

# STUDENT HANDBOOK

## SCHOOL OF SOCIAL WORK

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This handbook is designed to answer questions regarding the School of Social Work at Georgia State University. Certain university policies are presented in part with the understanding that the student, as a member of the university community, is responsible for becoming familiar with all applicable administrative and academic policies.

While the school will make every attempt to keep students informed of current policies and procedures, it is the responsibility of the student to keep up-to-date information regarding the university code of conduct, policies and procedures, academic requirements, and fees. This and other such information can be obtained in the University's *General Catalog* and/or in the University's student handbook, *On Campus*. Information is subject to change without notice.

Dear Social Work Student:

Welcome to the School of Social Work at Georgia State University! Located in downtown Atlanta, our School is nestled between the state Capitol and the offices of several state, federal, and private human service agencies. Our downtown location allows our students easy access to the resources and tools necessary for initiating local and national partnerships. Our School is part of a vibrant, urban campus that offers many opportunities to be involved in the complex and important issues that are part of human service delivery. We are pleased that you are interested in learning more about our programs, and invite you to learn more about our degree programs, faculty members, student body, research areas and relationships to the community.

Our School has offered an accredited B.S.W. program since 1981 and we began our leading edge M.S.W. program with its sole concentration in Community Partnerships in 1998. Georgia State University's School of Social Work has been preparing competent, effective social work professionals committed to practice that includes service to individuals and populations in need. Through classroom discussions and supervised internships with community-based organizations, students acquire the knowledge, values and skills needed to succeed in the social work field. Students graduate as leaders in social work, ready to promote social and economic justice. We are glad that you have selected Georgia State University School of Social Work for your social work education.

Sincerely,

*Nancy P. Kropf*

Nancy P. Kropf, Ph.D.  
Professor and Director, School of Social Work

## **INTRODUCTION**

### **School of Social Work Mission**

The School seeks to contribute to the building of healthy communities that maximize human potential and promote social and economic justice through excellence and distinctiveness in teaching and learning, research and scholarship, service and outreach.

The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes service to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination. Social work education is based upon a specific body of knowledge, values and professional skills. It is grounded in the profession's history and philosophy. Education for the profession integrates the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education promotes the production and application of research and scholarship aimed at advancing social work practice. (Council on Social Work Education, Handbook of Accreditation Standards and Procedures, 4<sup>th</sup> Edition, p. 96).

The School of Social Work offers a Bachelor of Social Work degree (B.S.W.), accredited by the Council on Social Work Education (CSWE). The School also offers a Master of Social Work degree (M.S.W.), also accredited by CSWE. Both the academic content of the programs and their administrative procedures are consistent with the accreditation standards of CSWE. The social work curriculum represents a highly developed plan of professional education which consistently emphasizes the interface between theory and practice. The goal of the School of Social Work is to prepare students for competent and ethically responsible social work practice.

The School of Social Work supports the philosophy that:

**SOCIAL WORK** is based on the belief that all people have worth and dignity and should be respected for their similarities and differences.

**SOCIAL WORK** values the right of all to civil liberties and equality of opportunity without discrimination because of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation.

**SOCIAL WORK** believes in a democratic spirit and in the democratic process. The profession upholds that all persons should have the right to self-expression, to participate in decision-making and to live constructively and creatively with others.

### **School of Social Work Structure**

The **Director of the School of Social Work** is the administrative head of the School of Social Work. The Director is responsible for planning and coordinating the academic programs and instructional activities of the school, general supervisory responsibilities for the faculty and staff,

advisement, committee assignments, recruitment, grant funding, and faculty and staff evaluation. The Director is administratively responsible to the Dean of the College of Health and Human Sciences, and in turn, relates to other administrators designated by the Dean for specific matters.

The **Director of the Bachelor of Social Work Program** is responsible for BSW enrollment, general supervision and monitoring of undergraduate program activities, undergraduate student advisement, and retention. The B.S.W. Director also assists the School Director with CSWE accreditation reports and B.S.W. budgetary matters, and sustains B.S.W. program development. The BSW Program Director is administratively responsible to the Director of the School of Social Work.

The **Director of Field Education** is responsible for the overall administration of the field education component for the School of Social Work. This involves working with field supervisors, faculty members, and students. Tasks include placing social work students in field sites; establishing student orientation to field; setting field policies, procedures, and standards; developing field curriculum; evaluating field experiences; developing and facilitating field supervisor trainings; and maintaining accreditation standards for field education. The Director of Field Education is administratively responsible to the Director of the School of Social Work.

The **Director of Student and Community Services** is responsible for the student affairs of the school. Responsibilities include chairing the M.S.W. Admissions Committee, new student orientation, securing additional financial assistance for students, assisting students with job search, and creating and distributing school recruitment and application materials. The Director of Student and Community Services will also serve as a non-voting, policy administrator of the Professional Review Committee. The Director of Student and Community Services is administratively responsible to the Director of the School.

The school has full-time and part time faculty members who are responsible for development of curriculum, course instruction, research and community service.

The Business Manager and Administrative Assistant provide budgetary and administrative support.

### **Accreditation and Memberships**

Both the Bachelor and Master of Social Work Programs are accredited by the Council on Social Work Education ([www.cswe.org](http://www.cswe.org)).

The School holds membership in the Council on Social Work Education, National Association of Deans and Directors, Baccalaureate Program Directors Association, Non-Profit Resource Center, and the Association for Community Organization and Social Administration. Individual faculty members hold memberships in various organizations related to the field.

## **SCHOOL OF SOCIAL WORK FACULTY**

The Social Work faculty at Georgia State University are a group of individuals committed to educating competent future social work professionals, conducting relevant research and serving the community. As a group they possess over 75 years of practical and teaching experience. They have articles and studies published in such journals as *Journal of Social Work*

*Education, Journal of Human Behavior in the Social Environment, Journal of Offender Rehabilitation, International Social Work, Journal of Applied Social Sciences, Research in Social Work Practice, Health and Social Work, Journal of Social Service Research Child Welfare,* and others. The faculty have also presented research papers at various conferences including at the Council on Social Work Education, National Association of Social Workers, Baccalaureate Program Directors Association, and other conferences related to a wide range of social issues.

In addition to being educators of future social work professionals, the faculty are also engaged in various service projects and active in community and professional organizations. Some of those organizations include the Gerontology Society of America, American Public Health Association, Georgia Child Abuse Task Force, Georgia Conference on Social Welfare, Jewish Family and Career Services, Society for Social Work Research, United Way, National Association of Social Workers, and the Council on Social Work Education. External funding to support research projects and graduate research assistantships are ongoing.

***Nancy P. Kropf***, Ph. D. (Virginia Commonwealth University), M.S.W. (Michigan State University). Director of School and Professor of Social Work. Primary research interests include late life caregiving relationships, psychological issues of older adulthood and gerontological social work education.

***Elizabeth L. Beck***, Ph.D. (University of Pittsburgh), M.S.W. (University of Pittsburgh). Associate Professor of Social Work. Primary research interests include community partnerships and social movements as well as community factors and the mitigation of capital sentences.

***Ottive Breedlove***, Ph.D. (University of Georgia), M.S. W. (University of Georgia). Clinical Assistant Professor and Associate Director of Operations, Project Healthy Grandparents. Primary research interests include social welfare policy, culture and diversity, poverty, social justice, and social work administration.

***Frederick Brooks III***, Ph.D. (University of Georgia), M.S.W. (Tulane University). Associate Professor of Social Work. Primary research interests include poverty issues, community and labor organizing, and welfare reform.

***Renanda Wood Dear***, L.M.S.W. (University of Georgia), Primary research interests include career development, neonatology and child and maternal health issues.

***Cynthia East***, M.S.W. (University of Georgia). Clinical Assistant Professor of Social Work. Primary research interests include family violence, anti-oppression social change movements, and feminist social work practice.

***Jan Ivery***, Ph. D. (Virginia Commonwealth University), M.S.W. (University of Pittsburgh). Assistant Professor of Social Work. Primary research interests include collaborative partnerships, HIV/AIDS, community organization and development, and capacity building

**Jan Ligon**, Ph.D. (University of Georgia), M.S.W. (University of Georgia). Associate Professor of Social Work. Primary research interests include mental health and substance abuse.

**Jill L. Littrell**, Ph.D. (Arizona State University), M.S.S.W. (University of Wisconsin at Madison). Associate Professor of Social Work. Primary research interests include psychopathology, substance abuse, and the relationship between emotional vicissitudes and health statuses of those who are HIV positive.

**Peter Lyons**, Ph.D. (State University of New York at Buffalo), M.Ed. (Victoria University). Associate Professor of Social Work. Primary research interests include child welfare and administration & management.

**Mary Ohmer**, Ph.D. (University of Pittsburgh), M.S.W. (University of Pittsburgh), M.P.I.A. (University of Pittsburgh). Assistant Professor of Social Work. Primary research interests include community organizing and development, community collaboration and partnerships, neighborhood social processes, community intervention research, and program evaluation.

**Lionel D. Scott, Jr.**, Ph.D. (Ohio State), M.S.W. (Boston University). Assistant Professor of Social Work and Affiliated Faculty, Partnership for Urban Health Research. Primary research interests include racial disparities in mental health service use, sociocultural determinants (e.g., racial discrimination, stress) of health disparities, and the psychosocial functioning and help-seeking behaviors of ethnic minority youth and older foster youth.

**Mindy R. Wertheimer**, Ph.D. (Georgia State University), M.S.W. (Columbia University). Director of Field Education and Clinical Associate Professor. Primary research interests include social work education, curriculum development, educational leadership, service learning, nonprofit board development and governance issues, and role of the nonprofit board chair.

**Deborah Whitley**, Ph.D. (University of Pittsburgh), M.P.H. (University of Pittsburgh), M.S.S.A. (Case Western Reserve University). Associate Professor of Social Work and Director, National Center on Grandparents Raising Grandchildren. Primary research interests include social welfare policy & welfare reform, and child welfare with special emphasis in inter-generational caregiving.

**James L. Wolk**, D.S.W. (Tulane University), M.S.W. (University of Missouri at Columbia), M.P.A. (California State University at Fullerton). Professor of Social Work. Primary research interests include social work practice, substance abuse and program evaluation.

## **BACHELOR OF SOCIAL WORK PROGRAM**

### **Mission and Goals**

The mission of the BSW program is to prepare entry-level, generalist social workers to assume responsibility for a range of services that deal with the problems experienced by people in a multicultural society. With a focus on enhancing the social functioning of people, individually and collectively, and improving environmental conditions, the program supports the fundamental

belief that social workers should be concerned about individuals, families, groups, organizations and communities in their interactions and encounters within their environments. The complexity of these interactions and encounters requires the application of social work knowledge, values and skills. The social work program emphasizes a problem-solving approach that allows for a range of system interventions undergirded by application of the strengths perspective and the profession's Code of Ethics.

To accomplish the mission of the BSW program, the School of Social Work has set forth these five goals:

1. Prepare students who can practice as an entry-level generalist with individuals, families, groups, organizations, and communities.
2. Prepare students to practice within the context of professional values and ethics.
3. Prepare students for social work practice with diverse populations and communities.
4. Prepare students who are aware of their continued responsibility for professional growth and development.
5. Prepare academically qualified students for graduate social work education.

## **Objectives**

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structure and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate one's own practice interventions.
10. Use communication skills differentially across client populations and with colleagues and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **Admission**

The requirements and procedures for admission to Georgia State University are summarized in the university section of the *General Catalog*. The undergraduate application process permits a potential student to indicate the college and intended major in which the individual wishes to register upon acceptance. Entering students who wish to major in social work begin their affiliation with the School of Social Work in a Pre-Social Work (PSW) status. A separate application and decision process is required before a student can be formally accepted into the Bachelor of Social Work (BSW) status. (Georgia State University, *General Catalog*, p. 318). B.S.W. applications are available on the website

### **Student Categories**

*Pre-Social Work (PSW) status* - All students admitted to Georgia State University who choose Social Work as their intended major. It is during the P.S.W. status that students complete the general core curriculum. P.S.W. students should seek advisement in the Office of Academic Assistance in the College of Health and Human Sciences, 811 Urban Life Building.

*Bachelor of Social Work (B.S.W.) status* - indicates that a student has demonstrated commitment to professional social work and has been recognized by the school as being ready to utilize that commitment in the demanding preparation for practice in this field. A student with B.S.W. status is expected to internalize the values and ethics of social work and to develop and enhance professional practice skills. In this process, the B.S.W. student is expected to abide by the academic regulations related to the program, as contained in the *General Catalog* of the University and the School of Social Work Student Handbook.

Consideration for BSW status requires the student to:

- X File a formal application in the school for B.S.W. status;
- X Have grades of AC@ or better in English 1101 and 1102;
- X Have successfully completed Areas A through F (except SW 2000); and
- X Have a minimum grade-point average of 2.5 in the lower-division courses necessary to complete Areas A through F and a minimum grade of a AC in SW 2000, if completed.

Entry into the B.S.W. program is a highly selective process on a space available basis. A student who meets only the minimum grade-point average or other criteria is not necessarily guaranteed acceptance. Qualified students who initially are denied entry will be placed on a competitive waiting list in the order of their initial application to await possible access to the program at a subsequent time. The Priority Deadline for the B.S.W. applications status is May 15<sup>th</sup>. Applications submitted after May 15<sup>th</sup> will be considered on a space available basis.

### **Programs of Study**

The Bachelor of Social Work program is a 48 semester hour academic program, which includes 12 semester hours of field education (16-clock hours per week in field placement plus field seminars), and 6 semester hours of social work (SW) electives.

*Full-time study* - Classes in this program are offered during the day. Applicants who apply as full-time students can expect to complete their program of academic study in two years, by following the sequential course of study provided by the advisor.

*Part-time study* - Classes in this program are offered in the evening. Applicants who apply as part-time students can expect to complete their program of academic study in four years (assuming completion of all required courses in the university=s core curriculum, areas A - F). Failure to complete required social work courses in sequence will likely delay program completion.

### **Academic Advisement**

Students in the Bachelor of Social Work program are required to participate in academic advisement. Each entering PSW student is assigned to a professional staff member in the Office of Academic Assistance who serves as the student's initial academic adviser. The student must meet with that assigned academic adviser prior to registering for any courses. Advisement appointments are available during any semester. **When the student achieves B.S.W. status, the student will be academically advised by the Director of the B.S.W. Program. The student is expected to meet with the Director prior to enrollment in all social work courses for the**

**purpose of beginning or enhancing acculturation to the field of social work, as well as for sequencing course selections in accordance with school procedures. Students who do not follow the sequenced courses as outlined in the student's advisement plan or withdraw from a course should schedule a follow-up advisement appointment with the B.S.W. Program Director. Deviation from the advisement plan may result in delayed graduation. Undergraduate advisement is offered during B.S.W. Student Orientation, which occurs prior to Fall semester enrollment, and by individual appointment. Students are expected to take responsibility and plan accordingly.**

### **B.S. W. Program Curriculum**

The Bachelor of Social Work program curriculum represents a highly developed plan of professional education that consistently emphasizes the interface between theory and practice. The curriculum for the B.S.W. degree may be viewed in two major sections. The lower division (60 semester-hours), a liberal arts foundation, reflects those content areas which meet the standards prescribed by the Board of Regents of the University System of Georgia and by the College of Health and Human Sciences. The upper division courses (60 semester-hours), have been developed to meet the guidelines for baccalaureate social work education as prescribed by the Council on Social Work Education.

The responsibility for curriculum development in social work rests with the full-time faculty of the School. The B.S.W. curriculum is designed to prepare entry-level, generalist social workers who have their educational base in the liberal arts. Each individual social work course has been designed to reflect the mission of the School and to meet the objectives of the core curriculum.

## CURRICULUM FOR BACHELOR OF SOCIAL WORK

<u>AREA</u>	<u>COURSE TITLES</u>	<u>SEMESTER HOURS</u>
<b>A.</b>	<b>Essential Skills (9 hours)</b>	
	English 1101 -1102    English Composition I and II	6
	Math 1111 or 1101    College Algebra or Math Modeling	3
<b>B.</b>	<b>Institutional Options (4 hours)</b>	
	Select 2 courses from:	
	Phil 1010                      Critical Thinking	2
	Spch 1000                     Human Communication	2
	Pers 2001                     Perspectives in Comparative Culture	2
	Pers 2002                     Scientific Perspectives on Global Problems	2
<b>C.</b>	<b>Humanities and Fine Arts (6 hours)</b>	
	Select one course from two of the three categories listed below:	
	<b><u>Humanities</u></b>	
	Engl 2110                      World Literature	3
	Engl 2120                      British Literature	3
	Engl 2130                      American Literature	3
	Phil 2010                      Great Questions of Philosophy	3
	Spch 2050                      Media, Culture and Society	3
	<b><u>Fine Arts</u></b>	
	AH 1700                        Survey of Art I	3
	AH 1750                        Survey of Art II	3
	AH 1850                        Survey of Art III	3
	Film 2700                      History of the Motion Picture	3
	Mua 1500                      Jazz: Its Origins, Styles, and Influences	3
	Mua 1900                      Dramatic Music from the Renaissance	3
	Through the 20 <sup>th</sup> Century	
	Mua 1930                      Survey of Music from Bach to Bernstein	3
	Th 2040                        Introduction to the Theatre	3
	<b><u>Foreign Language</u></b>	
	Choose one foreign language course from the 1000/2000 level.	
<b>D.</b>	<b>Science, Mathematics and Technology (11 hours)</b>	
	Biol 1107K - 1108K            Principles of Biology I & II	8
	Math/ Science Elective	3
<b>E.</b>	<b>Social Sciences (12 hours)</b>	

Hist 2110	Survey of United States History	3
PolS 1101	Introduction to American Government	3

Students must satisfy legislative requirements in US and Georgia History and Constitution by earning a passing grade in Hist 2110 and PolS 1101 or by passing examinations on the subjects. Students who choose to satisfy requirements by examination should select other courses from the Social Science Foundations.

World History and Politics (select one of the following):

Econ 2100	The Global Economy	3
Hist 1111	Survey of World History to 1500	3
Hist 1112	Survey of World History Since 1500	3
PolS 2401	Global Issues	3

Social Science Foundations (at least 3 hours; up to 9 hours may be taken in legislative requirements are fulfilled by examination):

AAS 2010	Introduction to African-American Studies	3
AAS/Hist 1140	African and African-American Culture	3
Econ 2106	Principles of Microeconomics	3
Geog 1101	Introduction to Human Geography	3
Soci 1160	Introduction to Social Problems	3
WSt 2010	Introduction to Women=s Studies	3

**F. Courses Related to the Program of Study (18 hours)**

Anth 1101	Introduction to Anthropology	3
Econ 2105	Principles of Macroeconomics	3
Math 1070	Elementary Statistics	3
Psyc 1101	Introduction to General Psychology	3
Soci 1101	Introduction to Sociology	3
SW 2000	Introduction to Social Work	3

**G. Major (48 hours)**

Required Course (42 hours)

HHS 3000, SW 3020, 3320, 3330, 3340, 3610, 3720, 3730, 3930, 4280, 4930, 4940

Social Work Electives (6 hours)

Choose three courses from the following:

SW 4250, 4260, 4270, 4290, 4300, 4310, 4320, 4340, 4950, 4900, 4990

**H. Electives (12 hours)**

In consultation with your advisor, choose 12 hours of course work (4 courses) from the 3000 or 4000 level.

**TOTAL = 120 hours**

**Full-time Study:**

Students enrolled in the full-time day program will take social work core courses in the sequence that follows. Electives, which should total 18 hours (6 of which should be from social work courses), will be incorporated into this schedule by the student. Please refer to Appendix A in this handbook for specific course information.

<b>Fall 1<sup>st</sup> semester</b>		<b>Spring 2<sup>nd</sup> semester</b>	
SW 2000	Introduction to Social Work (3)	SW 4280	Comm Resources & Case Mgt (3)
SW 3020	Methods of SW Research (3)	SW 3340	Human Behavior and the Social Environment II (3)
HHS 3000	Communications/Diversity (3)		
SW 3320	Social Welfare Institutions (3)	SW 3930	Social Welfare Policy (3)
SW 3330	Human Behavior and the Social Environment I (3)	SW 3610	Communication Skills for Social Workers (3)
<b>Fall 3<sup>rd</sup> semester</b>		<b>Spring 4<sup>th</sup> semester</b>	
SW 3720	Social Work Methods I (3)	SW 3720	Social Work Methods II (3)
SW 4930	Field Education I (6)	SW 4940	Field Education II (6)
SW	Elective (3)	SW	Elective (3)

**Part-time Study:**

Students enrolled in the part-time evening program will take social work core courses in the sequence that follows. Electives, which should total 18 hours (6 hours of which should from social work courses), will be incorporated into this schedule by the student. Please refer to the *General Catalog* for specific course information.

<b>Fall 1<sup>st</sup> semester</b>		<b>Spring 2<sup>nd</sup> semester</b>	
SW 2000	Introduction to Social Work (3)	HHS 3000	Communications/Diversity (3)
SW 3330	Human Behavior and the Social Environment I (3)	SW 3340	Human Behavior and the Social Environment II (3)
<b>Fall 3<sup>rd</sup> semester</b>		<b>Spring 4<sup>th</sup> semester</b>	
SW 3320	Social Welfare Institutions (3)	SW 3610	Communication Skills for Social Workers (3)
SW 3020	Methods of SW Research (3)	SW 3930	Social Welfare Policy (3)
<b>Fall 5<sup>th</sup> semester</b>		<b>Spring 6<sup>th</sup> semester</b>	
SW 3720	Social Work Practice I (3)	SW 3730	Social Work Practice II (3)
		SW 4280	Comm Resources & Case Mgt (3)
<b>Fall 7<sup>th</sup> semester</b>		<b>Spring 8<sup>th</sup> semester</b>	
SW 4930	Field Education I (6)	SW 4940	Field Education II (6)

**BACHELOR OF SOCIAL WORK ELECTIVES:**

SW	4250	Child Maltreatment, Practice, Policy and Research
SW	4260	Aging Practice, Policy, and Research Issues
SW	4270	Substance Abuse Practice, Policy, and Research Issues
SW	4290	Child Welfare Practice, Policy, and Research Issues
SW	4310	Group Facilitation
SW	4330	Contemporary Health Issues
SW	4340	Social Work and the Law
SW	4360	Forensic Social Work
SW	4380	Disabilities Practice, Policy, and Research Issues
SW	4900	Seminar on Social Work Issues & Problems
SW	4950	Selected Topics
SW	4990	Directed Individual Study

### **Gerontology Certificate Program**

By the year 2020 approximately 18% of the population in the United States will be over age 65.<sup>1</sup> This growing older population will create an unprecedented demand for practitioners with specialized knowledge and skills. Interested BSW students have the unique opportunity to earn an undergraduate certificate in gerontology while completing the requirements for their BSW degree. The curriculum required for the undergraduate certificate in gerontology provides a basic knowledge of the biological, psychological, and sociological aspects of aging; health care and social service programs available to older persons; and contemporary aging policy issues. Through course work and internship experience, students gain specialized knowledge and skills to work with older people. Undergraduate certificate graduates find jobs in government agencies, volunteer programs, recreation programs, senior centers, nursing homes, senior living facilities and other settings. Certification Programs outside of the School of Social Work sets its own admissions and credit hour requirements. Interested BSW students should contact the Gerontology Institute at 404-413-5210.

<sup>1</sup> Careers in Aging: Opportunities and Options. The Association for Gerontology in Higher Education. <http://www.aghe.org>

## **MASTER OF SOCIAL WORK PROGRAM**

## **Mission and Goals**

The Master of Social Work program strives to prepare students for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally. A community partnership, based on a generalist practice model foundation, is the sole focus of the MSW program. Students in the Community Partnerships concentration are educated to advance the needs and capacities of the total community by promoting social justice and economic justice and maximizing human potential. They are educated to commit themselves to addressing the life circumstances, such as poverty, violence, discrimination, and disparities in social and economic justice that fall disproportionately on vulnerable groups and challenge the spirit of the entire community.

To accomplish the mission of the MSW program, the School of Social Work has set forth these seven goals:

1. Prepare graduates who understand the social context of social work practice, the changing nature of those contexts, the behavior of organizations and the dynamics of change.
2. Prepare graduates to practice within the context of professional values and ethics.
3. Prepare graduates for social work practice within diverse communities.
4. Prepare graduates who are aware of their continued responsibility for professional growth and development.
5. Prepare graduates who will contribute to their respective communities and the betterment of society.
6. Prepare graduates for social work practice with client systems of various sizes and types with a concentration in those skills essential for creating stronger communities.
7. Prepare graduates to assume leadership positions in the social work profession.

## **Objectives**

### **Objectives common to both foundation and concentration years:**

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. Use communication skills differentially with client populations, colleagues, and communities.
5. Use supervision and consultation appropriate to social work practice.

**Foundation (1<sup>st</sup>) year objectives:**

6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Understand and interpret the history of the social work profession and its contemporary structures and issues.
8. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
10. Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate one's practice interventions.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**Concentration (2<sup>nd</sup>) year objectives:**

13. Demonstrate communication/facilitation skills in building community partnership structures.
14. Conduct community assessments and engage in community resource development.
15. Demonstrate skills for influencing necessary organizational and community change to address populations at risk and advance social and economic justice.
16. Demonstrate skills for influencing policy formulation and change in communities.

17. Apply knowledge and leadership skills in managing projects, and working with community groups and/or organizations.
18. Apply advanced information technology skills to community-based practice.
19. Demonstrate skills in quantitative/qualitative research design, data analysis, and knowledge dissemination.

### **Skill Sets**

The concentration in *community partnerships* builds on the professional foundation that establishes the community, rather than the individual, family or small group as the unit of analysis. The concentration year is organized around skill sets developed with the primary goal of creating competencies in students for the assessment, development, maintenance, and evaluation of community partnerships. The chart below outlines the six skill sets for the second year.

<b><i>SKILL</i></b>	<b><i>DEFINITION</i></b>	<b><i>EXAMPLES</i></b>
<b>CRITICAL THINKING</b>	A process to assess critique and evaluate modes of practice, beliefs and attitudes, and research while always considering alternative or opposing points of view.	Analytic skills Problem -solving process Evaluation of practice
<b>COMMUNITY/ ORGANIZATIONAL COMMUNICATIONS</b>	Varying written and oral modes of interaction and relationship building between individuals, groups, organizations and communities.	Participatory skills Group Facilitation Negotiation and mediation Training and consultation skills Record keeping Project monitoring
<b>COMMUNITY ASSESSMENT AND RESOURCE DEVELOPMENT</b>	Collaborative and cooperative methods to develop and interpret agreed upon needs and goals, and to collectively act toward those goals.	Goal setting Assets mapping Project identification and development Grant writing Social entrepreneurship

<b>COMMUNITY/ ORGANIZATIONAL DEVELOPMENT</b>	An ongoing process of developing, maintaining and strengthening relationships/partnerships that builds healthy communities.	Capacity building Partnership development Partnership structures Constituency building Grassroots development Community education Policy formation
<b>LEADERSHIP &amp; MANAGEMENT</b>	The use of concepts, skills and knowledge derived from management, organizational theory, community social work, and social administration to address social problems at the meso system level.	Strategic planning Supervision Human resource management Fiscal management Fund raising Marketing Public Relations
<b>RESEARCH, EVALUATION &amp; TECHNOLOGY</b>	The ability to apply evaluative measures, technological processes, and the management of information to understand and facilitate healthy communities, through their neighborhoods, associations, organizations, and institutions.	Information technology skills Information management Scientific method Program planning & evaluation

### **Admission**

The School of Social Work welcomes applications from qualified individuals seeking admission into the M.S.W. program who reflect the values identified in the mission of the Community Partnerships concentration. The school grants admission on the basis of the applicant=s academic record and personal qualifications. Admission into the program occurs only once a year in the Fall semester for full-time and part-time students, and in the Summer semester for advanced standing students. The Priority Deadline for admission materials is February 1<sup>st</sup>, all applications submitted after February 1<sup>st</sup> will be considered on a space-available basis. Only completed applications, which includes the GRE (Graduate Record Exam), will be considered for admission. The following are the minimum requirements for admission to the M.S.W. program that must be completed prior to beginning the program:

- X An undergraduate degree (all majors welcome) from an accredited college or university which should include 12 semester hours in social sciences, including an introductory class in Sociology, Psychology, Political Science, and Economics; one course with Human Biology content, two courses in English Composition; two Humanities courses, and one course in Statistics and Research.
- X A minimum of a 3.0 grade point average overall in all undergraduate work attempted or a 3.25 in the last 60 semester hours (3.25 overall for advanced standing) and a

- competitive score on the verbal and quantitative sections of the Graduate Record Exam.
- X Historically, the majority of our applicants have at least a minimum combined score of 800 or better on the Verbal and Quantitative sections of the Graduate Records Exam (GRE).
- X Evidence that the applicant possesses the personal and professional qualities essential for the social work profession.
- X Completion of one undergraduate statistics and social science research course.

An applicant should submit credentials following the instructions on the official College of Health and Human Sciences *Application for Graduate Study* as well as the supplemental School of Social Work application for admission. The following items should be included in the application packet:

- X The completed *Application for Graduate Study* for the College of Health and Human Sciences.
- X The \$50 application fee.
- X The supplemental social work admission application and statement of purpose.
- X Two official copies of all undergraduate transcripts in sealed envelopes.
- X Three letters of recommendation on forms provided by the School of Social Work in signed and sealed envelopes.
- X *Residency Information Sheet*, this form should be filled out and submitted regardless of residency status.
- X For international students who earned their undergraduate degree outside of the United States, an evaluation of foreign educational credentials by an independent evaluation service (information available in the Office of Academic Assistance).

The decision to admit is contingent upon the applicant providing accurate and current information and updating this information as circumstances change. Acceptance into the M.S.W. program depends upon enrollment limitations and size and academic quality of each year=s applicant pool. Meeting minimum requirements is not a guarantee of admission into the program.

## **Programs of Study**

The Master of Social Work program is a 60 semester hour academic program for students who attend full-time and part-time, and 39 semester hours for advanced standing students.

*Full-time study* - Applicants who apply as full-time students can expect to complete their program of academic study in two calendar years. Students will complete 15 hours a semester of course work, which includes 16 clock hours per week of field placement in the first year and 18 clock hours per week of field placement in the second year.

*Part-time study* - Applicants who apply as part-time students can expect to complete their program of academic study in four calendar years. Students will take two classes a semester. They will take their course work with the full time students. In order to meet the field placement requirement students must schedule 16 clock hours a week for their first placement and 18 clock hours a week for their second placement. Field education is completed in the second and fourth years of matriculation. Careful attention should be given to the planned curriculum schedule. **Please note that the majority of field placements are during the day (see Field Education).**

*Advanced Standing* - Only applicants who have graduated from an undergraduate social work program accredited by the Council on Social Work Education are eligible to apply for advanced standing status. The Bachelor of Social Work degree must have been earned within five years of applying to the M.S.W. program. Advanced Standing students will be admitted for the Summer session preceding the second year of the regular full-time program. Each advanced standing student will be required to complete three courses during the Summer. The courses will support preparation for entering the concentration year in Community Partnerships. Students will enter field beginning Fall semester and will be expected to complete 18 clock hours a week of field practicum.

*Transfer* - Transfer students will be evaluated on a case-by-case basis. Credits earned in another Master of Social Work program accredited by the Council on Social Work Education may be accepted toward Georgia State University's School of Social Work requirements provided the applicant meets admission requirements and that courses taken elsewhere are equivalent to the school's required or elective courses. The College of Health and Human Sciences accepts a maximum of nine semester transfer hours (exceptions to this rule may be granted on an individual basis). Students wishing to transfer should contact the Director of Student and Community Services in order to obtain pre-admission advisement.

## **Academic Advising**

Students in the Master of Social Work program are required to participate in academic advisement. Each entering M.S.W. student is initially advised during orientation by the Director of Student & Community Services, who serves as the student's academic advisor. The student is expected to meet with the academic advisor at least once a semester for the purpose of course selection, curriculum and program information, and beginning or enhancing acculturation to the field of social work. During the second year of full-time matriculation students will be assigned to a member of the social work faculty. The student is expected to meet with their assigned advisor at least once a semester for the purpose of academic and career planning and development, graduation audit checks, and for sequencing course selections in accordance with school procedures. M.S.W. advisement appointments are scheduled only during Fall and Spring semesters, so students are expected to plan accordingly. **Failure to complete required social work courses in sequence will likely delay completion of the program.**

## **MSW Program Curriculum**

The MSW program offers three tracks for completing the degree. Students with undergraduate degrees in fields other than social work may apply for either the two-year full-time track or the four-year part-time track. Both tracks require students to complete 60 semester hours. Students who hold a Bachelor of Social Work degree from a CSWE-accredited program may qualify for the 39-semester hour full-time advanced standing track.

The MSW curriculum is divided into two parts: (1) the professional foundation content and (2) the community partnerships concentration.

### **1<sup>st</sup> YEAR: Professional Foundation (30 semester hours)**

The purpose of the professional foundation content with its generalist perspective is intended to prepare students for advanced social work practice in communities. Along with the required liberal arts perspective, the foundation content establishes the structure for concentrated learning in the second year.

The professional foundation provides core knowledge for competent social work practice through the presentation of new advances in practice knowledge as well as the accumulated knowledge of social work education and the social work profession. The professional foundation curriculum includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice and research along with a supervised, two-semester field placement.

Given that the concentration year is community partnerships, the community becomes the

lens through which the professional foundation content is analyzed, understood, and experienced. The course entitled SW 7100--Foundations of Community Partnerships provides the fundamental core of the curriculum with its focus on community as the unit of analysis. Utilizing an ecological perspective, the community is defined as the system, with the subsystems of family, workplace, neighborhoods, and associations. The interdependent components emphasize diversity, social and economic justice, and populations-at-risk. The supra system includes the larger environment, broader political entities, social institutions and vertical affiliations.

## **2<sup>nd</sup> YEAR: Community Partnerships Concentration (30 semester hours)**

Social work practice occurs in the context of communities where partnerships are developed for promoting social and economic justice and maximizing human potential. Community is defined as a social unit based on common location, interest, identification, culture and/or activities. Partnership is defined as the association of principals who contribute resources in a joint venture sharing the benefits and risks of building communities. Partnerships have the potential to advance the needs and capacities of the total community through:

- strengthening individuals and families;
- Bridging and reinforcing relationships (a) within and among community groups, (b) among community agencies/organizations, and (c) between community groups and community agencies/organizations
- Creating new community resources.

Community partnerships are predicated upon an empowerment orientation, which acknowledges and develops the strengths and creativity of all members. In this framework, social work practice integrates and applies values, principles and techniques of the profession to bring about planned change in community systems and its sub-systems (e.g. individuals, families, groups, organizations and institutions).

Community partnerships recognize and explore the importance of community demographics, politics, economics, geography and human service delivery systems. These components encourage partnerships that focus social work assessments, interventions and evaluations at the community level with the capacity to intervene at community subsystem and/or supra system levels. It requires social work practitioners to consider and respond to the broader community dynamics that impact individuals, families and groups with a particular emphasis on those considered to be vulnerable and at risk.

Strong, successful partnerships are built on meaningful principles. These principles include:

- The relationship between the partners should be characterized by trust, respect, and genuineness.
- There should be clear communication between partners, with each taking the initial time to listen to each need, develop common language, and validate/clarify the meaning of terms.

- Roles, norms, and processes for the partnership should be established with the input of all partners. The focus should be on the positives and the strengths that each partner brings to the effort, on adaptability and flexibility, on different ways of knowing, and on celebrating success.
- There should be continual negotiation and re-evaluation of the partnership, with feedback to all partners having the goal of continuously improving the partnership and its outcomes.
- The partners need to acknowledge and understand that there are stages in the development of their relationships.
- There needs to be a shared mission and goals among the partners, with jointly agreed upon attainable and measurable outcomes.
- There needs to be commitment on the part of all partners.\*

[\*Adapted from the Community-Campus Partnerships for Health, [www.futurehealth.ucsf.edu/ccph](http://www.futurehealth.ucsf.edu/ccph)]

## **CURRICULUM FOR MASTER OF SOCIAL WORK**

### **Full-time Study:**

Students enrolled full time in the M.S.W. program shall complete the following courses in the semester indicated. Students who meet all requirements can expect to complete the degree in two years.

### **Fall - 1<sup>st</sup> Year**

<u><b>COURSE TITLES</b></u>	<u><b>SEMESTER HOURS</b></u>
SW 7100      Foundations of Community Partnerships	3
SW 7200      Human Development Through the Life Course	3
SW 7400      Social Work Practice I	3
SW 7500      Foundation Field Education I	6

### **Spring - 1<sup>st</sup> Year**

SW 7300      Methods of Community Research	3
SW 7600      Social Welfare Policy	3
SW 7800      Social Work Practice II	3
SW 7900      Foundation Field Education II	6

### **Fall - 2<sup>nd</sup> Year: Community Partnerships Concentration**

SW 8100	Skills & Techniques of Community Partnerships	3
SW 8200	Evaluation and Technology	3
SW or Approved Elective		3
SW 8500	Community Field Education I	6

### **Spring - 2<sup>nd</sup> Year**

SW 8800	Community Project	3
SW 8300	Leadership & Management	3
SW or Approved Elective		3
SW 8900	Community Field Education II	6

### **Advanced Standing/Transfer:**

Students enrolled in the advanced standing program or students who have transferred after successfully completing one year from an accredited M.S.W. program shall complete the following courses in the semester indicated. Students who meet all requirements can expect to complete the program in 3 semesters.

### **Summer - 1<sup>st</sup> Semester: Bridge Courses**

SW 7100	Foundations of Community Partnerships	3
SW 7700	Community Foundation Integrative Seminar	3
SW 7960	Seminar in Community Partnerships	3

### **Fall - 2<sup>nd</sup> Semester: Community Partnerships Concentration**

SW 8100	Skills & Techniques of Community Partnerships	3
SW 8200	Evaluation and Technology	3
SW or Approved Elective		3
SW 8500	Community Field Education I	6

### **Spring - 3<sup>rd</sup> Semester**

SW 8800	Community Project	3
SW 8300	Leadership & Management	3
SW or Approved Elective		3
SW 8900	Community Field Education II	6

**Part-time Study:**

The part-time program is designed for those students who cannot attend the University on a full-time basis for the entire program. Students who meet all requirements can expect to complete the degree in four calendar years. In order to complete the program in four years, courses must be taken in the semester indicated.

**Fall - 1<sup>st</sup> Year: Professional Foundation**

SW 7100	Foundations of Community Partnerships	3
SW 7200	Human Development Through the Life Course	3

**Spring - 1<sup>st</sup> Year**

SW 7600	Social Welfare Policy	3
SW 7300	Methods of Community Research	3

**Fall - 2<sup>nd</sup> Year**

SW 7400	Social Work Practice I	3
SW 7500	Foundation Field Education I	6

**Spring - 2<sup>nd</sup> Year**

SW 7800	Social Work Practice II	3
SW 7900	Foundation Field Education II	6

**Fall - 3<sup>rd</sup> Year: Community Partnerships Concentration**

SW 8200	Evaluation and Technology	3
SW or Approved Elective		3

**Spring - 3<sup>rd</sup> Year**

SW 8300	Leadership & Management	3
SW or Approved Elective		3

**Fall - 4<sup>th</sup> Year**

SW 8100	Skills & Techniques of Community Partnerships	3
SW 8500	Community Field Education I	6

**Spring - 4<sup>th</sup> Year**

SW 8800	Community Project	3
SW 8900	Community Field Education II	6

### **MSW Social Work Electives**

Students must complete 6 credits of electives. One of these electives must be a social work elective (unless pursuing a certificate program outside the School of Social Work with approval by the faculty advisor). An additional elective may be taken in social work or another discipline. It is strongly recommended that the electives support the community partnerships concentration.

Graduate-level social work electives include the following courses:

SW	7250	Child Maltreatment Practice, Policy and Research
SW	7260	Aging Practice, Policy, and Research Issues
SW	7270	Substance Abuse Practice, Policy, and Research Issues
SW	7290	Child Welfare Practice, Policy, and Research Issues
SW	7310	Group Facilitation
SW	7330	Contemporary Health Issues
SW	7340	Social Work and the Law
SW	7360	Forensic Social Work
SW	7370*	Psychopathology
SW	7380	Disabilities Practice, Policy, and Research Issues
SW	7950	Selected Topics
SW	7960	Seminar on Community Partnerships: Practice and Issues
SW	7990	Directed Individual Study

\*cross listed with HHS 7370

### **Certificate Programs**

**MSW students may choose to pursue one of the following certificate programs:**

- Child Welfare Leadership (School of Social Work)
- Forensic Social Work (School of Social Work)
- Gerontology (Gerontology Institute)
- Non Profit Management (Department of Public Administration)
- Geographic Information System (GIS) (Department of Anthropology & Geography)

- Public Health (Institute of Public Health)

Students must inform the Director of Student and Community Services of acceptance into and the intent to pursue a certificate program outside of the School of Social Work.

### **Graduate Certificate of Child Welfare Leadership**

The Child Welfare Certificate is intended to contribute further to professionalizing the Georgia child welfare work force by providing a professional education for existing students preparing for a career in child welfare.

#### **Course Requirements**

Completion of the certificate program for current MSW students will require 12 semester hours of course work plus a two-semester field placement in child welfare.

Required Courses (6 credits):

- SW 7250<sup>1</sup> Child Maltreatment Practice, Policy and Research  
 SW 7290<sup>1</sup> Issues in Child Welfare

Elective Courses (6 credits; choose two\*):

- SW 7270 Substance Abuse Practice, Policy and Research Issues  
 SW 7310 Group Facilitation  
 SW 7330 Forensic Social Work  
 SW 7340 Social Work and the Law  
 SW 7350 Economics of Poverty and Public Policy

### **Graduate Certificate of Forensic Social Work**

The Forensic Social Work Certificate is intended to meet the growing state and private workforce needs, while providing students with information about the law and legal systems, the interface or social work practice and the law, mental health, and social justice and vulnerable populations.

#### **Course Requirements**

Completion of the certificate program will require 12 semester credit hours of course work plus a two-semester field placement in a forensic setting.

Required Courses (9 credits):

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SW 7340<sup>1</sup> Social Work and the Law  
SW 7360<sup>1</sup> Forensic Social Work  
HHS/SW 7370 Psychopathology

Elective Course (3 credits; choose one\*):

CRJU 6060 Ethics in Criminal Justice  
CRJU 6070 Family Violence and Criminal Justice  
CRJU 8050 Criminological Theory  
SW 7250 Child Abuse and Neglect  
SW 7270 Social Work in Substance Abuse

<sup>1</sup> MSW students who have taken one or more of these courses as undergraduate students must register for SW 7990-Directed Individual Study (3-6 credits) and complete required assignment(s) to satisfy both graduate-level and certificate program requirements.

\*Student may choose another elective with approval from program director.

### **Applying and Awarding of the Certificate**

Students must file a formal application for certificates to either program with the Director of Student and Community Services. After completing the requirements of the certificate according to these regulations, the student must make a written request to the School of Social Work in the College of Health and Human Sciences to have the certificate awarded. The request must be sent to the Director of Student and Community Services. The student's record will be reviewed and if all requirements have been met, the certificate will be issued to the student.

## **FIELD EDUCATION**

Field education is an integral component of the B.S.W. and M.S.W. curriculum. It involves the placement of social work students in educationally supervised agency settings. The primary purpose of field education is to enable students to integrate social work theory and practice through the direct application of social work knowledge, values, and skills. Field education provides opportunities to test and refine classroom learning in professional social work settings. Additional field education information can be found on the School's website at <http://chhs.gsu.edu/socialwork>.

### **B.S.W. Field Education**

#### **Applying for Field Education**

Students apply for field education only after all lower-division and prescribed social work courses and other requirements have been satisfactorily completed. Students enroll in field education for consecutive Fall-Spring semesters. For students beginning field education, applications must be turned in to the School of Social Work by February 15<sup>th</sup> – prior to the fall semester the student is planning to enter field. The field application and its instructions can be found on the School's website. If a student fails to submit a completed field application by the due date, he or she may be unable to enter field education as outlined on the student's advisement plan. Failure to follow the student's prescribed advisement plan may also delay entry into field.

#### **Field Education Requirements**

B.S.W. students must complete a minimum of 400 supervised hours of field education placement and are required to attend a classroom-based field integrative seminar as part of their field education. The purpose of the integrative seminar is to provide field education students a forum for the synthesizing of classroom learning with their agency-based field placement. SW 4930 and 4940 are designed as a two semester sequence requiring 16-clock hours of field per week, Monday through Friday, during the day. The field education grade is a combination of the recommended field placement grade by the field supervisor and the field seminar grade by the faculty liaison. The faculty liaison is responsible for assessing the final grade.

### **M.S.W. Field Education**

#### **Applying for Field Education**

Part-time 1<sup>st</sup>-year students need to complete the appropriate field application and submit it to the School of Social Work by February 15<sup>th</sup> – prior to the fall semester the student is planning to enter field. Students who are applying for the 2<sup>nd</sup>-year community partnerships field placement must submit the appropriate field application (deadline date: Check Website). All field

applications and instructions can be found on the School's website. If a student fails to submit a completed field application by the due date, he or she may not be able to enter field education as originally planned. Failure to follow the prescribed course sequencing may also delay entry into field.

### **Field Education Requirements**

M.S.W. students must complete a minimum of 900 supervised hours of field placement over a period of two academic years, and are required to attend a classroom-based field integrative seminar as part of their field education. The seminars emphasize the application of theoretical content in practice; exploration of social work practice issues; problems and conflicts encountered in placement; and broadening of social work knowledge beyond the scope of the student's immediate experiences. The seminar focuses on selected topics (both instructor and student initiated) relevant to the field experience. Through facilitated discussion, students learn about social work practice in various settings and can assist each other in critically assessing similarities and differences in the application of social work knowledge, values and skills from one setting to another.

Foundation year M.S.W. students must complete a minimum of 400 clock hours of supervised agency-based placement in a generalist setting. Foundation field education courses, SW 7500 and SW 7900, are designed as a continuum of two consecutive semesters. These courses provide a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency-based social work practice.

Concentration year M.S.W. and Advanced Standing students must complete a minimum of 500 clock hours of supervised placement in a community-based practice setting. Concentration field education courses, SW 8500 and SW 8900 are designed as a continuum of two consecutive semesters. These courses provide a field education experience that enables the student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education placement and field integrative seminar.

### **General Information**

- The School of Social Work acknowledges and appreciates the obligations students have to employers and/or families. However, the school cannot exempt students from the requirements of the program because of these obligations. Furthermore, BSW and MSW field placements cannot necessarily be arranged for weekends or evenings for students whose occupational, family or other obligations make it difficult to conform to standard field placement requirements. Students are encouraged early on to make arrangements with whomever necessary before enrolling in the program.
- Academic credit is not given for current or prior work experience.
- All social work students must complete field education requirements as part of the BSW and MSW degree programs. Please be aware that field placement agencies are more

frequently requesting background checks of potential student interns. Background checks often focus on such issues as prior arrests and convictions for felonies and misdemeanors, abuse of illegal drugs, and certain motor vehicle offenses (e.g., driving under the influence). If you have such a record or if there are criminal charges pending against you at this time, please submit a letter of explanation. An agency may deny a student a field placement position based on the results of the background check. Since field education is a program requirement, a student may be excluded from completing the social work program if an approved field placement cannot be arranged.

## **SCHOOL OF SOCIAL WORK POLICIES AND PROCEDURES**

Georgia State University is an equal educational opportunity institution. Faculty, staff and students are admitted, employed and treated without regard to race, sex, color, age, religion, national origin, sexual orientation, or disability. Georgia State University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Sections 503/504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, the Vietnam Era Veterans Readjustment Assistance Act, as well as other applicable federal and state laws.

Students should refer to the *Undergraduate* or *Graduate Catalog* to ensure compliance with all University policies and procedures. These catalogues are available on Georgia State University's website.

### **CODE OF ETHICS**

All students admitted into the B.S.W. and the M.S.W. programs are expected to read, understand and follow the National Association of Social Workers (NASW), *Code of Ethics* (See Appendix D or the link on the School's website). This code provides a set of values, principles, and standards to guide conduct and decision making when interacting with clients and colleagues and for when ethical issues arise.

### **REVIEW OF ACADEMIC AND PROFESSIONAL STANDARDS**

#### **THE POLICY**

Students admitted into the School of Social Work will be held by the academic standards including academic honesty set by the University, the College of Health and Human Sciences (CHHS), and the School. The University and CHHS academic standards and policies are available online. Students will be held to the professional standards set by the School and the National Association of Social Workers.

**The School of Social Work's Professional Review Committee (PRC) is responsible for reviewing issues related to a student's academic and professional competence. The School Director, the Director of Student and Community Services, the advisor and one other faculty member will constitute the minimum required membership of the PRC. The Director of Field Education, faculty liaison, and field supervisor will be members when the performance issue is related to the field placement or seminar. The Director of Student and Community Services will serve as the non-voting, policy administrator to assure that the relevant School, College and University policies and procedures are being followed, and that the student is being informed of the options that are available to him/her. Students will receive written or verbal notification of date, time and place of any hearing, and composition of the committee.**

**A. Academic Competence**

**BACHELOR OF SOCIAL WORK STUDENTS:**

Undergraduate students are required to maintain at least a grade of AC@ (2.5) or better in each of the social work major courses that are contained in Area G. Social work course(s) in which a grade below a AC@ was earned must be retaken. Please be advised that due to course sequencing, if this situation occurs, a student's initial graduation date may have to be postponed.

In order to graduate each student admitted to the Bachelor of Social Work program in the College of Health and Human Sciences must maintain a minimum of a 2.0 cumulative grade point average. A student whose cumulative grade point average falls below a 2.0 at the end of the semester will be placed on academic warning. The student will be notified of this standing by the Office of Academic Assistance. These regulations are detailed in the Undergraduate Catalog, which is available in the bookstore or online at the University's web page: [ww.gsu.edu](http://ww.gsu.edu)

**MASTER OF SOCIAL WORK STUDENTS:**

In order to graduate and maintain good academic standing, graduate students at GSU are required to maintain at least a grade point average of AB@ (3.0) or better overall. Students who fall below the minimum standards will be placed on academic warning by the College of Health and Human Sciences. The student will be notified of this standing by the Office of Academic Assistance. If this occurs the student has one academic semester in which to bring his or her grades back up to standard before dismissal from the M.S.W. program becomes an option. However, a "D" or "F" grade in 6 or more semester hours will constitute an automatic dismissal from the program.

In the School of Social Work, graduate students with 6-semester hours of grades lower than a "B" over the course of their studies are subject to academic review. Academic review may include, but is not limited to: (1) being placed on scholastic warning; (2) taking a reduced course load; (3) remediation; or (4) dismissal from the program. All of these options may result in a delay of graduation or dismissal from the program.

The option to remediate a grade less than a "B" or to remediate a grade point average that falls below a 3.0 as determined by the PRC is available only once during a student's matriculation in the M.S.W. program. Remediation of a grade or grade point average does not automatically allow a student to continue in the program. After this option has been exercised, if a student earns another grade

lower than a “B” or falls below a 3.0 grade point average, placing the student on a second scholastic warning, the student will be dismissed from the program.

Depending on the outcome of the academic review, if a student is allowed to continue after earning less than a “B” in a 6 semester hour field course, that specific course must be retaken in the next semester in which it is offered. Before being allowed to retake field education, the student may be required to take an independent study course with a field component supervised by the Director of Field Education.

## **B. Professional Competence**

### **All Social Work Students:**

Georgia State University’s School of Social Work has the goal of educating competent social work practitioners. If a student fails to meet the standards set by the National Association of Social Workers and/or the School of Social Work, corrective action may be taken. Corrective action is intended to provide students and faculty with the opportunity to openly discuss problems and issues identified, and to seek a solution to correct the situation or problem presented. Dismissal from the program is an option and may supersede any discussion of corrective action. Professional incompetence signifies that a student is not adequately or appropriately performing at the respective B.S.W. or M.S.W. program level.

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with a professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the agency, and the community. Should a student's personal problems, psychological well-being, lack of maturity or lack of learning readiness in the student intern role impair the student's field performance and responsibilities to clients, the agency, and/or the community, the field supervisor and the faculty liaison have the responsibility to intervene.

The following criteria will be used to determine the basis of professional competence:

- 1. Academic performance:** see above B.S.W. and M.S.W. academic competence criteria.
- 2. Field placement experience:** The agency field supervisor, the faculty liaison, and/or the Director of Field Education’s evaluation of the student will be reviewed. Concerns around the student’s professional competence may arise due to the student’s inability to: (1) establish and maintain positive and constructive interpersonal relationships with clients and field supervisors, (2) poor performance in the field (see mid-semester and final evaluation criteria), and/or (3) lack of professional demeanor. Any of these concerns will be assessed within the developmental framework of the student’s social

work education and experiences. Lack of professional demeanor may be evidenced by the student's:

- Lack of commitment to professional growth and development
- Tardiness or absenteeism at the field placement
- Failure to adhere to agency policies, standards, and guidelines
- Lack of appropriate professional dress and appearance
- Failure to enact appropriate behaviors with clients
- Failure to meet project/task/assignment deadlines
- Inability to accept constructive feedback from the field supervisor
- Failure to exhibit maturity or learning readiness
- Failure to maintain professional boundaries
- Failure to exhibit ethical behavior

**3. Unprofessional behavior or ethical misconduct:** Failure to comply with the ethics, values, and principles of the social work profession as defined by the NASW Code of Ethics; exploitation of clients, engaging in sexual activities with clients; participation in dishonesty, fraud, deceit or misrepresentation; and/or involvement in illegal activities (conviction of a felony, breaking the law, specific criminal behavior such as trafficking in and/or possession of drugs).

**4. Inability to function within the role of a student:** Inappropriate classroom behavior (disruptiveness, tardiness, inattentiveness, behaviors that undermine the work or morale of faculty and students). The student demonstrates an inability to accept feedback and effectively utilize the problem solving process.

**5. Negative attitude:** Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience.

**6. Personal problems:** This may include either physical, emotional, or life-related problems that interfere with a student's ability to meet both the academic and professional standards and requirements and/or raise questions about suitability for profession. This may include evidence of psychological/emotional problems such as mental illness, emotional instability, emotional disturbance, overt psychosis, irrational behavior, substance abuse, and addictive behavior.

**7. Failure to comply with the policies and procedures of Georgia State University and/or the College of Health and Human Sciences and/or the School of Social Work and/or the field placement agency.**

## **REVIEW OF ACADEMIC AND PROFESSIONAL STANDARDS**

### **THE PROCESS**

It is the goal of the School of Social Work to help develop competent, healthy, effective social work professionals. We strive to promote a sound academic environment in which faculty, staff and students are able to discuss problems in a supportive arena. It is our responsibility to evaluate and screen students for the social work profession. Therefore, the School has put in place a process for which the academic performance of students and/or their ability to function according to the expectations of the school and the profession's standards can be reviewed.

At any step during the review process, direct intervention by the PRC is an immediate option. If a problem involves egregious academic or professional incompetence as evidenced either in the courses or in field placement, this student's situation will be reviewed directly by the School's Professional Review Committee (step 4). The PRC will render a final decision on the case.

If a problem is identified, the steps outlined below shall be implemented:

- (1) The student will meet with and discuss the matter with the individual faculty member\* who has identified the problem. The faculty member will attempt to resolve the matter through discussion. If warranted, the faculty member will make suggestions for performance objectives. Outcomes:
  - (a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the faculty advisor and placed in the student's file.
  - (b) Review of the student's progress will be monitored and documented. If the outlined performance objectives are not met, the faculty advisor may call a PRC meeting.
  - (c) If the problems are not resolved, the student will proceed to step #2.

\*The faculty member is obligated to provide grades/feedback in meeting specific course requirements (assignments, tests, papers, field performance, etc.). Educational policies and standards are outlined in course syllabi, and the student is expected to adhere to such policies and standards. For the student, this involves meeting all course requirements, including attendance and participation in the classroom, as outlined in the respective course syllabus. It is not the individual faculty member's role to initiate discussion about individual class performance with the student. This supports the educational philosophy of respecting the college or graduate student as an adult learner with responsibility for his or her academic performance.

- (2) If the problem is not resolved, the student will meet with his/her faculty advisor. (*If the issue is with the faculty member serving as the advisor, the School Director will appoint another faculty member to serve as the advisor*). The advisor will meet with the concerned person(s) and attempt to resolve the matter through discussion. If warranted, performance objectives will be suggested by the faculty advisor. Outcomes:
  - (a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the faculty advisor and placed in the student's file.

- (b) Review of the student's progress will be monitored and documented. If the outlined performance objectives are not met, the faculty advisor may call a PRC meeting.
- (c) If the matter is not resolved, the student will proceed to step #3.

(3) If the matter is not resolved, it will be referred to the appropriate B.S.W. or M.S.W. Program Director. The Program Director will meet with and discuss the issue with the faculty member and the student to attempt to resolve the matter

(a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the faculty advisor and placed in the student's file.

(b) Review of the student's progress will be monitored and documented. If the outlined performance objectives are not met, the faculty advisor may call a PRC meeting.

(c) If the matter is not resolved, the student will proceed to step #4.

(4) If a student has completed the steps outlined above and the problem is not resolved, it will be taken up by the Professional Review Committee. This committee reviews an individual student's academic and professional performance and decides upon the individual's status in the School of Social Work.

During the process, it may become apparent that the student has decided not to continue the pursuit of a social work degree. The student may volunteer to withdraw or may be dismissed from the program. The reasons for withdrawal or dismissal will be put in writing, with copies to the student, the advisor, and placed in the student's file.

A decision made by the PRC may be appealed by the student following the appropriate College of Health and Human Sciences and Georgia State University procedures. If dismissed from the program, readmission is contingent upon review of the file, is not guaranteed, and may not be allowed.

## **ACADEMIC HONESTY**

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. The University's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Undergraduate Co-Curricular Affairs Handbook*. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Students should fully understand the definition and consequences of plagiarism as reviewed in this policy.

### **Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

**Plagiarism.** Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural

development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

## **SCHOLASTIC DISCIPLINE**

### **Bachelor of Social Work Students:**

Good standing is defined as having the minimum cumulative Georgia State grade point average for the student's class standing. The scholastic discipline regulations will apply to students whose grades are not high enough to maintain good academic standing. Each student is responsible for understanding the scholastic discipline policy and for knowing how each semester's grades affect his or her academic standing. These regulations can be found in the University's *General Catalog*, which is available in the bookstore or online at the University's web page: [www.gsu.edu](http://www.gsu.edu). The Office of Academic Assistance should be contacted anytime a student does not understand his or her academic standing, or is having difficulty with their courses. The office is located in the College of Health and Human Sciences on the 8<sup>th</sup> floor of the Urban Life Center.

## **STUDENT WITHDRAWAL FROM CLASSES, THE PROGRAM AND/OR THE UNIVERSITY**

### **Withdrawal**

A student who fails to meet the academic and professional standards of the School of Social Work may be administratively withdrawn from the university. When in the judgment of the Dean of Students, the Director of the Counseling Center and/or the university physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of members of the university community or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and Policies and other publications of the university.

Undergraduate students are allowed to withdraw with a grade of W a maximum of **six times** in their careers at Georgia State. If a student withdraws more than six times, the student will receive a grade of WF for the seventh, eighth, etc. withdrawal. Withdrawals taken before Fall 2006, hardship withdrawals, military withdrawals, withdrawals at other institutions, and withdrawals after the midpoint (where a grade of WF is automatically awarded) do not count against this limit. Students may DROP a course during the first week of class using GoSOLAR. Drops are not withdrawals. Courses dropped do not count against the W limit.

If the student wishes to withdraw voluntarily due to hardship reasons, the student must submit a formal letter to the Director of the School of Social Work with the understanding that there is no

guarantee of reinstatement. A formal request letter of reinstatement must be submitted to the Director of the School. Failure to follow the proper procedures will result in re-application for admission into the School. All requests and decisions are made on a case-by-case basis, and may require students to adhere to revised program requirements or other stipulations related to the individual's situation. For 1<sup>st</sup>-year M.S.W. students, a maximum of four years between completing the first year courses and beginning the second year concentration is allowed; however, admission is not guaranteed and the student may be asked to take the summer bridge courses prior to admission into the second year of graduate study.

### **Reinstatement**

There may be circumstances where a student's studies are disrupted and he or she does not continue the following semester (Fall or Spring). Consequently, that student is unable to complete the BSW or MSW program on schedule. A maximum time limit of four (4) years from the end of the student's final semester to re-entry is allowed. For BSW students: in exceptional circumstances (e.g., military duty, health issues), this four-year limitation may be waived. For MSW students: no extension is allowed due to University policy that requires graduate students to have earned ALL CREDITS within six calendar years of the anticipated date of the degree. For some graduate students, the maximum time limit may be less than four years. For example, a part-time MSW student who completed two years of part-time study only has a maximum timeframe of two (2) years for re-entry to complete the MSW degree in two consecutive years as a part-time student. For full-time M.S.W. students who have fully completed the first year of the program, a maximum of four years between completing the first year courses and beginning the second year concentration is allowed. A reinstated M.S.W. student may be asked to take the summer bridge courses prior to admission into the second year of graduate study.

If it has been two years or more since a student has completed the first of the two required field education courses and is seeking reinstatement or readmittance into the School, the student must repeat the first field course and, hence, re-enroll in the complete two-semester (fall and spring) field education sequence. If it has been less than two years, the decision to repeat the first sequenced field course will be based on a review of this student's academic record and field performance.

To be considered for reinstatement, the student must submit a formal request letter to the Director of the School, and a reinstatement interview may be required. If a student has been out of the program for longer than one academic year, a reinstatement fee will be assessed and must be submitted with the student's formal request letter. Failure to follow the proper procedures will result in re-application for admission into the School and no guarantee of admission. All reinstatement requests and decisions are made on a case-by-case basis, and the student may be required to adhere to revised program requirements or other stipulations related to the individual's situation.

GSU deadline for submitting letter seeking readmittance status:

Fall Semester:            February 1 (priority deadline)

Spring Semester:      June 1 (regular deadline)  
                                  October 1 (priority deadline)  
                                  November 1 (regular deadline)

There is no guarantee regarding a student's reinstatement to either the BSW or MSW program. This reinstatement policy does not apply to students who have been terminated from either program.

## **STUDENT APPEALS AND PETITIONS**

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. Students are expected to know and follow the policies and procedures of the institutions (as written in the *General Catalog* and the *Student Code of Conduct*). They may, however, seek relief when they believe that the application of these policies and procedures will create undue hardship for them or will not recognize extraordinary or extenuating circumstances affecting them. Such petitions will generally not be granted when doing so would set aside the academic standards of the institution.

The appeals procedures for students in the College of Health and Human Sciences are available in the Office of Academic Assistance. The AStudent Appeals Policy and Procedure@ provides for an impartial review of a grading decision which cannot be resolved between the student and instructor. The AStudent Petition for Waiver@ provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the Office of Academic Assistance.

## **UNIVERSITY CODE OF CONDUCT**

Membership in the community of scholars known as Georgia State University, as a student, faculty member, or staff member is a privilege and carries with it obligations to participate in and contribute to the educational mission of the institution. Concurrent with these obligations are rights and freedoms for each individual as guaranteed by the United States Constitution, including but not limited to the right to inquire, to learn, to communicate by speech of action, to assemble peaceably and the right to due process for grievances. These rights are more specifically provided in the Student Code of Conduct and Policies.

The Student Code of Conduct and Policies, the Regulations and Laws Regarding Drugs and Alcohol, and the information required by the Crime Awareness and Campus Security Act can be found in the student handbook, *On Campus*. Further, students are highly encouraged to purchase a catalog from the bookstore, which details all of the policies and procedures highlighted in this handbook.

## **GENERAL ACADEMIC INFORMATION**

## **Registration**

Students log onto the university's web site and register through *GOSOLAR*. The website is [www.gosolar.gsu.edu](http://www.gosolar.gsu.edu). Registration appointment times are available online shortly before registration begins. For complete directions for registering on-line go to: <http://www.gsu.edu/~wwwreg/>.

## **APA Style Requirement**

The School of Social Work requires students to use the *Publication Manual of the American Psychological Association* (2001, 5<sup>th</sup> ed.) for written assignments in all social work courses. The *Publication Manual* provides rules and guidelines for formatting written material, tables, and references. Course instructors will specify which course assignments require the use of APA-style editing. Such assignments may include article reviews, research proposals or papers, annotated bibliographies, evaluation of practice papers, and critical thinking assignments.

Additional APA-style resources include:

Szuchman, L. T., & Thomlison, B. (2008). *Writing with Style: APA style for social work* (3<sup>rd</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

<http://apastyle.apa.org>

## **Graduation**

All candidates for a degree must file a formal application for graduation with the Graduation Office (231 Sparks Hall; 404-413-2600). Every candidate for a degree from Georgia State University must *apply for graduation* at least two semesters before the one targeted for Commencement. This registration **MUST TAKE PLACE** through the Graduation Services. No graduation will be approved without prior registration.

Every candidate for graduation **MUST** be registered during the semester of completion of all graduation requirements.

## **Class Standing**

Students are classified on the basis of earned academic semester hours as follows:

Freshman - fewer than 30 semester hours

Sophomore - 31 through 59 semester hours

Junior - 60 through 89 semester hours

Senior - 90 or more semester hours

Graduate - student who has been formally admitted to graduate status

The classification under which a student registers at the beginning of any semester will continue through the semester.

## **Grading System**

The following grades are used to specify level of performance in academic courses:

A	Excellent	
B	Good	
C	Average	Minimum grade required for certain courses, as specified elsewhere in this catalog.
D	Poor	A grade of AD@, while giving hours credit, will not apply toward the degree in courses requiring a grade of AC@ or better.
F	Failure	Each of these grades indicates failure (F, WF).
WF	Withdrawal	While failing, no credit toward graduation is given for a course in which a grade of AF@ or AF@ was received. AWF@ indicates that the student withdrew from the course while doing failing work, did not withdraw from a course before the midpoint of the total grading period (except in cases where hardship status has been determined), or was withdrawn by the student's professor for excessive absences.
IP	In Progress	This grade is used in the Division of Learning Support Programs to indicate that a student has demonstrated academic growth in the course; however, the level of achievement is not sufficient to meet the minimum exit criteria for any course in the learning support program.
S	Satisfactory	This symbol indicates that credit has been given for completion of degree requirement other than academic course-work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
U	Unsatisfactory	This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. No credit will be given. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

## **Cumulative Grade-point Average**

Determinations of scholastic standing are generally based upon a cumulative grade-point average

which appears on each student=s permanent record. For undergraduate students, the cumulative grade-point average is calculated by dividing all hours carried at Georgia State University into total quality points earned. For graduate students, the cumulative grade-point average is calculated based upon all graduate courses taken at Georgia State University only. The symbols AI@, AIP@, AW@, AS@, and AU@ do not have numerical equivalents and are not used in calculating grade-point averages.

The numerical equivalents for academic grades are as follows:

A . . . . .	over 90	4.0
A- . . . . .	88-89	3.7
B+ . . . . .	86-87	3.3
B . . . . .	80-85	3.0
B- . . . . .	78-79	2.7
C+ . . . . .	76-77	2.3
C . . . . .	70-75	2.0
D . . . . .	60-69	1.0
F . . . . .		0
WF . . . . .		0
IP . . . . .		0

**SOCIAL WORK RELATED SUPPORT SERVICES, ACTIVITIES  
AND AWARDS**

**Community Advisory Council**

The School of Social Work makes use of a Community Advisory Council made up of individuals who represent a wide range of social work practice and positions in the metropolitan Atlanta area. This Council serves in an advisory capacity to the School Director and where appropriate, to the faculty on matters which pertain to the growth and development of the school. The Community Advisory Council plays an active role in promoting student recruitment, promoting special programs and providing consultation as needed.

### **B. S. W. Social Work CLUB (Can Lead Us Beyond)**

The purpose of the Social Work Club at Georgia State University is to serve as a link between current social work students, prospective social work majors, faculty, and administration. The Social Work Club upholds the core values of the profession: service, social justice, dignity, and worth of the person, importance of human relationships, integrity, and competence while supporting the development of social, academic, and cultural awareness among undergraduate social work students. The Social Work club is also a community organization extending services beyond the limits of Georgia State, by providing needed services to groups and populations within the University and the larger community.

### **M.S.W. Bridge Builders**

Bridge Builders serves as a link to the BSW Social Work Club and functions to tie together all MSW students through social and educational activities. The club partners with one social service or social welfare agency a year. Activities will focus on advocacy, lobbying, and team-building. Bridge Builders also supports the efforts of graduate students in enhancing their professional development.

### **Social Work Alumni Council**

The School of Social Work supports the efforts and activities of the alumni council. The council meets throughout the academic year and engages in fund-raising, professional development, and supports the School in recruitment and public relations efforts.

### **National Association of Social Workers**

Students are encouraged to further their academic and professional development through student membership in NASW. Applications can be found in the School or by contacting NASW by phone 1-800-742-4089 or visit the web site at [www.socialworkers.org](http://www.socialworkers.org). The Georgia chapter of NASW can be reached by calling 770-234-0567.

### **Social Work Awards**

The School of Social Work has several awards for recognizing student's academic achievement. Unless otherwise indicated, faculty nominates students and decisions are made in spring semester. Awards are presented during the College's Honor's Day ceremony.

**Diane B. Davis Social Work Award** was established by social work practitioners in state agencies to honor the memory of Diane Davis, a colleague who exemplified high standards of professional practice. The faculty selects a senior in the social work program who has a grade point average of 3.0 or higher and who has demonstrated a consistently high level of competency and creativity in social work.

**Narviar Barker Scholarship** was created in honor of Dr. Naviar C. Barker, a retired professor of in the School of Social Work. The honor is awarded to a senior BSW student who has demonstrated a commitment to social justice.

**M.S.W. Outstanding Student Award** is presented to the graduating MSW student with a minimum of a 3.5 grade point average who demonstrated service to the School of Social Work and embodies the spirit of community partnerships.

**Wanda K. Cardwell Memorial Award** is given to a BSW and/or MSW student who has shown perseverance in obtaining their social work degree despite obstacles. Nomination can be made by faculty or students by submitting no more than a one-page typed explanation of why the nominee should be considered for this award.

**Field Placement Honors Awards** are presented to graduating BSW or first year MSW students with a minimum of a 3.0 grade point average. Consideration should be given to the student's performance in field above and beyond the expected requirements; and to students who in the determination of their field supervisor and/or faculty liaison show initiative and creativity in their field placement and who have followed all of the field requirements as specified in the Field Placement Manual.

## **Scholarships, Financial Assistance & other Financial Resources**

The university and College of Health and Human Sciences offer various scholarships for enrolled, eligible students. Information can be obtained from the Office of Student Financial Aid. Applications for departmental scholarships and graduate assistant-ships are available from the Director of Student and Community Services. Students are also encouraged to contact the Office of Student Financial Aid to obtain additional information on Pell Grants and various federal loan programs.

**Graduate Research Assistantships** are funded through individual faculty or research grants in the school, and are available for one academic semester at a time. Students are expected to assist in a research project in return for paid tuition and fees. Interested students should contact the Director of Student and Community Services, after admission has been confirmed.

**Title IV-E Child Welfare Training Grants:** offered through a partnership between the School of Social Work Georgia State University, and the Georgia Department of Human Resources. Interested students must be currently enrolled in either the BSW or MSW program, select a field placement in a public child welfare setting, and be committed to work in the area of child welfare. Interested students should contact Ms. Mary McLaughlin by telephone at (404) 413-1071 or by email at: [mmclaughlin@gsu.edu](mailto:mmclaughlin@gsu.edu)

**Allied Health** Scholarships are awarded annually to outstanding students enrolled in the College of Health and Human Sciences. Recipients are selected on the basis of need, scholastic ability, residence in one of nine southern states, and good character. Further information can be obtained from the Office of Student Financial Aid.

**Chris Perrin Memorial Scholarship Award** was established by the Georgia Council of Juvenile Court Judges in honor of Chris Perrin, a longtime advocate for children and Executive Director of the Council from 1975 until his death in 1990. When funds are available the scholarship is awarded to a junior or senior student in the Department of Criminal Justice or the Department of Social Work. The award is based upon financial need as established by the Office of Student Financial Aid.

**Marshall L. Bowie College of Health and Human Sciences Scholarship** was established in memory of Marshall L. Bowie, associate dean of the College of Health and Human Sciences. Scholarships are awarded annually to full-time students in good academic standing enrolled in a professional program in the College of Health and Human Sciences. Students must be recommended by a faculty member, and selection priority will be given for community service, and for involvement in college and university activities.

**Georgia Higher Education Assistance Corporation State Direct Student Loans (SDSL)** are available to student enrolled in critical fields in the health sciences. Further details are available in the Office of Student Financial Aid.

### **Information Systems and Technology Open Labs**

The university has four open access computer labs on the downtown campus and two open access lab at North Metro Center. The labs all have IBM compatible microcomputers connected to a local area network and laser printers. In addition the main lab located in 109 Library South,

and the Arts and Humanities Computer Lab also contain MacIntosh computers. All social work students are encouraged to obtain free e-mail accounts from the computer lab.

**Library Learning Commons (Opening Feb. 2008)**

**Location:** University Library North, 2<sup>nd</sup> Floor

**Hours of Operation:**

Monday-Thursday, 7:30am-11:00pm

Friday, 7:30am-6:00pm

Saturday, 9:00am-6:00pm

Sunday, 12:00pm-8:00pm

**Aderhold Lab**

**Location:** Aderhold Learning Center, Concourse (Ground) Level

**Hours of Operation:**

Monday - Thursday, 7:30 am - 10:00 pm

Friday, 7:30 am - 5:00 pm

Closed Saturday and Sunday

**Arts and Humanities**

**Location:** Arts and Humanities Building, 2nd Floor, Room 200

**Hours of Operation:** Monday - Thursday, 9:00 am - 9:00 pm; Friday, 9:00 am - 5:00 pm

Closed Saturday and Sunday

**Kell Hall**

**Location:** Kell Hall, 1st Floor, Room 120

**Hours of Operation:** Monday - Thursday, 9:00 am - 5:00 pm; Closed Friday, Saturday and Sunday

**Digital Aquarium: High End Multimedia Lab**

**Location:** Student Center, 3rd Floor, Room 390

**Hours of Operations:** Same Hours as Student Center

- **Computer Lab on 12<sup>th</sup> Floor available for Social Work Graduate Research Assistants.**
- **All computer labs closed during university holidays and official closings.**

**William R. Pullen Library**

The university's Pullen Library houses more than 1,100,00 volumes and subscribes to more than 7,000 periodicals. The carefully selected collections are designed to serve not only the varied needs of undergraduate students, but also the special needs of professional and graduate students engaged in research. The library is open from 7:30 a.m. to midnight., Monday through Thursday; 7:30 a.m. to 6 p.m. on Friday; 9 a.m. to 6 p.m. on Saturday; and 10:00 a.m. to 11 p.m. on Sunday.

**UNIVERSITY RESOURCES**  
**Addresses and Telephone Numbers**

**Homepage :** <http://www.gsu.edu>  
**University Telephone Information: (404) 413-2000**

**School of Social Work**

1242 Urban Life Center  
Phone: (404) 413-1050  
Fax: (404) 413-1075  
e-mail: [socialwork@gsu.edu](mailto:socialwork@gsu.edu)

**Office of Undergraduate Admissions**

200 Sparks Hall  
(404) 413 2500  
e-mail: [admissions@gsu.edu](mailto:admissions@gsu.edu)

**Office of Student Financial Aid**

102 Sparks Hall  
(404) 413-2400

**Office of Disability Services**

230 Student Center  
(404) 413-1560 (Voice/TDD)

***Health Services***

147 Sparks Hall  
(404) 413-6219

**Office of the University Ombudsperson**

215 One Park Place South  
(404) 413-2510

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(404) 413-9500

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(404) 463-9115

**Textbook Link**

<http://www.efollett.com/>

**Welcome Center**

134 Alumni Hall  
(404) 413-2063  
\* Campus Tours offered (Mon-Fri)

**Office of Academic Assistance**

College of Health and Human  
Science  
811 Urban Life Center  
(404) 413-1000  
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information

**University Housing**

Suite 250 - University Center  
(404) 413-1800

**Commuter Housing**

Suite 400 - University Center  
(404) 413-1515

**Office of Student Activities**

218 University Center  
(404) 413-1750

**Counseling Center**

106 Courtland Street  
(404) 413-1641

**University Bookstore**

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(404) 413-2100

## **APPENDICES**

### **APPENDIX A**

### **BACHELOR OF SOCIAL WORK CORE COURSES & DESCRIPTIONS**

**SW 2000 Introduction to Social Work** . (3) A survey of the profession of social work from an historical and contemporary perspective. Examination of the values, knowledge and skills which characterize all social work practice with emphasis on roles and functions of social work generalists.

**SW 3020 Research Methods** . (3) Prerequisite: Math 1070. A survey of research methods applicable to social services. Emphasis will be placed on beginning skill in evaluation and research and implication for knowledge-guided practice.

**SW 3320 Social Welfare Institutions** . (3) An historical examination of social welfare institutions and programs, including social work response to human need.

**SW 3330 Human Behavior and the Social Environment I** . (3) A study of human behavior as individuals develop over the life span. Knowledge from the biological, social, and behavioral sciences is integrated to provide a comprehensive view of people in their social environment to gain an understanding of their needs.

**SW 3340 Human Behavior and the Social Environment II** . (3) Prerequisite: SW 3330. Human behavior is studied in the context of families, groups, communities, and organizations. Knowledge of cultural and human diversity is integrated for decision making in social work practice.

**SW 3610 Communication Skills for Social Workers** . (3) Communication skills essential for professional social work practice with diverse individuals, groups, families, communities, and organizations. Emphasis on appropriate interviewing skills, recording, and the use of computers to communicate.

**SW 3720 Social Work Methods I** . (3) Prerequisite: BSW Status. Presents a conceptualization of social work practice. Emphasis is placed upon understanding practice skills, i.e. exploration and data gathering, differential assessment and planning, intervention and evaluation relevant to social work practice with individuals, families, small groups, organizations, and communities.

**SW 3730 Social Work Methods II** . (3) Prerequisite: SW 3720. Continuation of SW 3720. Emphasis is placed upon integration of theory, and the application of research and evaluation to social work practice with individuals, families, small groups, organizations, and communities.

**SW 3930 Social Welfare Policy** . (3) Prerequisites: Econ 2105, SW 3320. Application of knowledge, skills, and research to analysis and development of social welfare policy, services, and programs.

**HHS 3000 Communication/Cultural Diversity**. (3) The purpose of this course is to establish good communication skills in both verbal and written form; to explore passive, aggressive and assertive communication styles; and to understand the applicability of computers in facilitating and managing communications. The student also will develop an awareness and understanding

of how human diversity influences ways in which individuals, families, groups, communities, and the larger society interface with service delivery systems. Issues related to ethics and confidentiality will be examined.

**SW 4280 Community Resources and Case Management in Social Work . (3)** This course is a service-learning course whereby students learn about resources and develop case management skills through active participation in thoughtfully organized experiences within the community.

**SW 4300 Contemporary Health Challenges . (3)** This course is designed to introduce students to chronic short and long term health concerns in our society. The course will address such illnesses as AIDS, hepatitis, tuberculosis, Alzheimer, sexually-transmitted diseases (STD), and other health issues. The focus of the course will be upon treatment, identification and transmittal, with an examination of the impact of governmental regulations on drugs, the perception of patients, family members, and health care professionals.

**SW 4930 Field Education I . (6)** Prerequisites: Successful completion of all previous social work courses, except SW 3730 or permission from the Director of Field Education. An educationally directed practicum in a social service agency. A generalist approach is applied to guide beginning social work practice with diverse individuals, families, small groups, organizations, and communities. Demonstration of knowledge of professional values, agency structures, and policies. Emphasis on the integration of content from all areas of the curriculum. A fee to cover liability insurance is required.

**SW 4940 Field Education II . (6)** Prerequisites: Successful completion of Practicum I. A continuation of Practicum I (SW 4930) with greater emphasis on demonstration of assessment, planning, implementation, evaluation, and research skills. Integration and application of knowledge and ethics on the development of skills required for social work practice.

## APPENDIX B

### MASTER OF SOCIAL WORK CORE COURSES & DESCRIPTIONS

**SW 7100 - Foundations of Community Partnerships. (3)**

This integrative course introduces students to community partnerships from social systems and ecological perspectives. Macro content from human behavior and social environment, policy and

practice undergirds the community partnership framework. Provided is an overview of community practice through an examination of theories, history, applications, and domains. Students develop an understanding of the mission of social work and economic justice in the context of community and will participate in community building through an experiential component.

**SW 7200 - Human Development Through the Life Course. (3)**

This course presents knowledge on developmental issues occurring throughout the life span. The focus is on gaining knowledge on individuals, families, small groups, and interpersonal relationships in a multi-cultural context. Students will develop a critical understanding of current theories of well being, stress, coping, and adaptation, as well as macro issues such as oppression, privilege, and discrimination. The inter-relationships between small and large social systems will be explored, as well as the influence of bio-psycho-social factors on individual and family well being. The implications of this knowledge for all domains of social work practice in the community will be considered.

**SW 7300 - Methods of Community Research. (3)**

This course is designed to provide an overview of basic principles of social science research that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection and some basic descriptive analysis. Both qualitative and quantitative methods will be reviewed. This course will stress the importance of the relationship between research and social work practice, and prepare students to evaluate existing social science research. Ethical issues human diversity, and issues in community research will be discussed. Statistical techniques will also be presented.

**SW 7400 - Social Work Practice I. (3)**

SW 7400 and SW 7800 are designed as a continuum. In this course, the student will be introduced to the knowledge, values, and skills that comprise social work practice in the community. Within a social systems perspective, emphasis is on the problem-solving approach which can be applied to work with individuals, families, small groups, and organizations in a community context. The general stages in the process of the helping relationship will be discussed.

**SW 7500 - Foundation Field Education I. (6)**

SW 7500 and SW 7900 are designed as a continuum. This course provides a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency-based social work practice. This experience incorporates an agency based field practicum and field integrative seminars.

**SW 7600 - Social Welfare Policy. (3)**

This course focuses on the historical development and implementation of contemporary social welfare policies and service programs in the United States. Critical analysis of the policy making process is emphasized. The influence of social values on the political and policy development process is highlighted relative to the differential allocation of material and social resources. Specific attention is given to understanding the roles performed by social workers as community practitioner to affect change, and acknowledging the interplay among legislative judicial and

administrative levels of government. Although the primary focus is on federal/state government policies; presentations will incorporate policy development at the local as well as organizational/agency levels when appropriate. The current provisions and service delivery systems emanating from social welfare policies are examined, with special attention given to a society=s most vulnerable population defined by status age, health or economic circumstances.

**SW 7800 - Social Work Practice II. (3)**

This course is a continuation of SW 7400. Building on the previous content, this course will provide an overview of specific theories of change for individuals and families, and applied styles of intervention within the social systems context of the community will be covered. Strategies will be introduced for working with groups to effect an individual=s behavioral change to promote healthy behaviors.

**SW 7900 - Foundation Field Education II. (6)**

This course is a continuation of SW 7500.

**SW 8100 - Skills and Techniques of Community Partnerships. (3)**

This course focuses on advanced skills strategies and techniques required by community practitioners to address social environmental problems and issues. Major topics will include communication skills (use of self, assertiveness public speaking use of small groups, building consensus, persuasion, recruitment facilitating discussion and meetings, and the use of the media); leadership skills; and resource development (grant writing and fundraising). Students will have the opportunity to apply the skills.

**SW 8200 - Evaluation and Technology. (3)**

This course addresses the vital role of evaluation and technology in the modern social work environment. The course develops students= skills in the formative and summative evaluation of community service delivery systems. With strong emphasis on the integration of evolving technologies for the human services, students will examine and experience methods for assessing and improving the quality of programs, policies, and community partnerships.

**SW 8300 - Leadership and Management. (3)**

This course offers students a general introduction to the theory and practice of leadership management from a social work perspective within public, for profit, and non-profit organizations. Theories of management (human resource, policy, functional, and strategic management), organizational structure, roles,, and skills for mezzo and macro practice within an agency or organization are examined. The unique perspective that social workers bring to this discipline in the resolution of community and agency issues, ranging from teamwork, to personnel management strategic planning, power, and decision making, are central elements in this course. The ways in which the social work manager as leader can facilitate community partnerships will also b examined.

**SW 8500 - Community Field Education I. (6)**

SW 8500 and SW 8900 are designed as a continuum. This course provides a field education

experience that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars.

**SW 8800 - Community Project. (3)**

This course is designed to have students synthesize, integrate, and apply content from the foundation and concentration to a viable community project. In coordination with one or more agencies, students are expected to complete a project from the problem definition and methodology stage to the presentation of the final product.

**SW 8900 - Community Field Education II. (6)**

This course is a continuation of SW 8500.

APPENDIX C

**SCHOOL OF SOCIAL WORK ELECTIVES & DESCRIPTIONS**

**SW 4250/7250 Child Maltreatment Policy, Practice and Research . (3)** Child abuse and neglect are viewed within an historical and contemporary context with particular emphasis on the medical, legal, social, and cultural aspects of abused and neglected individuals. The meaning of abusive behavior particularly is examined in relation to family systems. The phenomenon is also viewed in relation to human behavior and as a pervasive social manifestation.

Symptomatology and sequelae of abusive behavior will be examined with specific reference to the implications for family and community systems.

**SW 4260/7260 Aging Practice, Policy, and Research Issues . (3)** This course is designed to provide the basic knowledge and beginning skills appropriate for social work practice with older persons. Emphasizes biological, sociological, and psychological aspects of the aging process with special attention to the cultural, social, political, and economic factors affecting delivery of social services to the aging.

**SW 4270/7270 Substance Abuse Practice, Policy, and Research Issues . (3)** This course will provide students with an overview of the various classes of psychotropic drugs. Students will learn the physiological mechanisms of action of each of the major classes of drugs. They will learn how each drug affects mood and behavior, how each drug affects major organ systems in the body, and how genetic, and social factors may predispose an individual to drug use.

**SW 4290/7290 Child Welfare Practice, Policy and Research Issues. (3)** This course will provide participants the opportunity to explore some of the current challenges inherent in the delivery of child welfare services to children, youth and families. Specifically, there will be opportunities for students to develop their knowledge of child welfare policy, practice, and research in relation to the problems and challenges of diverse populations, vulnerable groups and at-risk families. The course is intended to serve as a forum for the exchange of ideas and will focus on a range of critical issues in the field of child welfare, including: violence child maltreatment, HIV, drug exposure and homelessness. In addition, child welfare service including: foster care adoption, family based, and child protection services, will also be examined.

**SW 4340/7340 Social Work and the Law . (3)** An introduction to the law as it applies to social services and social work practice. Using case studies, students will examine problems that the poor, the disadvantaged and all clients face in confronting the justice system. Attention is given to worker liability and those skills essential for testifying in court and advocating for client's legal rights.

**SW 4900 Seminar on Social Work Issues and Problems . (1-6)** An examination of problems, current issues or areas of special interest related to the social work profession.

**SW 4950/7950 Selected Topics in Social Work . (3)** This course will offer knowledge and skills on variable topics that impact social work practice. May be repeated up to six hours if topic varies.

**SW 4990 Directed Individual Study . (1-5).** This course allows the student to extend his/her knowledge in a particular area through an independent study. A social work faculty member must agree to supervise this study and it must be approved by the departmental chair.

**SW 7310- Groups Facilitation Skills. (3)**

This course aims to develop knowledge and skills in group facilitation. Issues and principles common to all types of groups, including those based on group purpose (individual change to social action) and/or membership (families, self-help groups, agencies organizations, neighborhood groups) will be addressed. The course will also review specific methods of group facilitation, including team building, consensus planning and planning for strategic action, and the application of skills to targeted groups. The development of new partnership structures will be addressed as will the differential role of the social worker with diverse groups.

**SW 7350 - Economics of Poverty and Public Policy. (3)**

This course applies basic economic concepts to the study of poverty in the United States. There are three main topics: (1) measuring the extent of poverty in the United States (2) explaining the causes of poverty, and (3) evaluating actual and potential private sector or government responses to the problem. Within this framework topics that will be discussed include poverty and inequality, economics of the family, racial/gender discrimination and segregation, neighborhood effects, history of welfare, the incentive structure of the current and proposed welfare plans and welfare reform.

**SW 7700 - Community Foundation Integrative Seminar. (3)**

The purpose of this course is to integrate and synthesize foundation content from a community perspective. Through the critical analysis of a contemporary social welfare issue, e.g. homelessness, welfare reform, affirmative action, HIV/AIDS, students will examine the research, discussion, and the exchange of ideas in a seminar format. This course will be required of all advanced standing students.

**SW 7960 - Seminar on Community Partnerships: Practice and Issues. (3)**

An exploration of current challenges, issues, research, skills, or areas of special interest related to the social work practice of community partnerships. May be repeated up to 6 hours if topic varies.

APPENDIX D

**NATIONAL ASSOCIATION OF SOCIAL WORKERS  
CODE OF ETHICS\***

I. The Social Worker=s Conduct and Comportment as a Social Worker

**A. Propriety - The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.**

1. The private conduct of the social worker is a personal matter to the same degree as is

any other person=s, except when such conduct compromises the fulfillment of professional responsibilities.

2. The social worker should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.

3. The social worker should distinguish clearly between statements and actions made as a private individual and as a representative of the social work profession or an organization or group.

**B. Competence and professional development - The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.**

1. The social worker should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

2. The social worker should not misrepresent professional qualifications, education, experience, or affiliations.

**C. Service - The social worker should regard as primary the service obligation of the social work profession.**

1. The social worker should retain ultimate responsibility for the quality and extent of the service which that individual assumes, assigns, or performs.

2. The social worker should act to prevent practices that are inhumane or discriminatory against any person or group of persons.

**D. Integrity - The social worker should act in accordance with the highest standards of professional integrity and impartiality.**

1. The social worker should be alert to and resist the influence and pressures that interfere with the exercise of professional discretion and impartial judgment required for the performance of professional functions.

2. The social worker should not exploit professional relationships for personal gain.

**E. Scholarship and research - The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.**

1. The social worker engaged in research should consider carefully its possible consequences for human beings.

2. The social worker engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate, and with due regard for participants= privacy and dignity.

3. The social worker engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger, or deprivation.

4. The social worker who engages in the evaluation of services or cases should discuss them only for professional purposes and only with persons directly and professionally concerned with them.

5. Information obtained about participants in research should be treated as confidential.

6. The social worker should take credit only for work actually done in connection with

scholarly and research endeavors and credit contributions made by others.

## **II. The Social Worker=s Ethical Responsibility to Clients**

### **F. Primacy of clients= interests - The social worker=s primary responsibility is to clients.**

1. The social worker should serve clients with devotion, loyalty, determination, and the maximum application of professional skill and competence.
2. The social worker should not exploit relationships with clients for personal advantage, or solicit the clients of one=s agency for private practice.
3. The social worker should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition, or status.
4. The Social worker should avoid relationships or commitments that conflict with the interests of clients.
5. The social worker should under no circumstances engage in sexual activities with clients.
6. The social worker should provide clients with accurate and complete information regarding the extent and nature of the services available to them.
7. The social worker should apprise clients of their risks, rights, opportunities, and obligations associated with social service to them.
8. The social worker should seek advice and counsel of colleagues and supervisors whenever consultation is in the best interest of clients.
9. The social worker should terminate service to clients, and professional relationships with them, when such service and relationships are no longer required or no longer serve the clients= needs to interests.
10. The social worker should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects.
11. The social worker who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients= needs and preferences.

### **G. Rights and prerogatives of clients - The social worker should make every effort to foster maximum self-determination on the part of clients.**

1. When the social worker must act on behalf of a client who has been adjudged legally incompetent, the social worker should safeguard the interests and rights of that client.
2. When another individual has been legally authorized to act in behalf of a client, the social worker should deal with that person always with the client=s best interest in mind.
3. The social worker should not engage in any action that violates or diminishes the civil or legal rights of clients.

### **H. Confidentiality and privacy - The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.**

1. The social worker should share with others confidences revealed by clients without their consent only for compelling professional reasons.
2. The social worker should inform clients fully about the limits of confidentiality in a given situation, the purposes for which information is obtained, and how it may be used.
3. The social worker should afford clients reasonable access to any official social work records concerning them.
4. When providing clients with access to records, the social worker should take due care to protect the confidences of others contained in those records.
5. The social worker should obtain informed consent of clients before taping, recording, or permitting third-party observation of their activities.

**I. Fees - When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients= ability to pay.**

1. The social worker should not divide a fee or accept or give anything of value for receiving or making a referral.

**III. The Social Worker=s Ethical Responsibility to Colleagues**

**J. Respect, fairness, and courtesy - The social worker should treat colleagues with respect, courtesy, fairness, and good faith.**

1. The social worker should cooperate with colleagues to promote professional interests and concerns.
2. The social worker should respect confidences shared by colleagues in the course of their professional relationships and transactions.
3. The social worker should create and maintain conditions of practice that facilitate ethical and competent professional performance by colleagues.
4. The social worker should treat with respect, and represent accurately and fairly, the qualifications, views, and findings of colleagues and use appropriate channels to express judgments on these matters.
5. The social worker who replaces or is replaced by a colleague in professional practice should act with consideration for the interest, character, and reputation of that colleague.
6. The social worker should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the social worker=s interest.
7. The social worker should seek arbitration or mediation when conflicts with colleagues require resolution for compelling professional reasons.
8. The social worker should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
9. The social worker who serves as an employer, supervisor, or mentor to colleagues should make orderly and explicit arrangements regarding the conditions of their continuing professional relationship.
10. The social worker who has the responsibility for employing and evaluating the performance of other staff members should fulfill such responsibility in a fair, considerate, and

equitable manner, on the basis of clearly enunciated criteria.

**11.** The social worker who has the responsibility for evaluating the performance of employees, supervisees, or students should share evaluations with them.

**K. Dealing with colleagues= clients - The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.**

1. The social worker should not solicit the clients of colleagues.
2. The social worker should not assume professional responsibility for the clients of another agency or a colleague without appropriate communication with that agency or colleague.
3. The social worker who serves the clients of colleagues during a temporary absence or emergency should serve those clients with the same consideration as that afforded any client.

**IV. The Social Worker=s Ethical Responsibility to Employers and Employing Organizations**

**L. Commitment to employing organization - The social worker should adhere to commitments made to the employing organization.**

1. The social worker should work to improve the employing agency=s policies and procedures, and the efficiency and effectiveness of its services.
2. The social worker should not accept employment or arrange student field placements in an organization which is currently under public sanction by NASW for violating personnel standards or imposing limitations on or penalties for professional actions on behalf of clients.
3. The social worker should act to prevent and eliminate discrimination in the employing organization=s work assignments and in its employment policies and practices.
4. The social worker should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing organization.

**V. The Social Worker=s Ethical Responsibility to the Social Work Profession**

**M. Maintaining the integrity of the profession - The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.**

1. The social worker should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
2. The social worker should take action through appropriate channels against unethical conduct by any other member of the profession.
3. The social worker should act to prevent the unauthorized and unqualified practice of social work.
4. The social worker should make no misrepresentation in advertising as to qualifications, competence, service, or results to be achieved.

**N. Community service - The social worker should assist the profession in making social services available to the general public.**

1. The social worker should contribute time and professional expertise to activities that promote respect for the utility, the integrity, and the competence of the social work profession.

2. The social worker should support the formulation, development, enactment, and implementation of social policies of concern to the profession.

**O. Development of knowledge - The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.**

1. The social worker should base practice upon recognized knowledge relevant to social work.

2. The social worker should critically examine, and keep current with, emerging knowledge relevant to social work.

3. The social worker should contribute to the knowledge base of social work and share research knowledge and practice wisdom with colleagues.

**VI. The Social Worker=s Ethical Responsibility to Society**

**P. Promoting the general welfare - The social worker should promote the general welfare of society.**

1. The social worker should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition, or status.

2. The social worker should act to ensure that all persons have access to the resources, services, and opportunities which they require.

3. The social worker should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups or persons.

4. The social worker should promote conditions that encourage respect for the diversity of cultures which constitute American society.

5. The social worker should provide appropriate professional services in public emergencies.

6. The social worker should advocate changes in policy and legislation to improve social conditions and to promote social justice.

7. The social worker should encourage informed participation by the public in shaping social policies and institutions.

\* Passed by the 1979 Delegate Assembly, implemented July 1, 1980.

APPENDIX E

**CAREER OPPORTUNITIES IN SOCIAL WORK**

Social work is a profession devoted to helping people function the best they can in their environment. Setting the social work profession apart from other helping professions is the Aperson-in-the-environment@ perspective. This perspective helps provide the professional with knowledge, skills and ethics that place them in a variety of settings.

Social workers are found in public agencies, private businesses, hospitals, clinics,

schools, nursing homes, private practices, police departments, courts, and countless other interesting workplaces. Social workers serve individuals, families, and communities. They are managers, supervisors, and administrators. They serve at all levels of government. They are educators. They are therapists and researchers. More and more, they are also elected political leaders and legislators. (*CHOICES, Careers in Social Work*, NASW, 1993).

<b>SOCIAL WORK CAREERS</b>	<b>RELATED FIELDS</b>	<b>EMPLOYERS</b>
<b>Aging/ Gerontology</b>	Advocacy and intervention Home health care Geriatric Case Management Public Policy Adult day care Family services Information and referral	Hospital and medical centers Nursing homes Senior centers Area agencies on aging Senior volunteer programs Senior housing facilities Mental health centers Family service agencies Employee assistance programs
<b>Child Welfare</b>	Family preservation Child day care Child protection Family foster care Group care Adoption Public welfare Advocacy and intervention	Adoption agencies Child day care Foster care agencies Family preservation agencies Public child welfare organizations Private child welfare organizations
<b>Public Welfare</b>	Income maintenance Adult protective service Housing services Supervision Management Administration Public policy Research	Public welfare agencies Private social service agencies Research institutes
<b>School Social Work</b>	Clinical social work pupil personnel services	Elementary and secondary schools Special education placement

		offices Head start centers Counseling centers Early intervention programs
<b>Justice/Corrections</b>	Corrections Probation Forensics Youth services Parole	Prisons Courts Police departments Victim assistance programs
<b>Developmental Disabilities</b>	Case management Planning Research Policy Program evaluation Management	Community-based living arrangements State and local agencies Medical facilities Schools
<b>Employment/Occupational Social Work</b>	Clinical social work Alcohol and other drug abuse treatment Health and wellness education Grass roots organizing	Corporations Business Employee assistance programs Labor unions Organizational development
<b>Health Care</b>	Hospital social work AIDS counseling/education Public health Hospice counseling/management Home health care Case management Discharge planning Maternal and child health Physical rehabilitation Chemical dependency Disease prevention and health	Health maintenance organizations Nursing homes Hospitals Clinics Hospice Group homes

	promotion	
<b>Mental Health/Clinical Social Work</b>	Alcohol & other drug abuse treatment Individual & family psychotherapy and counseling Grief counseling Victim services Corrections Aging Child welfare Developmental disabilities Health care Group work & therapy	Community mental health centers Psychiatric hospitals Residential treatment centers Partial (day treatment) hospitals Managed mental health programs Employee assistance programs Schools Family service agencies
<b>Community Organization</b>	Community development Social planning Program development Community education Grassroots organizing Consumer advocacy Voter registration Economic development Politics Group work Neighborhood organizing	Advocacy organizations Development corporations Community action agencies Neighborhood & community centers Local, state, and federal governments Associations
<b>International Social Work</b>	Social development Community development/organization Group work Advocacy Social planning/development International adoption Technology transfer Family planning Child welfare Health and mental health Post traumatic stress	International aid organizations Relief organizations International human right agencies Refugee relief agencies

	<p>Substance abuse  Management  Social policy  Employment services  Refugee services</p>	
<b>Management/Administration</b>	<p>Planning  Policy  Organization  Development  Advocacy</p>	<p>Family service agencies  Child welfare agencies  Social service agencies  School pupil personnel  departments  Area agencies on aging  State mental health departments  Employee assistance programs  Probation departments  Health  Public welfare agencies</p>
<b>Policy and Planning</b>	<p>Community development  Community organization  Health care management  Management  Administration  Political organizing  Government relations  Advocacy</p>	<p>Public interest groups  Local, state, and federal  government  Voluntary health and welfare  councils  Advocacy organizations  Development corporations  Trade associations  Administrative agencies</p>
<b>Politics</b>	<p>Campaign management  Community organization  Advocacy  Government relations  Social policy</p>	<p>Political campaigns  Political parties  Political organizations  Associations  Government agencies  Advocacy groups</p>
<b>Research</b>	<p>Planning  Policy  Community development  Advocacy  Social planning  Program development  Economic development  Politics</p>	<p>Colleges and universities  Research institutes  Associations  Advocacy organizations  Development corporations  Local, state, and federal  governments</p>