using the scoring formula as an objective measure for admissions into the program. When there is a disagreement regarding admissions recommendations between the two faculty members, a third faculty will be called in to evaluate the applicant's materials. Although we use this as an objective measure, it does not guarantee admission or rejection to the M.S.W. Program.

Each part of the applicant's package is evaluated. The faculty review committee calculates each applicant's final score. We evaluate the GPA x 2.5 ; the essay (content and quality of the writing) is scored on a 5 point scale; each letter of reference is evaluated on a 2 point scale; employment experience on a 2 point scale; volunteer/community service experience on a 2 point scale. In some cases advanced standing candidates are asked to produce field I and II evaluations from their undergraduate programs for the faculty review. Additionally, candidates are sometimes interviewed based on academic record (GPA), writing sample, letters of recommendation and the overall application package. Listed below are the formulas for admission to the two year and advanced standing programs.

#	Indicator	Full Points	Earned Points	Remarks
1	BSW or related Bachelor Degree Transcript	10.00 (4.0 x 2.5)		
2	Personal Statement A. Overall quality of writing B. Contents covered with 5 questions	10.00 A. 0-5 B. 0-5		
3	Letters of Recommendation (each X max. 2.0)	6.00		
4	Employment Experience (0-2)	2.00		
5	Volunteer/Community Service Experience	2.00		
6	Total Score	30.00		

Upon completion of the review, the social work faculty will send an admissions decision to the Graduate School. The Graduate School will then send a letter to the applicant regarding their status. An admissions decision consists of one of the following: admit, conditional admit, or deny.

Awarding advanced standing consists of the following:

- All advance standing candidates must have possessed ed an undergraduate Social Work degree awarded by a CSWE-accredited undergraduate program.
- A grade of "B" or better in all social work courses.
- A cumulative grade point average of 3.0 on a 4.0 scale for undergraduate coursework.
- A personal statement of five double-spaced typewritten pages, which includes: (1) understanding of social work as a profession; (2) reasons for seeking graduate social work education and professional social work career goals; and (3) strengths that will contribute to success in this graduate program.
- Three letters of reference (from instructors, employers or supervisors, or professional colleagues), one letter must be from an instructor
- For international students, a satisfactory performance on the Test of English as a Foreign Language (TOEFL) for international students for whom English is a second language. Transcripts are evaluated by the CSWE degree credentialing center (IS WDRES).
- An interview with the Admissions Committee may be required.
- Other materials such as a writing sample or foundation field evaluation may be requested.

Upon successful admissions to the Advanced Standing program, 21 hours are applied to the M.S.W. degree and the students must complete a minimum of 39 credits.

SECTION II

M.S.W. PROGRAM CURRICULUM OVERVIEW

A. ORGANIZING FRAMEWORK FOR THE M.S.W. PROGRAM

The M.S.W. Program curriculum is designed to prepare students for advanced direct social work practice with children, youth, and families. An eco-systems perspective is employed as an organizing framework for the curriculum. Such a perspective contributes to a holistic view of the person and environment whereby individuals, families, groups, communities, and organizations are interrelated and influence each other (Germain & Gitterman, 2010).

The generalist social work foundation courses such as the Methods sequence (SW 581/582), Ethics (SW 510), Human Behavior and the Social Environment (SW 560), Social Welfare policy sequence (SW 571/572), Research (SW 555), and the Field Instruction (SW 595) are designed to instruct students how to integrate and apply generic problem solving skills; apply critical thinking skills;

apply theoretical frameworks to social work practice; be fully aware and ready to address issues of social [in] justice on various levels; apply evaluative criteria when examining one's own practice skills; possess the ability to discern how social welfare policy impact the clients that they work for/with; develop the use of self in social work practice; interact with diverse populations/groups on micro, mezzo, and macro levels; and possess the knowledge to apply social work values and ethics to practice.

1.Pre-requisites

The Jackson State University M.S.W. Program admits students from a variety of academic backgrounds (disciplines). Although many of our students come from allied academic disciplines such as Psychology, Sociology, and Criminal Justice, students also admitted to our program with degrees in Geology, Biology, as well as non-social science disciplines. As part of our admissions criteria, students must present a liberal arts core (i.e., science, history, humanities, social science, and mathematics) and as a prerequisite for admission, it is preferred that students take a course in biology (with humanistic content, preferably) and statistics. These two courses, along with the liberal arts core, allow students to have early exposure theories, concepts, definitions, and ideologies before entering the foundation year of the M.S.W. program. Much of the instruction received in the liberal arts core is found in the foundation/generalist part of the M.S.W. curriculum.

2.Foundation/Generalist Curriculum

In the foundation year of the Master of Social Work Program at Jackson State University, students take the following courses: SW 581 Social Work Practice I (Micro/Mezzo); SW 582 Social work Practice II (Macro); SW 571 Social Welfare Policy I; SW 572 Social Welfare Policy II; SW 560 Human Behavior in the Social Environment; SW 510 Ethics and Social Work Practice; SW 555 Research Methods, SW 561 Human Diversity, and SW 594 Field Instruction I. The foundation curriculum consists of nine courses leading to 30 credit hours.

To develop a coherent and integrated curriculum for classroom and field, during the foundation year, students learn micro, mezzo, and macro practices skills (i.e., Generalist Intervention Model and IMAGINE-PREPAREW) coupled with ethics (SW 581 Practice I (Micro/Mezzo) and SW 582 (Macro). In SW 560 HBSE the students receive preparation in terms of behavioral theories (i.e., Erikson's Stages of Psychosocial Development and Freud's Theory of Psychosexual Development). In the policy sequence (SW 581 Social Welfare Policy I and SW 582 Social Welfare Policy II) students learn the history of the social work profession; historical pioneers of social welfare (i.e., Jane Addams, Eugene Kinckle Jones, and L.C. Dorsey), and the intricacies of major social welfare policy (i.e. Social Security Act of 1935, Welfare Reform of 1996 and the 2009 Affordable Care Act) development and analysis. In SW 555 student learn the scientific process and how conduct responsible research project and in SW 510 students learn the application of the NASW Code of Ethics and how to resolve ethical dilemmas in practice. Lastly, in SW 561 Human Diversity students go beyond the diversity as a binary construct (i.e., black and white), they study the complexities of race, class, gender, religion, sexuality and how they intersect.

After completion of the five courses, students move to field instruction while taking concurrently SW 592 Practice II (Macro) and SW 572 Policy II.

In SW 594 Field Instruction I 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 profession 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 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 as they move into the concentration year.

The M.S.W. Program at Jackson State University identifies Children, Youth, and Families as its area of specialized practice. The Advanced Direct Social Work Practice with children, youth, and families includes the following: advocacy, promoting social, economic, and political justice. Advanced direct social work practice includes preventive and treatment services where functioning is interrupted and/or affected by environmental, social and psychological stress or health impairment. The focus on the client system requires a thorough evaluation of bio-psychosocial factors in the transaction between people and their environments. The Program conception of advanced direct social work practice shares the values, history, and purpose of the social work profession in general. Thus, the advanced curriculum adopts a dual focus in preparing students to provide both evidence based services to children, youth and families as well as services on behalf of clients (e.g., advocating for clients).

Finally, students learn that the conceptualization of advanced direct social work practice presented to them is inclusive of the unique contributions social workers make to promote social change. The definition of advanced direct social work practice adopted by the M.S.W. program is based on several conceptual and philosophical assumptions. One assumption is that the person-in-environment is a pivotal guiding construct for advanced direct social work practice. The acknowledgement that advanced direct social work practice requires more than just technical skills is the second assumption. Third, strength and empowerment based approaches to advanced direct social work practice serves to enhance understanding of many client difficulties and provide evaluative direction for the selection of specialized methods of assessment and intervention. Additionally, human functioning and development are inexorably connected with the social and cultural context in which individuals and families live. Finally, social justice is highly relevant to an understanding of the deleterious impact the social environment may have on the lives of children, youth, and families, and serves as a major justification for advanced direct social work practice.

It is through the acquisition and mastery of content in the foundation/generalist curriculum that students are able to move successfully into the concentration year of the program. Students utilize general practice knowledge (i.e., Generalist Intervention Model, Macro Change) found in SW 581 Practice I and SW 582 Practice II; they utilize theoretical frameworks that focus on development (i.e., Erikson Psychosocial Stages) of children in SW 560 HBSE; they analyze policies such as Medicaid, TANF, CHIPS, SSI, and many others to determine their applicability to children, youth and families (SW 571 Policy I and SW 571 Policy II); they learn the nuts and bolts of resolving ethical dilemmas (SW 510); they learn how to evaluate and appraise research broadly (SW 555 Research Methods) and the foundation field provides the opportunity to apply knowledge in a general setting (SW 595). These courses serve as the basis for advance practice; student use their knowledge gained and build as they move into the concentration year.

The program articulates the definition of the advanced concentration year as the provision of services to children and families including advocacy promoting social and economic justice. The concentration also highlights the safety of children in the community. Advanced direct social work practice includes preventive and clinical treatment services where functioning is interrupted and/or affected by environmental, social and psychological stress or health impairment. The focus on children and families, especially in courses such as SW 584 Intervention with Children and Youth and SW 586 Family Intervention, requires a thorough evaluation of bio psychosocial factors in the transaction between people and their environments. The Program conception of advanced direct social work practice shares the values, history, and purpose of the social work profession in general. Thus, the advanced curriculum adopts a dual focus in preparing students to provide both services to children and families as well as services on behalf of all clients from a variety of backgrounds and dispositions.

Finally, students learn that the conceptualization of advanced direct social work practice presented to them is inclusive of the unique contributions social workers make to promote social change. The definition of advanced direct social work practice adopted by the M.S.W. Program is based on several conceptual and philosophical assumptions. One assumption is that the person-in-environment is a pivotal guiding construct for advanced direct social work practice. The acknowledgement that advanced direct social work practice requires more than just technical skills is the second assumption. Third, strength and empowerment based approaches to advanced direct social work practice serve to enhance understanding of many client difficulties and provide evaluative direction for the selection of specialized methods of assessment and intervention. Additionally, human functioning and development are inexorably connected with the social and cultural context in which individuals and families live. Finally, social justice is highly relevant to an understanding of the deleterious impact the social environment may have on the lives of children, youth, and families, and serves as a major justification for advanced direct social work practice.

Alike the foundation year field instruction, the concentration year development of a coherent and integrated curriculum for advanced field, operates in the same manner. During the concentration year, students experience being placed in an agency that specifically focus on children and families as their population of need. While in classes student learn the history of child welfare, child welfare policy, child welfare trends, child welfare investigations, motivational interviewing and management. Students also learn how to manage crisis; they learning how to effectively use the DSM V; they learn advanced clinical practice theories such attachment and relational theories; they learn clinical/mental health diagnosis specific to children; and students are encouraged to take elective courses that will support the children and families concentration. The field evaluation thus will objectively examine if a student is reaching the competencies of the second year concentration and the faculty will be responsible for continuous program and student enhancement if problems are found in student performance. These practices in the foundation and concentration year assist in strengthening students, our program and the placement. Below you will find the curriculum paradigm for specialized practice (concentration).

3.Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

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

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

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

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.

Concentration Competencies and Advanced Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors.
Consistently employs critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations.
Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.
Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.

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

Incorporates social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.
Applies interventions when working with children, youth, and families that promote human rights and social justice.
Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.

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

Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families.
Researches and uses various forms of data to inform practice with children, youth and families.

Competency 5: Engage in Policy Practice

Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels.
Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.

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

Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner.
Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

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

Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.
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Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live.
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Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families.
--

Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.

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

Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth and families and communities.
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Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.

Social Work Competency 10: Utilization of technology for professional development and practice

Student is skilled at integrating technology into research, discussion, practice and presentation.
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B. PREPARING STUDENTS FOR ADVANCED DIRECT PRACTICE WITH CHILDREN, YOUTH, AND FAMILIES

Core and advanced practice (specialized) competencies are implemented through completion of sixty (60) credit hours to earn the Master of Social Work Degree. Thirty-three (33) credit hours constitute the foundation curriculum and the remaining twenty-seven (27) hours comprise the advanced direct practice concentration curriculum. The foundation curriculum is designed to support the advanced concentration curriculum through providing a generalist base of practice knowledge, skills, values, and professional awareness.

Undergirding the entire curriculum is the importance of internalizing the values and ethics of the social work profession. Content on professional social work values and ethics is infused throughout the curriculum. Basic to the curriculum is also a commitment to and appreciation of a scientific approach to knowledge-building for social work practice and for evaluating service delivery in all areas of practice. The scientific mode of inquiry provides a frame of reference for the presentation of theoretical and practice constructs in the curriculum.

C. M.S.W. PROGRAM CURRICULUM

The goals of the curriculum of the M.S.W. Program are consistent with the Educational Policy and Accreditation Standards for master's degree programs in social work education. The M.S.W. Program offers three programs: 1) a full-time two-year program, 2) a three-year part-time program, and an 3) advanced standing program. The full- time, part-time and advanced standing

programs share identical goals and objectives. These curricula are developed, organized, and monitored to ensure comparable quality of educational experience in each program.

The curriculum for each program is as follows:

M.S.W. ADVANCED STANDING PROGRAM

GRADUATE SUMMER TERM	
SW 583 Integrated Social Work Practice (3)	
SW 593 Field Instruction (3)	
6 Credits	

2nd YEAR, FALL SEMESTER	2nd YEAR, SPRING SEMESTER
SW 584 Interv w/ Children & Youth (3)	SW 588 Adv Direct Practice Seminar (3)
SW 562 Psychopathology (3)	SW 595 Field Instruction II (6)
SW 586 Family Intervention (3)	SW Electives (6)
SW 556 Adv Research Methods (3)	
SW Elective (3)	
15 Credits	15 Credits

36 Credit Hours

TWO-YEAR FULL-TIME M.S.W. PROGRAM

1st YEAR, FALL SEMESTER	1st YEAR, SPRING SEMESTER
SW 581 Social Work Practice I (3)	SW 582 Social Work Practice II (3)
SW 571 Social Welfare Policy I (3)	SW 572 Social Welfare Policy II (3)
SW 560 HBSE (3)	SW 594 Field Instruction I (6)
SW 510 Ethics & SW Practice (3)	
SW Elective (3)	
15 Credits	12 Credits

GRADUATE SUMMER TERM	
SW 561 Human Diversity (3)	
SW Adv Direct Practice Elective (3)	
6 Credits	

2nd YEAR, FALL SEMESTER	2nd YEAR, FALL SEMESTER
SW 584 Interv w/ Children & Youth (3)	SW 588 Adv Direct Practice Seminar (3)
SW 562 Psychopathology (3)	SW 556 Adv Research (3)
SW 555 Research Methods I (3)	SW 595 Field Instruction II (6)
SW 586 Family Intervention (3)	
SW Elective (3)	
15 Credits	12 Credits

60 Credit Hours

THREE-YEAR PART-TIME M.S.W. PROGRAM

1st GRADUATE SUMMER TERM	
SW 560 HBSE I	(3)
SW 571 Soc. Welfare Policy I	(3)
6 Credits	

1st YEAR, FALL SEMESTER	2nd YEAR, SPRING SEMESTER
SW 510 Ethics in SW Practice I	SW 572 Social Welfare Policy II
(3)	(3)
SW 581 Practice I	SW 555 Research I
(3)	(3)
6 Credits	6 Credits

2nd GRADUATE SUMMER TERM	
SW Elective	(3)
SW 561 Human Diversity	(3)
6 Credits	

2nd YEAR, FALL SEMESTER	2nd YEAR, SPRING SEMESTER
SW 582 Social Work Practice II	SW 556 Adv. Research
(3)	(3)
SW 594 Field Instruction I	SW Adv Direct Practice Elective
(6)	(3)
9 Credits	6 Credits

3rd GRADUATE SUMMER TERM	
SW 562 Psychopathology	(3)
SW Adv. Direct Practice Elective	(3)
6 Credits	

3rd YEAR, FALL SEMESTER	3rd YEAR, SPRING SEMESTER
SW 584 Intv. w/ Children & Youth	SW 588 Adv Direct Practice Seminar
(3)	(3)
SW 586 Family Intervention	SW 595 Field Instruction II
(3)	(6)
6 Credits	9 Credits

60 Credit Hours

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D. DESCRIPTION OF COURSES

1. Practice

SW 581 Social Work Practice I (3 Hours) This course must be taken concurrently with SW 580 (Social Work Practice Skills Lab). This course provides an introduction to social work practice methodology and the professional use of self in combination with the generalist practice approach

to social work with individuals, families, and small groups, and within the context of communities and organizations.

SW 582 Social Work Practice II (3 Hours) This course continues the theory and skill development that began in SW 581 (Social Work Practice I) by providing more in-depth knowledge and challenging learning situations in order for students to progressively build their practice capacities and socialization skills in the profession of social work.

SW 583 Integrated Social Work Practice (Advanced Standing) (3 Hours) This course is a review and refinement of practice skills and professional knowledge provided in the foundation curriculum content of the M.S.W. Program. The course focuses on the application and transformation of generalist knowledge and skills to prepare for entry into the concentration curriculum. This bridging foundation course provides an opportunity for students to develop critical thinking skills and apply empowering practice decisions in professional practice settings with all sizes of client systems. Special emphasis is placed on the reciprocal interactions between individuals and their environments toward the engagement of personal and community strengths.

SW 584 Intervention with Children and Youth (3 Hours). This course is designed to provide advanced clinical practice knowledge and skills for intervention with children and youth, primarily in the context of the urban environment. Special needs and vulnerabilities of these populations are addressed. Students are given orientations to the human services agencies primarily concerned with the complex issues and difficulties faced by these populations, and the implications of service delivery arrangements for clinical practice. Attention is directed to skills needed for the provision of services to children and youth in the context of their families and communities, and to programmatic and advocacy activities on their behalf.

SW 586 Family Intervention (3 Hours) The focus of this course is intervention with families. Advanced skills are developed in areas of social work practitioner roles, strength- based assessment, and specific models of intervention with families. Special attention is given to comparative approaches to couple and family intervention; relevant recent research findings related to family therapeutic approaches; the influences of environmental, ethnic, and cross- cultural variables; and ethical dilemmas in work with families.

SW 588 Seminar in Advanced Direct Practice (3 Hours) This course is conceptualized as a mechanism for students to draw upon all previous courses in the MSW Program and integrate and apply all that they have learned. The course is taken concurrently with the final block field placement. Students demonstrate mastery of the theoretical and empirically-based knowledge from all components of the curriculum, and the ability to apply this knowledge in advanced social work practice with children, youth and families. This capstone course includes content from all areas of the M.S.W. curriculum, including experiential learning experiences in the field experience, as well as new content as students address a social problem or current issue of concern to the profession; they will be expected to use the library, Internet, and personal contacts with other professionals to survey legislation, policies, theories, research, programs, and practices. The Advanced Practice Seminar provides a forum in which students examine the relationship between theory and practice, and clarify their ideas about social work practice. This enables students to develop a beginning framework for their own practice with children, youth and families.

1. Policy

SW 571 Social Welfare Policy and Services I (3 Hours). This first required course in the Social Policy area examines the history and development of social welfare policy and services in American society, with a major focus on the evolution and contributions of professional social work to this development. Emphasis is placed on the dynamic relationship between social welfare policy and services and the modern, post-industrial society in the context of social work values and ethics and the pursuit of economic, political, and social justice.

SW 572 Social Welfare Policy and Services II (3 Hours). This course builds on the introductory and historical content of SW 571 and focuses on the use of various conceptual frameworks to analyze and study current social welfare issues. Significant contemporary issues in social welfare policy will be examined with particular attention to the promotion of economic, political, and social justice with due consideration to needs and concerns of populations at risk and diverse groups. Permeating the course is consideration of content on ethnic groups and oppressed populations which are assessed as the most disadvantaged in American society, and how they are differentially affected by various social policies.

2. Human Behavior and the Social Environment

SW 560 Human Behavior and the Social Environment: HBSE I (3 Hours). Using ecological, systems, and developmental frameworks, this course emphasizes the influence that individual and environmental circumstances have on shaping individual and family dynamics across the life-course. This foundation course is designed to provide students with selected theoretical perspectives on the development, dynamics, and growth of individuals and families within their environmental context.

SW 561 Human Diversity (3 Hours). This course examines various issues of diversity (e.g., ethnicity, culture, socio-economic status, gender, sexual orientation, disability, religion) across life-course development with emphasis on the impact of oppression and discrimination by society-at-large and individuals. Selected organizational and community theories are examined in relation to institutional impacts on various oppressed groups. In this regard, special attention is given to the plight of African Americans.

SW 562 Psychopathology (3 Hours) This course focuses on the clinical assessment of children, youth, and families. Students will learn approaches of assessment to evaluate human behavior and functioning throughout life course development, with special attention to vulnerable and diverse populations. Particular attention will be directed to the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) as the major assessment tool utilized in human services.

3. Research

SW 555 Research Methods (3 Hours) The foundation research course provides an introduction to the principles and methods of basic social work research. Students are introduced to concepts of problem formulation, measurement, research design, sampling, data collection, and data analysis as employed in basic research. Particular attention is directed to social work research that addresses the economic, political, and social needs of people of color and populations at risk in

American society. This course is designed to prepare students to understand and appreciate scientific research as a valuable tool in furthering professional capabilities and in contributing to the development of the growing body of knowledge in social work practice.

SW 556 Advanced Research Methods (3 Hours) This course is designed to assist students in understanding and applying scientific research methods. It builds on the research knowledge of the foundation research course. Students in this course are expected to take part in several guided research projects as well as implementing research in their field placements. Emphasis is given to the importance of demographic, biopsychosocial and cultural variables in the conduct of ethically based research.

4. Field Instruction

SW 594 Field Instruction I (3 Hours) This course involves a supervised instruction setting in a human services delivery setting and includes an integrative seminar. Practice tasks and activities are designed to develop identification with the profession of social work and beginning capacity for generalist social work practice. Students are helped to develop self-awareness and appreciation for the role of research in evaluation and direction for practice.

SW 595 Field Instruction II (6 Hours) This course is designed as a block field placement and is taken in the spring of the final semester in which the student is enrolled in the M.S.W. Program. This field instruction course is focused on clinical practice with children, youth, and families and designed to facilitate development of clinical practice competency, and includes an integrative seminar.

SW 593 Field Instruction (Advanced Standing) (3 Hours) The advanced standing field instruction course is taken concurrently with SW 583 (Integrated Social Work Practice), the advanced standing bridging course. This course focuses on the application and transformation of generalist practice knowledge and skills to clinical practice knowledge and skills with children, youth, and families.

5. Special Course

SW 510 Ethics and Social Work Practice (3 Hours) This course is designed to get students oriented to the values and ethics of the profession and to promote their internalization of the profession's values and ethics. Ethical issues and dilemmas in social work practice have become much more numerous and challenging in recent years, due in large measure to technological advancements, especially biomedical technology; the trend toward an increasing proprietary emphasis in human services delivery and specifically, social work practice; and conservative ideology that undergirds much of the current American social policy. Particular attention is directed toward ethical issues and dilemmas as they relate to social work malpractice and liability.

6. Independent Study

SW 596 Independent Study (2-3 Hours) This is an individually directed intensive study in an area of social work practice which is selected by the student. The independent study selection is made in accordance with the curriculum plan of the M.S.W. Program and is approved by the

student's faculty advisor and the Master of Social Work Program Director.

7. Electives

SW 515 Child Abuse and Neglect: Protective Services (3 Hours) Direct practice roles, dilemmas in expectations, and resources issues surrounding practice in the area of child abuse and neglect are addressed. Analyses of research in child abuse and neglect and related areas of child welfare are used to inform strategies and options for practice interventions, and to identify social policy implications. Special attention will be given to prevention and intervention services and programs, and to the effects of child welfare services on vulnerable and diverse populations. (Advanced Direct Practice Elective)

SW 520 Forensic Social Work (3 Hours) This course focuses on issues common to the discipline of social work and the law. The course will include an introductory review of the law, the American justice system, and basic constitutional principles. Family-related issues, such as the protection of children, education, adoption, custody and support, marriage, divorce, domestic violence, juvenile law, competency and guardianship will be explored. Experiential components of the course are designed to prepare social work professionals for effective practice vis-à-vis the intersections of social work and the law. (Advanced Direct Practice Elective)

SW 521 Crisis Intervention (3 Hours) The student examines the theory and methods of crisis intervention and subsequent consultation. Particular attention is given to the various contemporary techniques of intervention, consultation, referral, and resolution. Assessment techniques used in the intervention process are explored and skills practiced (Advanced Direct Practice Elective)

SW 535 Family Violence: Strategies for Intervention (3 Hours) This three-hour course is offered for graduate or undergraduate credit. The course offers an examination of the spectrum of family violence, with special emphasis on partner violence with women as victims. 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, as well as current legislation and current treatment options. (Advanced Direct Practice Elective)

SW 545 Administration in Social Welfare (3 Hours). This course is designed to enhance the student's awareness and understanding of the basic knowledge and principles which guide the administrative process of social welfare agencies. Administrative skills are taught in relation to the clinical practitioner as well as to other administrative roles.

SW 546 Adult Development: Young Adulthood, Middle Years and Aging (3 Hours). This course will focus on contemporary theories of adult development. It will highlight the stages of development for young adults, middle-age and older persons. The processes of adult development will be explored from a psychological perspective within the context of societal change. A critical in-depth analysis of adult development and its challenges and opportunities is required for successful completion of this course.

SW 547 Clinical Intervention with the Elderly (3 Hours) The most important goal for social service professionals is to improve the quality of life for older people through effective intervention on their behalf. This course will focus on skill development and knowledge and understanding of older persons' behavior through the public health model of preventive intervention at the primary, secondary, and tertiary levels. Intervention strategies and case studies will be utilized in the course to develop skills for working with the elderly in institutions and in the community. Models of clinical social work practice with the elderly are critically analyzed. (Advanced Direct Practice Elective)

SW 548 Public Policy Issues in Aging (3 Hours). This course provides an analysis of legislative policy and organized human welfare services and resources for the elderly as a social group in society. The political, economic, and social realities of aging that identify the elderly as requiring public policy solutions will be examined. Social policy analytical frameworks are employed to assess the legitimacy of aging as a social issue/problem and its impact on social institutions (family, social, political, economic, and cultural).

SW 549 Independent Study: Special Topics in Aging (3 Hours). A primary focus of this course is its emphasis on special topics in aging to ensure development of knowledge in the behavioral, biological, and social sciences. In this regard, with faculty direction, students will explore, build upon and contribute to the knowledge base in aging and individual well-being. Students will engage in research through the independent study process in specific areas of interest in gerontology to increase knowledge and skills for policy and/or practice with the aged.

SW 550 Introduction to Social Gerontology (3 Hours). This course is designed to give students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy will be discussed.

SW 557 Applied Research Methods (3 hours). This course is designed for students to create and implement a research project. Students will have the opportunity to explore approaches to data collection and analysis and apply descriptive and inferential statistical measures to their data sets. They will be responsible for the computer processing of data using appropriate statistical software packages and required to formally present their research findings at a research forum.

SW 573 Social Welfare Policy Affecting Children, Youth, and Families (3 Hours). This course builds on the foundation course SW 572 (Social Welfare Policy and Services II) which provides an analysis of current policy arrangements and what needs to be done to affect policies that promote economic, political, and social justice. In SW 573, students are challenged to think critically and creatively about how to best accomplish policy initiatives in keeping with social work values and ethics. Students will participate as practicable in testimony, advocacy, lobbying, and the drafting of legislation on state and local levels directed toward the enhancement of living conditions in the urban environment.

SW 587 Advanced Social Work Practice with Groups (3 hours). The social work practitioner is required to demonstrate group skills in a wide range of social situations. The foundation practice

courses provide the basis for this course, while the advanced groups course will expand, elaborate, and add to the knowledge and skills already covered in the foundation courses. The focus of this course is the design of preventive, developmental, and remedial group services for at-risk populations of varying ages and social situations. (Advanced Direct Practice Elective)

SW 589 Urban Poverty: Intervention Approaches (3 Hours). This course focuses on developing services and programs especially tailored to meet the needs of the urban poor, who are disproportionately people of color. It addresses the multiple and negative impacts of urban poverty on children, youth, and families and their functioning in the social environment. Community-oriented and family-centered services in schools, churches, public housing projects, and neighborhood service centers are examined in regard to their individual and collective potential to improve the lives of at-risk children and their families. Particular attention is given to continuing and contemporary urban problems of substance abuse, violence, teen pregnancy, school dropouts, unemployment and underemployment, and the impact of welfare reform on families and their functioning in the community.

E. FIELD INSTRUCTION

In addition to classroom courses, social work education places great emphasis on the experiential learning acquired by students through actual practice in human services delivery settings, both public and private. Students obtain firsthand experience in working with people and situations under the instruction/supervision of qualified and experienced advanced social work practitioners. (See the Field Instruction Manual.

Field instruction in the two-year full-time and three-year part-time curricula consists of two lock field instruction courses (i.e., four days per week), one in the foundation year, and one in the concentration curriculum, which all students take in the spring of the final semester in which they are enrolled in the program. Both foundation and concentration require courses 450 hours of field instruction. Students must complete a total of 900 hours in field instruction, which is the CSWE required minimum. The foundation field instruction course is SW 595, while SW 594 is designated as the concentration field instruction course. Supplementing field instruction is an integrative field seminar for each field course, designed to integrate field material and classroom learning with field experience. The integrative seminar is conducted once each month for a two-hour period. Students in field are monitored by a faculty field instruction liaison on a weekly basis, and have access to their designated faculty liaison as needed.

Advanced standing students must enroll in SW 593: Field Instruction during the graduate summer term prior to entering the concentration year and SW 595 in the spring of the final semester in the M.S.W. gram.

Procedure for Field Instruction Placements

The field instruction placement process begins with the Director of Field Instruction. Students are to meet with the Director of Field Instruction to review their areas of interest and to establish a plan, including dates for agency interviews.

Following the initial conference, the Director of Field Instruction makes the initial contact with the identified agencies of interest. Students will contact the agency for an interview only **after** the Director of Field Instruction advises them, in writing, to do so. **STUDENTS ARE NOT TO CONTACT AGENCIES FOR PLACEMENTS WITHOUT PRIOR APPROVAL OF THE DIRECTOR OF FIELD INSTRUCTION.**

F. PROFESSIONAL LIABILITY INSURANCE REQUIREMENTS

Students registering for field instruction are **required** to obtain professional liability insurance or provide evidence of this insurance coverage prior to entering field placement. They may obtain professional liability insurance coverage through NASW or a carrier of their choice. The minimum liability coverage is \$1,000,000 to \$3,000,000 (each wrongful act or series of continuous, repeated, or interrelated wrongful acts or occurrence) and \$1,000,000 (aggregate). Students must not provide transportation to clients in their private vehicles.

G. TRANSFER OF CREDITS/CREDIT FOR LIFE EXPERIENCE

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

The M.S.W. Program will accept a limited number of transfer students each year. Transfer credits, up to 30 semester hours, may be accepted from a master's degree program accredited by the Council on Social Work Education or from a closely related graduate program, based on a review by the M.S.W. Admissions Committee. Applicants must meet the following requirements:

- Admission requirements of the M.S.W. Program and the Division of Graduate Studies at Jackson State University;
- Submission of a letter of recommendation from the Dean or Dean's designee of the previous or current M.S.W. Program relative to the student's status during enrollment; and
- Within 30 days of notification of acceptance into the Program and prior to enrollment, submission of a written statement of intent to transfer credit and the specific credit(s) for which transfer is requested to the M.S.W. Program Director.

The request for transfer of credit(s) must be accompanied by an official copy of the graduate catalog in effect at the time the course(s) was (were) taken. For each course for which transfer credit is requested:

- The course must have been taken within five years of the date of the request;
- The student must have earned a minimum grade of "B" or 3.0 on a 4.0 scale; and
- The name of the course and the course syllabus (including the bibliography) must be provided.

Students will be notified by email or regular mail of the decision regarding transfer credits

Credit for Life Experience Policy

The Master of Social Work Program does not give academic credit for life or previous work experience as articulated in the *M.S.W. Student Handbook*, *Field Manual*, *Promotional Materials*, *Program Web-site page*, and the *Jackson State University Graduate Catalog*.

H. DUPLICATION OF COURSE CONTENT IN THE FOUNDATION CURRICULUM

Students may be exempt from courses in the foundation curriculum which they believe represent duplication of course content previously taken. The course must have been taken within the past five years, with a minimum grade of AB@ or 3.0 on a 4.0 point scale. The student must provide: (1) a written request for exemption from the specified course within 30 days of being notified of acceptance into the program; (2) a course syllabus, including bibliography and course assignments; and (3) a catalog description of the course. This information will be reviewed by the Admissions Committee and a decision reported to the student, in writing, by the M.S.W. Program Director. In cases where the Admissions Committee is unable to determine if course content previously taken represents duplication, a proficiency examination may be administered to determine if the student has mastery of the specified course content. Sixty semester credit hours are required for completion of the M.S.W. Degree.

Please be advised that students who are granted exemption from a course because of duplication of content must still complete 60 credit hours to earn the M.S.W. Degree. Courses must be approved by the M.S.W. Program Director.

SECTION III ACADEMIC INFORMATION

A. SCHOOL OF SOCIAL WORK ORIENTATION

In summer and at the beginning of the academic year, orientation sessions are conducted separately for students in the foundation curriculum and those in the advanced practice concentration curriculum. Orientation for advanced standing students is conducted prior to the beginning of the Graduate Summer Term. During the orientation sessions, students are introduced to the policies, procedures, and organization of Jackson State University and the School of Social Work. Particular emphasis is directed to the curriculum and academic expectations of the Master of Social Work Program. Students will meet the Associate Dean of the School, M.S.W. Program faculty and staff, and their assigned faculty advisor. Registration for the fall semester is completed during the orientation session.

B. COURSE REGISTRATION

Only students who have been accepted by both the Graduate School of Jackson State University and the M.S.W. Program on a full or part-time basis may register for courses offered by the M.S.W. Program. Exceptions to this requirement must be granted by the Dean of the School of

Social Work.

1. Registration Form and Course Schedule

Students are issued registration forms and semester course schedules at the School of Social Work Orientation where they meet with their assigned faculty advisor to complete the registration form.

2. Early Registration

Once students have been enrolled in the School of Social Work, they may participate in early registration. Early registration occurs before the end of the semester and before students have received final semester grades. Thus, students will be requested to withdraw or will be officially withdrawn from courses in which they have registered but did not meet the prerequisite academic requirements because of unsatisfactory completion of a course.

3. Access to Grades

Grades may be accessed through JSUPAWS.

4. Course Scheduling

The M.S.W. Program strives to maintain a diverse student body with approximately equal numbers of full-time and part-time students, many of whom are employed outside the home, or have child care responsibilities in addition to school and/or employment. As a result, students must make numerous adjustments in their schedules in order to attend classes and to fulfill the clock hour requirements for field instruction. We regret that we are unable to assure our students of a fully convenient schedule of courses; that is, the School of Social Work cannot guarantee that the M.S.W. Program can be completed only during the day or only during the evenings.

Please be advised that the M.S.W. Program curriculum currently does not allow a smooth transition from part-time to full-time status in particular or from full-time to part-time status.

5. Caution About Full-Time Employment

If you plan to enroll as a full-time student, we strongly advise against simultaneous full-time employment which generates barriers to the completion of field instruction and class attendance. If you plan to enroll as a part-time student and are employed full-time or part-time, we strongly advise that you consult with your employer regarding arrangements to complete field instruction.

6. Request for Schedule Adjustment

A student who is not listed on the official class roster at the beginning of the semester must submit to the instructor a “Request for Schedule Adjustment” to verify official enrollment. An instructor is not permitted to add the student’s name to the class roster without this form. The form is available on-line through the Office of Academic Affairs Website.

7. Independent Study

Students who have a 3.0 cumulative grade point average may be permitted to enroll in an independent study with the approval of the student’s faculty educational advisor, Program Director, and instructor who will conduct the independent study. The independent study may be from 2 to 3 credit hours and must not be a duplication of an existing course in the M.S.W. curriculum. The contract for an independent study must be finalized at least three weeks before the beginning of the academic term in which the study will be conducted.

C. GRADES

The grading system in the M.S.W. Program is as follows:

1. Grading System

No more than two “C” grades are allowed. A GPA of 3.0 must be maintained in the M.S.W. Program

2. Incomplete Grades

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

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period.

If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

3. Grievance of Grades

Students who have a concern about a course grade should follow the University's Student Academic Grievance Procedure which is presented in Appendix B.

4. Policy on Repeating Courses

Students may repeat only one course in the program with the recommendation of the advisor and approval of the program director. Students desirous of this option must submit a written request to the program director during the subsequent semester or term/session in which they are enrolled. The advisor must indicate support (or non-support) for the request in writing to the program director. When a student is allowed to repeat a course, both grades will show on the transcript and both will be used in computing the cumulative grade point average.

5. Concerns Affecting Grades and Continuation in the M.S.W. Program are:

a. Academic Dishonesty

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 requirements) are a violation of social work values and ethics and University Policy which will entail requisite penalties.

b. Late Attendance and Absence from Class

The extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. Students are expected to remain in class until official break and until the class session has officially ended. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice. Students who present a pattern of late attendance, frequent absence, early departure, or excessive interruptions during class may be required to appear before the Academic and Professional Standards Committee. All course instructors will notify the faculty advisor and the M.S.W. Program Director when a student presents such a pattern of late attendance and absence from class.

6. Probation

If a student's cumulative grade point average falls below 3.0, he/she will be

placed on academic probation. The student will have until the end of the subsequent semester of enrollment to attain a cumulative grade point average of 3.0. Failure to attain the required cumulative grade point average by the end of the probationary period will result in dismissal from the M.S.W. Program. The probationary period in the M.S.W. Program is defined as one subsequent semester of enrollment in the program after the cumulative grade point average falls below 3.0.

D. SCHEDULE AND STATUS CHANGES

All schedule and status changes must be approved by the student's faculty advisor and/or the M.S.W. Program Director. Students cannot add or drop courses or change status (e.g., full-time or part-time) without the required approval of the M.S.W. Program Director and Associate Dean of the School of Social Work. Students must meet with their faculty advisor for academic and professional advising. **NO REGISTRATION PINS ARE GIVEN TO STUDENTS.**

E. WITHDRAWAL FROM THE M.S.W. PROGRAM

To withdraw from the M.S.W. Program, students must first notify their faculty advisor and the M.S.W. Program Director of their intent in writing. A withdrawal form must be completed by the student and submitted to the Office of Associate Vice-President for Student Life. A student who officially withdraws from the M.S.W. Program may receive a proportionate refund of fees paid based on the time of withdrawal from the beginning of the semester.

F. TIME LIMIT TO COMPLETE THE M.S.W. DEGREE

Students are expected to complete the M.S.W. Program within four years of starting the program.

G. REQUIRED FORMS FOR MATRICULATION

The Graduate School of Jackson State University has developed four forms to be processed by graduate degree candidates. Each form must be completed under the direction of the student's faculty advisor. **It is very important that students keep copies of these forms and have them available for University and program/school clearance.**

1. Degree plans for all students are found in Degree Works. Faculty are to complete advising sheets for all students. Signatures are required by the advisor and student on the form.
2. Graduate Degree Candidacy Form is the petition for graduate degree candidacy. This form is to be filed after completing 12 credit hours with a 3.0 GPA or higher; no grades of Incomplete; and passage and/or exemptions from the Graduate English Competency Exam (GECE). Paper form no longer required. Students will be registered for GNST 500 in PAWS at the beginning of the semester.
3. Click link here: www.jsums.edu/gadmappl/forms/CanMS.htm for Graduate degree candidacy form.

H. EXIT SURVEY

All candidates for graduation must take an Exit Survey

The purpose of the exit survey is to:

1. receive feedback from students regarding their experiences in the M.S.W. Program
2. gather information on post-graduation plans
3. provide suggestions for improving academic programs

I. FACULTY EDUCATIONAL AND PROFESSIONAL ADVISEMENT

Students are assigned faculty advisors by the M.S.W. Program Director during the program orientation. Advising of students is performed by full-time faculty who hold accredited M.S.W. and Doctoral degrees. There are currently over 200 M.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 the purpose of 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 bulletin boards located outside Suite 4-1, Office of the Associate Dean, and Faculty Offices at the Universities Center where the M.S.W. Program is housed.

The advisement process includes orienting each student to the Program, assisting him/her in assessing aptitude and motivation for a social work career, discussing issues relevant to the student's professional development, evaluating academic progress, and guiding each student in selecting coursework. Academic and Professional Advising forms are completed for students in the M.S.W. Program. The forms capture academic and professional discussions between the student and faculty advisor.

M.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.

When students require a formal review of their academic and professional performance, they appear before the Professional Standards Committee. When appropriate, the student's faculty advisor serves as chair of this committee along with other selected and appointed faculty and students. (See Appendix B)

J. CONFIDENTIAL NATURE OF STUDENT RECORDS

Student educational records shall be kept confidential, with respect to requests made by all persons other than appropriate personnel from the School of Social Work and the University. Information in student educational records will be released only when the student has given written consent (e.g., information for employment). See Jackson State University's policy on student records as required the Federal Education and Privacy Act (FERPA) of 1974.

1. *FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) OF 1974*

To comply with the requirements of the Family Education Rights and Privacy Act of 1974, Jackson State University periodically announces publicly the policies and procedures implementing the act. Additional information is available within the Office of the Associate Vice President for Student Life and the Office of the Dean of Students.

Different types of student records are maintained in various University offices, and the chief administrator in each of these offices is responsible for them.

Generally, with certain exceptions, the law provides that students and former students have the right to review their records, request explanations concerning them, obtain copies and challenge records that they feel are inaccurate, misleading or otherwise inappropriate. The challenge procedure includes a full and fair opportunity for the student to present relevant evidence at a hearing. The law also provides that students may waive their right of access to confidential letters of recommendation and may also grant permission to release certain personally identifiable information to specific personnel.

The exception to this law includes educational personnel records; records maintained for law enforcement purposes; employment records on non-students; records maintained by a physician, psychiatrist or psychologist; and, financial records of a student's parents.

The law also provides that, in addition to University employees having a legitimate educational interest, certain other governmental and quasi-governmental agencies and parents certifying that a student is carried as a dependent for income tax purposes, may have access to student records.

K. CLASS CANCELLATIONS AND DELAYED SCHEDULING

Adverse weather conditions or power outages, etc., may necessitate class cancellations or delayed scheduling of classes. Students should be alert to television, radio, and/or internet announcements on class cancellations at Jackson State University or call the main switchboard (601-979-2121) or Campus Police (601-979-2580) to find out if classes have been canceled or if delayed scheduling is in effect. Also monitor campus email; JSU website; or sign up for text alerts through P.A.W.S.

L. INSTITUTIONAL REVIEW BOARD APPROVAL OF RESEARCH

All student and faculty research must be approved by the University's Institutional Review Board (IRB) and/or the University Institutional Animal Care and Use Committee (IAUCC) prior to the conduct of the research. Procedures and dates for the IRB and IACUC to review research

proposals may be found on the Web site for the Office of Research Compliance.

M. GRADUATE ENGLISH COMPETENCY EXAMINATION

Graduate students are required to take this examination during the first semester of graduate study to demonstrate competency in the areas of English grammar and usage and general writing skills. Students with unsatisfactory performance on this examination must enroll in English 500 and attain a letter grade of “B”(3.0) or higher to pass the course.

N. TEST OF ENGLISH AS A FOREIGN LANGUAGE

All foreign students whose native language is not English are required to attain a passing score on the Test of English as a Foreign Language (TOEFL) before they enroll in graduate studies. Proficiency in oral and written communication in English is required.

O. ASSESSMENTS

As part of our program renewal and ongoing assessment activities, foundation and advanced concentration comprehensive exams. The foundation exam is given when the student has completed all foundation coursework (either at the end of the first year for two year full-time students (spring semester) or at the end 2nd year for three year part-time students (fall semester). The exams cover the integration of the nine competencies and dimensions that are found throughout the social work foundation courses. Likewise, an advanced concentration comprehensive exam is given during the semester in which the student is to graduate (spring semester). This exams covers content specifically found in advanced concentration courses that specifically deal with Children, Youth, and Family content. The content in the advanced concentration courses is based on ten advanced level competencies and behaviors. Additionally, an Exit Survey measuring the climate (i.e. diversity, advising, program quality, and so forth) of the program is given to students upon graduation.

P. EVALUATING STUDENT’S ACADEMIC AND PROFESSIONAL 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 also found in the Student Handbook. Additionally, in the classroom, each instructor reviews the Professional Standards for Social Work Student Policy and Procedures (criteria) for (Academic) Professional Standards for Social Work

Students. Also, this topic is covered in the mandatory student orientation. A signed copy of these standards is kept on the student's file.

The *M.S.W. Field Instruction Manual* identifies the educational objectives for the field component of the curriculum. Field instruction evaluations are based on the educational objectives, which reflect the M.S.W. Program objectives and 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 instruction. This serves as another mechanism for the evaluation of professional performance. Seminar assignments are graded by the field liaison who submits the final grade for the course.

SECTION IV

STUDENT RIGHTS AND RESPONSIBILITIES

A. NON-DISCRIMINATION AND HUMAN DIVERSITY

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. See Appendix E to review the University/School of Social Work Non-Discrimination policies.

B. PROFESSIONAL STANDARDS FOR SOCIAL WORK STUDENTS

To ensure that Jackson State University's School of Social Work students maintain high standards of professional and ethical behavior consistent with the expectations of the social work profession, policies and procedures have been devised to review student behavior when necessary and to ensure a student's right to due process (see Appendix A for the Policy and Procedures for Professional Standards for Social Work Students).

C. ACADEMIC POLICY/PROCEDURE

Jackson State University maintains an academic environment where students can register their concerns or complaints regarding matters related to academic affairs (see Appendix B for the Student Academic Grievance Procedure).

D. ACADEMIC HONESTY

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing B 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 (see Appendix A for the Policy and Procedures for Professional Standards for Social

E. ALCOHOLIC BEVERAGE POLICY

Jackson State University adheres to Mississippi's laws on alcohol and other drugs. Since Jackson State University is a state-supported institution of higher learning, the possession, consumption and sale of alcoholic beverages is prohibited on the campus. Persons or groups in violation of this policy will be subject to arrest and prosecution by the University as well as by the state's civil authorities.

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

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

F. CONTROLLED SUBSTANCES POLICY

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

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

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

G. SMOKING

The inhaling, exhaling, or burning of any type of lighted pipe, cigar, cigarette, or any other smoking equipment, whether filled with tobacco or any other type of material in University owned buildings or in University owned vehicles. Smoking is also prohibited on the Gibbs-Green Plaza and during any University sponsored outdoor event hosted on University property.

H. SEXUAL HARASSMENT

Regardless of sexual gender, personal affiliation, and/or affiliation with the University, sexual harassment is defined as unwelcome and unsolicited sexual advances, requests for sexual favors or other verbal, visual or physical conduct or communication with sexual overtones that the victim deems offensive. Sexual harassment includes, but is not limited to unsolicited, deliberate, or repeated sexual flirtation, advances or propositions; verbal abuse of a sexual nature; display of sexually suggestive pictures or objects; and/or offensive or abusive physical contact of a sexual nature. Violators of this section who are found responsible as defined under the University's Title IX and Sexual Misconduct Policy are subject to sanctions as prescribed in the Student Handbook and will also be subject to criminal prosecution. See Appendix D.

I. SOCIAL MEDIA

SOCIAL MEDIA GUIDELINES Social media sites (Facebook, Twitter, YouTube, Blogs, Snapchat, facetime, etc.) are standard and accepted forums for personal and professional communication. The ease of accessibility and common use of these tools can present potentially serious challenges for social workers and social work students, both personally and professionally. Issues related to privacy, confidentiality, the establishment of professional boundaries and safety, can be compromised when the necessary precautions to protect the clients have not been taken. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media in the field setting include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. If the field site/agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the field site should have clear guidelines and expectations for students regarding social media use at home and at the field site (Adopted from Tulane School of Social Work).

PERSONAL CONDUCT AND USE OF SOCIAL MEDIA As a social worker, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field

instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, InstaGram, SnapChat, My Space, Twitter, and Blogs), no matter how many security settings have been invoked. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. See Section 4.06(a) of the Code of Ethics: “Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.” 32 Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process. Students who have been found to be in clear violation of Social Work Code of Ethics section(s) referenced above will be subject to possible termination from the program for Un-professional Behavior. See Pages 13 & 14 of the MSW Student Handbook for further clarification.

SECTION V

SAFETY AND SECURITY OF STUDENTS

Safety of students in field is a priority for the Office of Field Education and Practicum Activities, as well as of the social work faculty and the university. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering services to clients. This topic is addressed in more detail in the field practicum seminar courses. Students are also encouraged to take advantage of university or agency sponsored workshops focused on personal safety. Students have the right and are encouraged to raise issues of potential risk and safety with agency field supervisors during placement interviews and at any time thereafter. See the Field Instruction manual for policies and procedures related to safety.

IMPORTANT NOTICE

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

SECTION VI

STUDENT SUPPORT SERVICES

A. FINANCIAL ASSISTANCE

The Graduate School offers limited graduate assistantships, graduate scholarships, diversity scholarships, and graduate work-study. Graduate scholarships are administered both on a competitive and need bases. Scholarships provide either full or partial tuition waivers. Assistantships and work-study grants require part-time student work in the School of Social Work and are limited.

B. THE COMPUTER CENTERS

The University has several computer laboratories on the main campus that are available to all students. School of Social Work graduate students have access to the computer labs located in the Universities Center.

C. THE UNIVERSITY LIBRARY SYSTEM

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

The Henry T. Sampson Library

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

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

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

Special Collections — a collection of non-circulating, unique and/or rare resources Archives, the Presidents' Room, the Margaret Walker Alexander Collection, the Bolton C. Price Collection, the African-American Collection, and the Mississippi Collection.

The Information Services Library

The Information Services Library, which currently functions as a satellite branch of the H.T. Sampson Library on the JSU main campus, is located at the end of the central corridor of the JSU Universities Center in North Jackson. A copy machine, microfilm and microfiche materials, microfiche reader/printer, and CD-ROM workstations are available along with several CD-ROM data bases, including Social Work Abstracts Plus.

D. HEALTH SERVICES

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

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

E. PERSONAL, SOCIAL, AND THERAPEUTIC COUNSELING

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

F. INTERNATIONAL STUDENT ADVISEMENT

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

G. STUDENT HOUSING

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

Full-time graduate students are eligible to reside in on-campus housing.

H. RELIGIOUS AFFAIRS

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

I. SOCIAL WORK LICENSURE WORKSHOPS

One cannot practice social work in the State of Mississippi without passing the appropriate social work licensure examination. The School of Social Work schedules licensure workshops and related preparation activities for students, alumni, and interested others during the academic year.

J. GRADUATE STUDENT LOUNGE

The student lounge area is located in the central area of the building complex. Students may relax, engage in conversation, use computer, print assignments, and study and/or dine. Several snacks are available in the vending machines.

SECTION VII

STUDENT ASSOCIATIONS/ACTIVITIES

A. THE M.S.W. STUDENT ASSOCIATION

Social work students are invited to participate in the M.S.W. Student Association. Student association members elect officers for the academic year. A faculty member serves as advisor to the Association. During the academic year, the Association is involved in civic, professional, and social activities. It also serves as an invaluable source of social support for student members.

B. PHI ALPHA HONOR SOCIETY

Students are encouraged to aspire to and apply for membership in the national honor society for social work students, Phi Alpha. The Jackson State University Chapter of Phi Alpha is Alpha Kappa.

A graduate student is eligible for membership after achieving the following national and local chapter (Alpha Kappa) requirements:

1. Completed one term of course work with the minimum number of 15 social work semester credits; and
2. Achieved a minimum grade point average of 3.5 (based on a 4.0 point scale).

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

Students are encouraged to participate in Jackson State University student organizations, especially the M.S.W. Student Association and the Phi Alpha Honor Society. Policies regarding student activities and other student organizations are listed in the *Jackson State University Student Handbook*. Additionally, current students sit on the School of Social Work Advisory Board and they 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, thus making it the largest student organization on campus. 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*. Additionally, the Graduate Student Association is the primary forum for graduate student representation and provides a channel for communication among graduate students at Jackson State

University. The organization serves as a mechanism for students to participate in the formulation of University policies directly affecting them. 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.

C. SPECIAL INTERESTS

Service to the community is an important focus of the M.S.W. 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.

SECTION VIII

THE SCHOOL OF SOCIAL WORK ADVISORY BOARD

A. PURPOSE

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

B. MEMBERSHIP

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

APPENDICES

- APPENDIX A - Professional Standards for Social Work
Students and Policy and Procedures for Professional
Standards for
Social Work Students
- APPENDIX B - Student Academic Grievance Procedure
- APPENDIX C - Council on Social Work Education
Educational Policy and Accreditation Standards
- APPENDIX D - Sexual Harassment Policy and Procedures
- APPENDIX E - Non-Discrimination Policy
- APPENDIX F- NASW Code of Ethics ([link](#))

APPENDIX A
School of Social Work
College of Health Sciences
Jackson State University
Professional Standards for Social Work Students

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

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

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

Signature of Student_____

Date_____

Print Name of Student _____

**School of Social Work
College of Health Sciences
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 Board; and
- The Associate Dean will appoint an additional social work faculty member to serve as chair of the committee, who will only vote in the event of a tie.

Procedures:

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

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

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

2. CONFERENCE WITH STUDENT

When the classroom instructor, faculty advisor, practicum liaison, or other professional staff concludes that an alleged violation exists, the investigating professional shall promptly discuss the matter with the student. The purpose of this discussion is to permit the investigating professional to review with the student the basis for his/her belief that the student engaged in misconduct, and to afford the student the opportunity to respond. If the student does not respond to the request to discuss the matter, the investigating professional documents the concern and notifies the appropriate Program Director in writing with copies to the Associate Dean and the student.

If the problem arises in field, the practicum liaison should notify the Director of Field Education and the appropriate Program Director in writing. The investigating professional, the Program Director and Director of Field Education (when appropriate), will assess the nature of the concerns and decide if it is necessary to conduct a more comprehensive review. This review will involve the student meeting with the investigating professional, the Program Director, and

the Director of Field Education. If the student does not participate in the review, recommendations for sanctions are determined by the investigating professional, the appropriate Program Director and the Director of Field Education. The concerns and recommendations are documented and forwarded to the Associate Dean with a copy forwarded to the student.

3. PROCESS FOLLOWING DETERMINATION THAT MISCONDUCT OCCURRED

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

Appeal Process:

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

Approved _____
Associate Dean
School Of Social Work
Date _____

Approved _____
Dean
College of Public Service
Date _____

A violation may exist and is of sufficient seriousness and urgency that the situation is referred to the Dean to seek an emergency suspension pending a formal University hearing that is in accordance with Jackson State University's procedures.

APPENDIX B

STUDENT ACADEMIC GRIEVANCE PROCEDURE

Objective

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

Statement

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

Procedures

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

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

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

- Student discusses the concern or complaint with the academic advisor
- The advisor provides a response (allow up to 5 days if an investigation is needed), or refers it to the appropriate official/body, e.g. department chair or Academic Standards Committee, for response within 20 days. The appropriate official/body returns the response to the advisor and the advisor returns it to the student.
- Unresolved concerns or complaints must be submitted in writing by the student to the school dean.

The school dean provides a written response within ten days, which may be done with committee input and/or in consultation with the Vice President for Academic Affairs and Student Life.

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

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

Council on Social Work Education Educational Policy and Accreditation Standards

The Accreditation Standards and Procedures of the Council on Social Work Education may be accessed online at www.cswe.org.

APPENDIX D

SEXUAL HARASSMENT POLICY AND PROCEDURES

It is the policy of Jackson State University (“University”) not to discriminate against any person on the basis of gender in violation of any applicable law, including but not limited to, Title VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000e), and Title IX of the Education Amendments of 1972 as well as its implementing regulations (34 CFR Part 106).

It is the policy of the University not to discriminate on the basis of gender in the educational programs and activities that it operates. This prohibition against gender based discrimination extends to all University educational program, and activities, as well as to admission into such programs and activities.

The University is committed to fostering a positive working and educational environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to race, color, national origin, sex, age, or disability. Sexual harassment is illegal, and will not be tolerated within the University. It is the policy of the University that no member of its community shall sexually harass another. Any employee or student who violates this policy will be subject to disciplinary action up to and possibly including separation from the University.

Members of the University Community who believe that this policy has been violated are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the University to investigate the allegations.

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University Community to read the Policy and to become familiar with its provisions. Moreover, failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment or gender discrimination, and from taking remedial action. Therefore, if an alleged victim fails to follow such procedure he or she may be left without a remedy under this Policy.

The University considers all allegations of sexual harassment to be extremely serious matters. Every written complaint of sexual harassment submitted to the University in accordance with this Policy will be reviewed and investigated. The submission of false, spurious, or frivolous claims, however, will result in the immediate consideration of disciplinary action, up to and possibly including termination, or in the case of a student, suspension, or expulsion. Additionally, in any

legal action precipitated by a violation of this Policy where the University and a member of the University Community are named as "co-defendants," the University may refuse to defend and/or indemnify any codefendant who is responsible for that violation.

THIS POLICY IS APPLICABLE TO SEXUAL HARASSMENT IN EMPLOYMENT AND TO BOTH SEXUAL HARASSMENT AND OTHER GENDER-BASED DISCRIMINATION IN EDUCATIONAL PROGRAMS AND ACTIVITIES.

The University's Office of Human Resources is primarily responsible for implementing this Policy for University employees who are of non-academic rank and for ensuring that all employees are adequately trained or otherwise made aware of their responsibilities under this Policy.

The Provost for Academic Affairs is primarily responsible for implementing this Policy for University students and employees who are of academic rank named as offenders in pursuant to this Policy, and also for ensuring that all such persons are adequately trained or otherwise made aware of their responsibilities under this Policy.

APPENDIX E

NONDISCRIMINATION POLICY JACKSON STATE UNIVERSITY AND SCHOOL OF SOCIAL WORK

Jackson State University Policy on Nondiscrimination:

It is the policy of Jackson State University to provide Equal Employment Opportunities in all University employment-related activities such as advertising, recruiting, interviewing, testing, grading, training, compensation, promotion, termination, employee benefits, as well as in contracting.

The University expressly prohibits discrimination in all these areas based on race, color, religion, gender, age, disability, or national origin, and provides for the full realization of equal opportunity within the University community. It is the policy of the University to select the most qualified person available for employment without discrimination based upon race, color, national or ethnic origin, age, gender, or disability. The School of Social Work has added sexual orientation the non-discrimination policy.

Additionally, the Office of Federal Contract Compliance Programs enforces for the benefit of job seekers and wage earners, the contractual promise of affirmative action and equal employment opportunity required of those who do business with the Federal government pursuant to 41 C.F.R. 60 and other applicable laws.

The Affirmative Action Plan, combined with the University's good faith efforts, will attempt to ensure that Equal Employment Opportunity is maintained. Affirmative action shall be taken when deemed necessary to maximize equal employment opportunity in a manner presented under present law. It will be the duty and responsibility of the Equal Employment Opportunity/Affirmative Action Compliance Officer (EEO/AA) in the Division of Human Resources to carry out these policies and procedures. The EEO/AA officer may be reached at thomas.k.hudson@jsums.edu or (601)979-6883.

APPENDIX F

NASW Code of Ethics

Here is the link for the revised (2017/2018) National Association of Social Workers Code of Ethics: <https://www.socialworkers.org/about/ethics/code-of-ethics>